# Health and Physical Education – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.  Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform fundamental movement skills and solve movement challenges. | By the end of Foundation, students identify similarities and differences between themselves and others. They name parts of the body and outline how their body is growing and changing. They demonstrate personal and social skills to interact respectfully with others. Students identify different emotions people experience. They identify protective behaviours and help-seeking strategies to help keep themselves safe. Students identify different types of health information and how it can be used in their lives.  Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. They recognise the benefits of being physically active. Students use personal and social skills to engage in fair and inclusive play. | Greater level of detail in the achievement standard to better align the content descriptions with the achievement standard |

### Content descriptions

#### VC2 strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify personal strengths (VCHPEP057) | investigate who they are and the people in their world  VC2HPFP01 | Refined |
| Name parts of the body and describe how their body is growing and changing (VCHPEP058) | name parts of the body and describe how their body is growing and changing  VC2HPFP02 | No change |

##### Sub-strand: Interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Practise personal and social skills to interact with others (VCHPEP060) | practise personal and social skills to interact respectfully with others  VC2HPFP03 | Refined with use of ‘respectfully’ to establish specific Respectful Relationships thread |
| Identify and describe emotional responses people may experience in different situations (VCHPEP061) | identify emotions they experience  VC2HPFP04 | Refined with a more modest starting point in what students are expected to do with this knowledge |
|  | explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy  VC2HPFP05 | New content description |

##### Sub-strand: Contributing to healthy communities

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify people and actions that help keep themselves safe and healthy (VCHPEP059) | identify protective behaviours and rehearse help-seeking strategies that help keep them safe  VC2HPFP06 | ‘People and actions’ replaced by contemporary term ‘protective behaviours’ |
| Identify actions that promote health, safety and wellbeing (VCHPEP062) | identify health symbols, messages and strategies in their community that support their health and safety  VC2HPFP07 | More active and specific language focused on same content |

#### VC2 strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings (VCHPEM064) | practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings  VC2HPFM01 | Movement sequences more logical commencement point at Levels 3 and 4, once fundamental movement skills are established |
| Identify and describe how their body moves in relation to effort, space, time, objects and people (VCHPEM067) | explore different ways of moving their body safely when manipulating objects and moving through space  VC2HPFM02 | Refined to reflect the need for the content description to be taught and learnt through movement |
| Participate in games with and without equipment (VCHPEM065) |  | Removed, acknowledging the embeddedness of this content description elsewhere |

##### Sub-strand: Making active choices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment (VCHPEP063)  Explore how regular physical activity keeps individuals healthy and well (VCHPEM066) | Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active  VC2HPFM03 | Moved from Contributing to healthy and active communities sub-strand (VC1) and merged content descriptions to enhance teachability |

##### Sub-strand: Learning through movement

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Follow rules when participating in physical activities (VCHPEM070) | follow rules to promote fair play and inclusion in a range of physical activities  VC2HPFM04 | Refined |
| Cooperate with others when participating in physical activities (VCHPEM068) | cooperate with others when participating in physical activities  VC2HPFM05 | Refined |
| Use trial and error to test solutions to movement challenges (VCHPEM069) |  | Removed |

## Levels 1 and 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They understand how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.  Students demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.  They perform movement sequences that incorporate the elements of movement. | By the end of Level 2, students explain how personal qualities contribute to one aspect of identity. They describe physical and social changes that occur as they grow older. They demonstrate personal and social skills and describe strategies to develop respectful relationships. Students describe how emotional responses affect their own and others’ feelings. They apply protective behaviours and help-seeking strategies that can help keep themselves and others safe. Students explain why health information is important for making choices.  Students apply fundamental movement skills in different movement situations and explain how they move their body with objects and in space effectively. They describe factors that make physical activity safe and beneficial. Students develop and apply rules while cooperating with others in a range of movement contexts. | Greater level of detail in the achievement standard to better align the content descriptions with the achievement standard to help teachers assess student learning more effectively |

### Content descriptions

#### VC2 strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (VCHPEP071) | describe their personal characteristics and those of others, and explain how they contribute to developing identities  VC2HP2P01 | ‘Personal characteristics’ replaces ‘strengths and achievements’ |
| Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (VCHPEP072) | describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these  VC2HP2P02 | No change |

