Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0,Health and Physical Education

Hello and welcome.

Quality health and physical education influences the relationships, safety, health and wellbeing of individuals, groups and communities. It offers movement contexts through which students can gain skills, understandings and dispositions that enable them to participate confidently and competently to support lifelong involvement in physical activity.

This curriculum helps to develop the understandings required to challenge discrimination, assumptions and stereotypes, and to gain the skills needed to take positive action regarding diversity, inclusion, consent and respect in different social settings.

Our aim today is to help you become familiar with the Victorian Curriculum F–10 Version 2.0 Health and Physical Education, which aims to support our students to flourish as healthy, safe, active and informed citizens.

This curriculum is designed to be contemporary, relevant, challenging and enjoyable for students. It's underpinned by interrelated propositions that require teachers to take a strengths-based approach with a focus on an educative purpose.

Let's unpack the key revisions of the Health and Physical Education curriculum. A key element you will first notice is the addition of Health Education to the strand title, Personal, Social and Community health, and Physical Education to the strand title, Movement and Physical Activity.

These inclusions help both teachers and students clearly see the related yet distinct bodies of knowledge within the curriculum. This enhances flexibility of delivery of the curriculum in schools, while also strengthening the place of health education within the learning area.

The sub-strand names have changed to more clearly represent the knowledge and skills that are contained within each. The contributing to healthy communities sub-strand title has been retained from the current Victorian Curriculum with a small refinement to enable students to acknowledge and act on the factors that influence the health and wellbeing of not only themselves, but others within their community.

The revised curriculum maintains Victorian educational priorities such as specific reference to swimming and water safety from Levels 7 to 10, in addition to the references that previously existed in Foundation to Level 6.

This makes explicit the mandated requirement for the delivery of swimming and water safety education for all students from Foundation to Level 10. The achievement standards have been refined for clarity to strengthen the connectedness between them and the content descriptions.

This identifies which element of an schievement standard is related to a particular content description or descriptions supporting the use of the achievement standards and a better understanding of the continuum of learning.

The curriculum has refined the specific content threads included within the sub-strands of Movement and Physical Activity – Physical Education being movement skills, movement concepts, movement strategies and movement sequences.

Knowledge related to learning in and through outdoor environments is organised into its own sequence of learning and has been moved from the Personal, Social and Community Health – Health Education strand to the Movement and Physical Activity Physical Education strand.

The term outdoor environments has been used to establish consistency with the term used in VCE Outdoor Education.

The content descriptions have been enhanced by increasing the detail to provide more explicitness about what is intended to be taught and learned, and the elaborations support teachers in identifying best practise and provide clear guidance on how the content description could be applied within their school context.

Revisions to the introduction of the curriculum, particularly the Learning in Health and Physical Education section, have emphasised the position of health and physical education as a pillar in a whole school approach to teaching key issues.

Specifically, the 2 Victorian priority areas of swimming and water safety and respectful relationships have had their position within the Health and Physical Education curriculum clearly articulated, as has a sequence of learning for consent education, established at Foundation and continuing to Level 10. Stereotypes are also included as a new sequence of learning commencing at Levels 3 and 4.

The revisions to Health and Physical Education Version 2.0 have also ensured the use of clear language and terminology that is consistent with terminology used in VCE studies where possible.

Health and Physical Education can be delivered in a variety of ways to suit the school context. It can be taught as discrete units or subjects or in an integrated way that links the content descriptions across the sub-strands.

The content descriptions in Health and Physical Education are expected to be taught through 12 focus areas. The level and band descriptions and the elaborations provide guidance on how each focus area can be addressed in each level or band.

Now let's take a further look at the overall structure of the Health and Physical Education curriculum.

The curriculum contains 2 strands – Personal, Social and Community Health – Health Education, which focuses on the knowledge, understanding and skills needed to recognise healthy and safe choices, and Movement and Physical Activity – Physical Education, which promotes appreciation of how movement in all its forms is central to daily life, functional requirements and active living.

In Health and Physical Education, students progress along a continuum of learning that provides the first achievement standard at Foundation and then at Levels 2, 4, 6, 8, and 10.

As mentioned earlier, the achievement standards explicitly link to the content descriptions, ensuring clarity for teachers and schools in the progression of learning across the Health and Physical Education curriculum.

In Health and Physical Education, the content descriptions sequence and describe the knowledge, understanding, and skills that teachers need to teach and students are expected to learn.

This curriculum enables students to develop the skills, knowledge and understanding to positively influence both their own health and well-being and that of their communities.

For more information, I encourage you to explore the Victorian Curriculum F–10 website. The website provides easy access to the curriculum and all its supporting resources.

Thank you for watching.