Health and Physical Education scope and sequence: Foundation to Level 6

| **Foundation** | **Levels 1 and 2** | **Levels 3 and 4** | **Levels 5 and 6** |
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| Achievement standard | | | |
| 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. | 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. | 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. | 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. |
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| Strand: Personal, Social and Community Health – Health Education | | | |
| Sub-strand: Identities and change | | | |
| *Students learn to:* | | | |
| investigate who they are and the people in their world  VC2HPFP01 | describe their personal characteristics and those of others, and explain how they contribute to developing identities  VC2HP2P01 | investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts  VC2HP4P01 | explain how identities can be influenced by people and places, and how we can create positive self-identities  VC2HP6P01 |
| name parts of the body and describe how their body is growing and changing  VC2HPFP02 | describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these  VC2HP2P02 | plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as physical, social and emotional changes  VC2HP4P02 | investigate resources and strategies to manage changes and transitions, including changes associated with puberty  VC2HP6P02 |
|  |  | describe how choices and actions can be influenced by stereotypes  VC2HP4P03 | investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes  VC2HP6P03 |
| Sub-strand: Interacting with others | | | |
| *Students learn to:* | | | |
| practise personal and social skills to interact respectfully with others  VC2HPFP03 | identify and explore personal and social skills and strategies to develop respectful relationships  VC2HP2P03 | select, use and refine personal and social skills to establish, manage and strengthen relationships  VC2HP4P04 | describe and demonstrate how respect and empathy can be expressed to positively influence relationships  VC2HP6P04 |
|  |  | describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities  VC2HP4P05 | describe and implement strategies to value diversity in their communities  VC2HP6P05 |
| identify emotions they experience  VC2HPFP04 | identify how different situations influence emotional responses  VC2HP2P04 | explain how and why emotional responses can vary and practise strategies to manage their emotions  VC2HP4P06 | apply strategies to manage emotions and analyse how emotional responses influence interactions  VC2HP6P06 |
| explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy  VC2HPFP05 | practise strategies they can use when they need to seek, give or deny permission respectfully  VC2HP2P05 | 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 | 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 |
| Sub-strand: Contributing to healthy communities | | | |
| *Students learn to:* | | | |
| identify protective behaviours and rehearse help-seeking strategies that help keep them safe  VC2HPFP06 | identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe  VC2HP2P06 | 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 | 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 |
| identify health symbols, messages and strategies in their community that support their health and safety  VC2HPFP07 | investigate a range of health messages and strategies in their community to promote their own health, safety and wellbeing  VC2HP2P07 | interpret the nature and intention of health information and messages in their community, and reflect on how these influence personal decisions and behaviours  VC2HP4P09 | investigate different sources, quality and types of health information and how these apply to their own and others’ health choices  VC2HP6P09 |
|  |  | investigate and apply strategies that contribute to their own and others’ health, safety, relationships and wellbeing  VC2HP4P10 | analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities  VC2HP6P10 |
| Strand: Movement and Physical Activity – Physical Education | | | |
| Sub-strand: Moving our bodies | | | |
| *Students learn to:* | | | |
| practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings  VC2HPFM01 | practise fundamental movement skills and apply them in a variety of movement situations, including indoor, outdoor and aquatic settings  VC2HP2M01 | practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings  VC2HP4M01 | adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settings  VC2HP6M01 |
|  |  | practise and apply basic movement strategies to achieve movement outcomes  VC2HP4M02 | transfer familiar movement strategies to different movement situations  VC2HP6M02 |
| explore different ways of moving their body safely when manipulating objects and moving through space  VC2HPFM02 | investigate different ways of moving their body and manipulating objects and space, and draw conclusions about their effectiveness  VC2HP2M02 | demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills  VC2HP4M03 | investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes  VC2HP6M03 |
|  |  | perform movement sequences that link fundamental movement skills  VC2HP4M04 | create and perform a variety of movement sequences, modifying the movement elements of time, effort, space, people and objects  VC2HP6M04 |
| Sub-strand: Making active choices | | | |
| *Students learn to:* | | | |
|  |  | participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well  VC2HP4M05 | participate in physical activities to investigate the body’s response to different levels of intensity  VC2HP6M05 |
| participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active  VC2HPFM03 | 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 | participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others’ safe participation  VC2HP4M06 | 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 |
|  |  | explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations  VC2HP4M07 | explore strategies to increase physical activity and reduce sedentary behaviour levels in their lives  VC2HP6M07 |
| Sub-strand: Learning through movement | | | |
| *Students learn to:* | | | |
|  |  | apply creative thinking skills when solving movement problems  VC2HP4M08 | predict and test the effectiveness of applying different skills and strategies in a range of movement situations  VC2HP6M08 |
| follow rules to promote fair play and inclusion in a range of physical activities  VC2HPFM04 | co-construct and apply rules to promote fair play and inclusion in a range of physical activities  VC2HP2M04 | apply rules and scoring systems to promote fair play and inclusion when participating in or designing physical activities  VC2HP4M09 | devise and test rules and game modifications to support fair play and inclusive participation  VC2HP6M09 |
| cooperate with others when participating in physical activities  VC2HPFM05 | apply strategies to work cooperatively when participating in physical activities  VC2HP2M05 | perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities  VC2HP4M10 | participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities  VC2HP6M10 |