##### Sub-strand: Interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Describe ways to include others to make them feel that they belong (VCHPEP075) | identify and explore personal and social skills and strategies to develop respectful relationships  VC2HP2P03 | More explicitly flagging where Respectful Relationships is to be taught with inclusion of this language in the content description |
| Identify and practise emotional responses that account for own and others’ feelings (VCHPEP076) | identify how different situations influence emotional responses  VC2HP2P04 | Refined |
|  | practise strategies they can use when they need to seek, give or deny permission respectfully  VC2HP2P05 | New content description |

##### Sub-strand: Contributing to healthy communities

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073) | identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe  VC2HP2P06 | Refined with focus on contemporary term ‘protective behaviours’ |
| Examine health messages and how they relate to health decisions and behaviours (VCHPEP077) | investigate a range of health messages and strategies in their community to promote their own health, safety and wellbeing  VC2HP2P07 | More specific focus on promoting health, safety and wellbeing |
| Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074) |  | Absorbed into above content descriptions for better teachability |
| Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) |  | Absorbed into above content descriptions for better teachability |

#### VC2 strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080) | practise fundamental movement skills and apply them in a variety of movement situations, including indoor, outdoor and aquatic settings  VC2HP2M01 | Refined |
| Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (VCHPEM084) | investigate different ways of moving their body and manipulating objects and space, and draw conclusions about their effectiveness  VC2HP2M02 | Refined, with an added focus on reflection |
| Construct and perform imaginative and original movement sequences in response to stimuli (VCHPEM081) |  | Removed, movement sequences thread commences at Levels 3 and 4 |
| Create and participate in games (VCHPEM082) |  | Removed for teachability – implied through other content descriptions |

##### Sub-strand: Making active choices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and explore natural and built environments in the local community where physical activity can take place (VCHPEP079) | participate in a range of physical activities in outdoor environments and aquatic settings and investigate contextual factors and environments that make physical activity safe and enjoyable  VC2HP2M03 | Moved from Contributing to healthy and active communities sub-strand (VC1) |
| Discuss the body’s reactions to participating in physical activities (VCHPEM083) |  | Removed, this content commences at Levels 3 and 4 |

##### Sub-strand: Learning through movement

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify rules and fair play when creating and participating in physical activities (VCHPEM087) | co-construct and apply rules to promote fair play and inclusion in a range of physical activities  VC2HP2M04 | More explicit outcomes and also acknowledges the need for teacher support in developing rules |
| Use strategies to work in group situations when participating in physical activities (VCHPEM085) | apply strategies to work cooperatively when participating in physical activities  VC2HP2M05 | Refined |
| Propose a range of alternatives and test their effectiveness when solving movement challenges (VCHPEM086) |  | Removed |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing.  Students apply strategies for working cooperatively and apply rules fairly. They selected and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movements skills and apply movements concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. | By the end of Level 4, students describe influences that strengthen resilience and identity. They describe strategies to respond to physical, social and emotional changes and transitions they experience. They apply personal and social skills and strategies to interact respectfully with others. Students describe the influences that inclusion and the challenging of stereotypes have on choices and actions. They explain the variation in emotional responses and describe strategies to manage emotions. They describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations. Students interpret health information to apply strategies that can enhance their own and others’ health, safety, relationships and wellbeing.  Students refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. Students describe the benefits of regular physical activity on health, wellbeing and physical fitness. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others’ lives. Students demonstrate fair play and inclusion through a range of roles in movement contexts. | Greater level of detail in the achievement standard to better align the content descriptions with the achievement standard to help teachers assess student learning more effectively |

### Content descriptions

#### VC2 strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine how success, challenge and failure strengthen personal identities (VCHPEP088) | investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts  VC2HP4P01 | Refined |
| Explore strategies to manage physical, social and emotional change (VCHPEP089) | plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as physical, social and emotional changes  VC2HP4P02 | Refined to provide greater clarity on what is to be taught and learnt |
|  | describe how choices and actions can be influenced by stereotypes  VC2HP4P03 | New content description |

