Focus on educational purposes

The prime responsibility of the Health and Physical Education curriculum is to develop in students an understanding of the development of the disciplinary knowledge, understanding and skills underpinning health and physical education and how students will make meaning of and apply them in contemporary health and movement contexts.

Although the curriculum may contribute to a range of other purposes beyond its educational purposes, the priority for the Health and Physical Education curriculum is to develop in students an appropriately appropriate and explicit learning about health and movement. The Health and Physical Education curriculum draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practice, create, apply and evaluate the knowledge, understanding and skills of the learning area.

Take a strengths-based approach

The Health and Physical Education curriculum is informed by a strengths-based educational principle that building on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others’ health and wellbeing.

This approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others’ health, wellbeing, movement competence and participation in physical activity. The curriculum recognises that students have varying levels of access to personal and community resources depending on a variety of contextual factors that will impact on their decisions and behaviours.

Value movement

Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing knowledge and skills that promote and maintain health and wellbeing.

Health and Physical Education curriculum focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:

- functional dimension – researching and applying information relating to knowledge and services to respond to a health-related question
- interactive dimension – requires more advanced knowledge, understanding and skills to independently engage with a health issue and apply new information to changing circumstances
- critical dimension – the ability to selectively access and critically analyse health information from a variety of sources (which might include scientific information, health brochures or messages in the media) to take action to promote personal health and wellbeing or that of others.

Consistent with a strengths-based approach, health literacy is a personal and community asset to be developed, evaluated, enriched and communicated.

Include a critical inquiry approach

The Health and Physical Education curriculum engages students in critical and creative thinking processes that promote developing decision-making, behaviours and actions, and explore inclusiveness, power inequalities, assumptions and stereotypes. Students learn to navigate a range of health-related issues, make informed choices and critically appraise knowledge in health and movement.

The curriculum facilitates students to critically analyse and evaluate contextual factors that influence decision-making, behaviour and actions, and explore inclusiveness, power inequalities, assumptions and social justice.

The Health and Physical Education curriculum recognises that values, beliefs, priorities and actions related to health and physical activity reflect varying contexts that influence the ways people live.

It has long been recognised that the broader health environment can enhance the delivery of the Health and Physical Education curriculum. Learning in Health and Physical Education supports students to make decisions about their health, wellbeing, safety and physical activity participation. If consistent messages are evident across the school and wider school community, this learning is validated and reinforced.

Students are also able to practice and reinforce their learning in Health and Physical Education in real-world contexts and situations.

Health and Physical Education is an important and critical learning area that enables students to develop skills and capacities to manage their emotions, understand the influence of people and places on identities, and to flourish as healthy, safe and active citizens in the 21st century.
HEALTH AND PHYSICAL EDUCATION

Investigate the role of preventive
Contributing to healthy and active communities
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours
Communicating and interacting for health and wellbeing
Investigate resources and strategies to manage changes and transitions associated with puberty
Examine how identities are influenced by people and places.

Being healthy, safe and active

The content focuses on supporting students to make decisions about their own health, safety and wellbeing. It develops the knowledge, understanding and skills to support students to be resilient. It enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students’ health, safety and wellbeing. Students also learn about the behavioural aspects related to physical activity and develop the dispositions needed to be active individuals.

Communicating and interacting for health and wellbeing

The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others’ health, safety and wellbeing.

Contributing to healthy and active communities

The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

Moving our body

The content lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activities.

Understanding movement

The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own lives, and across time and cultures.

Learning through movement

The content focuses on personal and social skills that can be developed through participation in movement and physical activities. These include communication, decision-making, problem-solving, critical and creative thinking, and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within organised sport and recreation.

Focus areas

The 12 focus areas provide the breadth of learning across Foundation to Year 10 that must be taught for students to acquire the knowledge, understanding and skills described in the achievement standard for each band of learning. The focus areas have been mapped to each content description and elaboration (announcements included in brackets) to assist teachers in their planning. Descriptions of each of the focus areas and the learning expected in each can be accessed through hyperlinks from the focus area annotations after each elaboration.

Advice on appropriate timing for addressing each focus area is provided in the band descriptions. It is expected that the focus areas identified in each band description will contribute substantially to the Health and Physical Education teaching and learning program for the relevant band of learning. Decisions about the specific timing of when each focus area will be taught within the two-year band (for example, whether to teach about safety in Year 3 or Year 4 or in both years) are the responsibility of schools and teachers. Planning decisions should take into account local needs, available resources, students’ readiness and community priorities.

Same-sex attracted and gender-diverse students

As with other areas of student diversity, it is crucial to acknowledge and affirm diversity in relation to sexuality and gender in Health and Physical Education. Inclusive Health and Physical Education programs which affirm sexuality and gender diversity acknowledge the impact of diversity on students’ social worlds, acknowledge and respond to the needs of all students, and provide more meaningful and relevant learning opportunities for all students.

The Australian Curriculum: Health and Physical Education (F–10) is designed to allow schools flexibility to meet the learning needs of all young people, particularly in the health focus area of relationships and sexuality. All school communities have a responsibility when implementing the Health and Physical Education curriculum to ensure that teaching is inclusive and relevant to the lived experiences of all students. This is particularly important when teaching about reproduction and sexual health, to ensure that the needs of all students are met, including students who may be same-sex attracted, gender diverse or intersex.

Years 5 and 6 Content Descriptions

Personal, Social and Community Health

Being healthy, safe and active
Examine how identities are influenced by people and places.
Investigate resources and strategies to manage changes and transitions associated with puberty.
Investigate community resources and ways to seek help about health, safety and wellbeing.
Plan and practise strategies to promote health, safety and wellbeing.

Communicating and interacting for health and wellbeing
Practice skills to establish and manage relationships.
Examine the influence of emotional responses on behaviour and relationships.
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours.

Contributing to healthy and active communities
Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.
Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments.
Identify how valuing diversity positively influences the wellbeing of the community.

Movement and Physical Activity

Moving our body
Practice specialised movement skills and apply them in a variety of movement sequences and situations.
Propose and apply movement concepts and strategies with and without equipment.

Understanding movement
Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.
Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences.
Participate in physical activities from their own and others’ cultures, and examine how involvement creates community connections and intercultural understanding.

Learning through movement
Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.
Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges.
Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.