##### Sub-strand: Interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092) | select, use and refine personal and social skills to establish, manage and strengthen relationships  VC2HP4P04 | Greater focus on personal and social skills with additional clarity on what students are expected to do with the content |
|  | describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities  VC2HP4P05 | New content description |
| Investigate how emotional responses vary in family situations and in friendship groups (VCHPEP093) | explain how and why emotional responses can vary and practise strategies to manage their emotions  VC2HP4P06 | Refined |
|  | practise and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required across multiple settings (including online and offline)  VC2HP4P07 | New content description |

##### Sub-strand: Contributing to healthy communities

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090) | describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community  VC2HP4P08 | Refined, with focus on contemporary term ‘protective behaviours’ and greater clarity on the settings through which this content description can be applied |
| Discuss and interpret health information and messages in the media (VCHPEP094)  Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091) | interpret the nature and intention of health information and messages in their community, and reflect on how these influence personal decisions and behaviours  VC2HP4P09 | Combined content descriptions to enhance teachability |
| Describe strategies to make the classroom and playground healthy, safe and active spaces (VCHPEP095) | investigate and apply strategies that contribute to their own and others’ health, safety, relationships and wellbeing  VC2HP4P10 | Refined |

#### VC2 strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097) | practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings  VC2HP4M01 | No change |
| Practise and apply movement concepts and strategies (VCHPEM099) | practise and apply basic movement strategies to achieve movement outcomes  VC2HP4M02 | Refined, focusing only on movement strategies. Movement concepts sits in a separate content description |
| Combine the elements of effort, space, time, objects and people when performing movement sequences (VCHPEM101) | demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills  VC2HP4M03 | This content description focuses on connecting these movement concepts with movement skills. A separate content description connects fundamental movement skills to movement sequences |
| Perform movement sequences which link fundamental movement skills (VCHPEM098) | perform movement sequences that link fundamental movement skills  VC2HP4M04 | No change |

##### Sub-strand: Making active choices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine the benefits of physical activity and physical fitness to health and wellbeing (VCHPEM100) | participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well  VC2HP4M05 | This content description refinement provides a more suitable commencement point that allows students to reflect on the participatory perspective of how physical activity makes them feel |
| Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096) | participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others’ safe participation  VC2HP4M06 | Moved from Contributing to healthy and active communities sub-strand (VC1) and refined, with use of ‘outdoor environments’ for consistency with terms used at VCE |
| Examine the benefits of physical activity and physical fitness to health and wellbeing (VCHPEM100) | explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations  VC2HP4M07 | This content description is split with separate content descriptions exploring benefits (VC2HP4M07) and physiological responses (VC2HP4M05) |

##### Sub-strand: Learning through movement

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Apply innovative and creative thinking in solving movement challenges (VCHPEM103) | apply creative thinking skills when solving movement problems  VC2HP4M08 | Refined |
| Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104) | apply rules and scoring systems to promote fair play and inclusion when participating in or designing physical activities  VC2HP4M09 | Refined |
| Adopt inclusive practices when participating in physical activities (VCHPEM102) | perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities  VC2HP4M10 | Refined |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognize the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.  Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences. | By the end of Level 6, students explain how different contextual factors influence identities. They propose strategies to manage developmental changes and transitions. They explain how stereotypes influence roles and responsibilities. Students propose and apply strategies to demonstrate respect, empathy and inclusion to positively influence relationships. They propose strategies to manage emotions and analyse the influence of these strategies on relationships. They explain how communication skills, protective behaviours and help-seeking strategies can help keep themselves and others safe online and offline. Students analyse health information to refine strategies that can enhance their own and others’ health, safety, relationships and wellbeing.  Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and analyse the impact on movement outcomes. They apply the elements of movement when creating movement sequences. Students analyse the body’s response to physical activity of varying intensity. They propose strategies to promote safe physical activity participation that enhance health and wellbeing. Students describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts. | Greater level of detail in the achievement standard to better align the content descriptions with the achievement standard to help teachers assess student learning more effectively |

### Content descriptions

#### VC2 strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore how identities are influenced by people and places (VCHPEP105) | explain how identities can be influenced by people and places, and how we can create positive self-identities  VC2HP6P01 | Refined to tie identity influences to the creation of positive self-identities in accordance with a strengths-based approach |
| Investigate resources to manage changes and transitions associated with puberty (VCHPEP106) | investigate resources and strategies to manage changes and transitions, including changes associated with puberty  VC2HP6P02 | Refined |
|  | investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes  VC2HP6P03 | New content description |

##### Sub-strand: Interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Practise skills to establish and manage relationships (VCHPEP109) | describe and demonstrate how respect and empathy can be expressed to positively influence relationships  VC2HP6P04 | Refined to provide greater specificity to the scope and intent of the content |
| Investigate how celebrating similarities and differences can strengthen communities (VCHPEP114) | describe and implement strategies to value diversity in their communities  VC2HP6P05 | Refined to focus on the value of diversity |
| Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110) | apply strategies to manage emotions and analyse how emotional responses influence interactions  VC2HP6P06 | Refined, with more active application to guide how this content description might be delivered |
|  | describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully across multiple settings (including online and offline)  VC2HP6P07 | New content description |

##### Sub-strand: Contributing to healthy communities

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107) | explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community  VC2HP6P08 | Greater clarity regarding the scope of context for this content |
| Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (VCHPEP111) | investigate different sources, quality and types of health information and how these apply to their own and others’ health choices  VC2HP6P09 | An opening of the scope to not just specifically include media |
| Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)  Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112) | analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities  VC2HP6P10 | Merging of 2 content descriptions for teachability. Sedentary behaviour and activity plans moved to Making active choices sub-strand (VC2) |

#### VC2 strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115) | adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settings  VC2HP6M01 | Refined to align with progression of the content description across the learning sequence |
| Propose and apply movement concepts and strategies (VCHPEM117) | transfer familiar movement strategies to different movement situations  VC2HP6M02 | Removal of movement concepts to a separate content description (VC2HP6M03) |
| investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes  VC2HP6M03 | New content description. Movement concepts and movement strategies have been separated into 2 content descriptions |
| Design and perform a variety of movement sequences (VCHPEM116)  Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (VCHPEM119) | create and perform a variety of movement sequences, modifying the movement elements of time, effort, space, people and objects  VC2HP6M04 | Merged with movement sequences learning sequence from the Moving our bodies sub-strand (VC2) |

##### Sub-strand: Making active choices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118) | participate in physical activities to investigate the body’s response to different levels of intensity  VC2HP6M05 | This learning sequence focuses more on participation perspectives. Progression from reflecting on ‘how body feels’ to considering this in a more physiological way |
| Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113) | participate in physical activities that enhance health and wellbeing in outdoor environments and aquatic settings and investigate the steps and resources needed to promote safe participation  VC2HP6M06 | Moved from the Contributing to healthy and active communities sub-strand (VC1) and refined with use of ‘outdoor environments’ for consistency with terms used at VCE |
|  | explore strategies to increase physical activity and reduce sedentary behaviour levels in their lives  VC2HP6M07 | This content has been realigned from a previous content description in the Being healthy, safe and active sub-strand (VC1) |

##### Sub-strand: Learning through movement

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121) | predict and test the effectiveness of applying different skills and strategies in a range of movement situations  VC2HP6M08 | Refined to ensure suitable progression from Levels 3 and 4 where this learning sequence commences |
| Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122) | devise and test rules and game modifications to support fair play and inclusive participation  VC2HP6M09 | Refined to provide greater clarity of what is expected |
| Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) | participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities  VC2HP6M10 | Refined |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students investigate strategies and resources to manage changed and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others’ health, safety and wellbeing. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. | By the end of Level 8, students analyse factors that influence identities and responses to change, and describe strategies to support themselves and others in responding to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. They analyse factors that influence emotional responses and justify strategies to manage emotions. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others). They analyse health information and messages to propose and design strategies that can enhance their own and others’ health, safety, relationships and wellbeing.  Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. They adapt and apply the elements of movement to compose and perform movement sequences. Students propose strategies designed to achieve personal fitness and evaluate their impact on health and wellbeing outcomes. They propose and evaluate strategies designed to promote personal health and wellbeing outcomes. Students apply and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts. | Greater level of detail in the achievement standard to better align the content descriptions with the achievement standard to help teachers assess student learning more effectively |

### Content descriptions

#### VC2 strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate the impact of transition and change on identities (VCHPEP123) | analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes  VC2HP8P02 | Refined to allow for the development of strategies to manage change and transition |
| Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124) | analyse and reflect on the influence of values and beliefs on the development of identities  VC2HP8P01 | Greater clarity in focus of what factor (values/beliefs) is being investigated in regard to identity development, and aligns with the progression from Levels 5 and 6 |
|  | examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes  VC2HP8P03 | New content description |

##### Sub-strand: Interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (VCHPEP127) | examine the roles of respect, empathy, power and coercion in developing respectful relationships  VC2HP8P04 | Refined for greater clarity |
| Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (VCHPEP132) | investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities  VC2HP8P05 | Refined for greater clarity |
| Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128) | analyse factors that influence emotional responses and devise strategies to self-manage emotions  VC2HP8P06 | Refined |
|  | explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline)  VC2HP8P07 | New content description |

##### Sub-strand: Contributing to healthy communities

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125) | refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR)  VC2HP8P08 | First aid and CPR specifically included in scope at Levels 7 and 8, moved from VC1 Being healthy safe and active sub-strand |
| Develop skills to evaluate health information and express health concerns (VCHPEP129) | investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing  VC2HP8P09 | The skill of evaluation of health information has been moved to Levels 9 and 10 |
| Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)  Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130) | plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeing  VC2HP8P10 | Merged 2 content descriptions to enhance teachability |

#### VC2 strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use feedback to improve body control and coordination when performing specialised movement skills (VCHPEM133) | refine and transfer movement skills in a variety of movement situations, including indoor, outdoor and aquatic settings  VC2HP8M01 | Refined with a broader focus, and the aquatic settings included to clarify the mandated requirement to teach swimming and water safety (including in water skills) from F–10 |
| Practise, apply and transfer movement concepts and strategies (VCHPEM135) | design and demonstrate how movement strategies can be manipulated to improve movement outcomes  VC2HP8M02 | Removal of movement concepts to a separate learning sequence below – focus is on movement strategies |
| Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (VCHPEM137) | demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes  VC2HP8M03 | Movement concepts emphasised here |
| Compose and perform movement sequences for specific purposes in a variety of contexts (VCHPEM134) | adapt and perform movement sequences in a variety of contexts, demonstrating how the movement elements of time, effort, space, people and objects can enhance performance  VC2HP8M04 | Specific movement concepts added to provide clarity on how movement sequences are to be applied |

##### Sub-strand: Making active choices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (VCHPEM136) | participate in physical activities designed to improve fitness to investigate the impact of regular participation on health and wellbeing  VC2HP8M05 | No specific differentiation between health- and skill-related fitness components. Personalised plan moved to learning sequence focused on health and wellbeing, rather than specifically related to fitness |
| Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131) | participate in physical activities that utilise community spaces, outdoor environments and aquatic settings safely, and evaluate strategies to support the increased use of these spaces  VC2HP8M06 | Moved from Contributing to healthy and active communities sub-strand (VC1) and refined with use of ‘outdoor environments’ for consistency with terms used at VCE |
|  | design and justify a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomes  VC2HP8M07 | This information has been realigned from a previous content description in Being healthy safe and active sub-strand (VC1) |
| Participate in and investigate the cultural and historical significance of a range of physical activities (VCHPEM138) |  | Removed and absorbed across the study |

##### Sub-strand: Learning through movement

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Evaluate and justify reasons for decisions and choices of action when solving movement challenges (VCHPEM140) | propose, test and evaluate movement strategies and skills that would be most effective in different movement situations  VC2HP8M08 | Refined to ensure suitable progression across this learning sequence |
| Modify rules and scoring systems to allow for fair play, safety and inclusive participation (VCHPEM141) | analyse modifications to equipment, rules and scoring systems that support fair play and inclusive participation  VC2HP8M09 | Refined to also include equipment |
| Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139) | practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities  VC2HP8M10 | More specific contextualisation of personal and social skills |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.  Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing.  They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. | By the end of Level 10, students propose and evaluate personal strategies to manage their identities and responses to change and transitions. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. They evaluate personal strategies to manage emotional responses to different situations and reflect on the impact of their ability to manage these responses on health and wellbeing. Students propose and evaluate strategies to manage online and offline situations where their own or others’ health, safety, relationships or wellbeing may be negatively impacted. They synthesise health information from credible sources to propose and justify strategies that can enhance their own, others’ and the community’s health, safety, relationships and wellbeing.  Students evaluate and refine their own and others’ movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement skills and strategies to unfamiliar situations and evaluate the effectiveness to achieve successful outcomes. They apply criteria to evaluate and refine their own and others’ movement performances. Students critique the effectiveness of strategies designed to enhance health, fitness and wellbeing. They propose and evaluate community-based physical activity interventions designed to improve the health and wellbeing of themselves and others. Students apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. | Greater level of detail in the achievement standard to better align the content descriptions with the achievement standard to help teachers assess student learning more effectively |

### Content descriptions

#### VC2 strand:Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Evaluate factors that shape identities, and analyse how individuals impact the identities of others (VCHPEP142) | evaluate factors that shape identities and evaluate how individuals influence the identities of others  VC2HP10P01 | Refined |
| Examine the impact of changes and transitions on relationships (VCHPEP143) | refine, evaluate and adapt strategies for managing changes and transitions  VC2HP10P02 | Further rigour in what is required when exploring changes and transitions |
|  | investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships  VC2HP10P03 | New content description |

##### Sub-strand: Interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146) | evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships  VC2HP10P04 | Greater detail that establishes appropriate progression from Levels 7 and 8 |
| Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151) | propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities  VC2HP10P05 | Refined for greater clarity |
| Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147) | evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing  VC2HP10P06 | Refined |
|  | examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships  VC2HP10P07 | New content description |

##### Sub-strand: Contributing to healthy communities

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk (VCHPEP144)  Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145) | plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others’ health, safety or wellbeing may be negatively impacted at home, school and in the community  VC2HP10P08 | Merged 2 content descriptions to enhance teachability |
| Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148) | critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others’ and community’s attitudes and actions  VC2HP10P09 | Greater clarity added to what is included within the scope of health information |
| Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149) | plan, justify and critique strategies to enhance their own, others’ and community’s health, safety, relationships and wellbeing  VC2HP10P10 | Individual, others and community included in scope of application |
| Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments (VCHPEP150) |  | Blended into Making active choices sub-strand (VC2) |

#### VC2 strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations (VCHPEM153) | analyse, apply and adapt their own and others’ movement skills in a range of challenging movement situations to enhance performance in indoor, outdoor and aquatic settings  VC2HP10M01 | Refined – focus is on movement skills, including a practical aquatic component |
| Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154) | create and refine movement strategies to achieve successful outcomes across a range of challenging movement situations  VC2HP10M02 | Removal of movement concepts to a separate learning sequence below. Focus here is movement strategies |
| Perform and refine specialised movement skills in challenging movement situations (VCHPEM152) | apply movement concepts in new or challenging movement situations and analyse the impact they have on movement outcomes  VC2HP10M03 | Movement concepts emphasised here |
| Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156) | evaluate their own and others’ movement compositions and provide and apply feedback to enhance performance, including the impact of the movement elements of time, effort, space, people and objects  VC2HP10M04 | Movement sequence focus retained, element of feedback added |

##### Sub-strand: Making active choices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | participate in and evaluate physical activities designed to enhance health, fitness and wellbeing  VC2HP10M05 | New content description |
| Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments (VCHPEP150) | participate in physical activities that promote health, safety and social outcomes in outdoor environments and aquatic settings to design and evaluate participation strategies for themselves and others  VC2HP10M06 | Moved from Contributing to healthy and active communities (VC1) and refined with use of ‘outdoor environments’ for consistency with terms used at VCE |
| Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels (VCHPEM155) | design, implement and evaluate personalised plans for improving or maintaining their own or others’ physical activity levels to achieve health-related fitness, health and wellbeing outcomes  VC2HP10M07 | Refined focus of desired outcomes |
| Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (VCHPEM157) |  | Absorbed across the study |

##### Sub-strand: Learning through movement

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159) | transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situations  VC2HP10M08 | Refined |
| Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160) | demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups  VC2HP10M09 | Refined, with specific emphasis on participatory perspectives with use of ‘demonstrate’ |
| Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158) | devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills  VC2HP10M10 | Refined |