Focus on educative purposes

The Australian Curriculum: Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students need to participate in physical activities with confidence, competency and creativity. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. The curriculum is a powerful medium for learning, through which students can practice and refine personal, behavioural, social and cognitive skills. Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Aims

The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Key Ideas

Health and Physical Education propositions

The Australian Curriculum: Health and Physical Education has been shaped by five interrelated propositions that are informed by a strong and diverse research base for a futures-oriented curriculum:

- Band 9 and 10 students critically analyse contextual factors that influence identities, relationships and decisions. They identify personal and contextual factors that influence the ways individuals and social groups and whole school curriculum and school environment influence the knowledge, understanding and skills delivered in the Health and Physical Education curriculum.
- Band 9 and 10 students apply decision-making and problem-solving skills when taking action 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 judgements about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Value movement

Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students need to participate in physical activities with confidence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

Health and Physical Education promotes an appreciation of movement in all its forms is central to daily life – from meeting functional requirements and providing opportunities for active living to acknowledging participation in physical activity and sport as significant cultural and social practices. The study of movement has a broad and established scientific, social, cultural and historical knowledge base, informing our understanding of how and why we move and how we can improve physical performance.

The study of movement also provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing.

Develop health literacy

Health literacy is the ability to access, interpret and use health information and services in ways that promote and maintain health and wellbeing. The 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 related to knowledge and services to respond health and wellbeing or that of others
- critical dimension – requires more advanced knowledge, understanding and skills to evaluate complex and comprehensive health issues and independently engage with a health issue and to apply new information to changing circumstances
- interactive dimension – the ability to selectively access and critically analyse health information from a variety of sources and contexts which influence the ways people live. The curriculum develops an understanding of the meanings and values, priorities and actions related to health and physical activity that vary significantly.

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

Rationale

In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life’s challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population. Technology will continue to transform the way we communicate. Some health issues will endure while new ones will emerge. New forms of physical activity will become available. Students need critical inquiry skills to research and analyze knowledge and to understand the influences on their own and others’ health, wellbeing, safety and physical activity participation. They also need to be resilient, to develop empathy and to be actively engaged in their own and others’ wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. The curriculum is a powerful medium for learning, through which students can practice and refine personal, behavioural, social and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.
HEALTH AND PHYSICAL EDUCATION

Structure

In the Australian Curriculum: Health and Physical Education (F–10), the two strands, personal, social and community health and movement and physical activity, are interrelated and inform and support each other. Both strands must be taught in each year from Foundation to Year 10. Creating opportunities for practical application will enhance the development of knowledge, understanding and skills across a range of relevant and meaningful health and movement focus areas. Students should be provided with the opportunity to participate in physical activity on a weekly basis as a minimum as part of the HPE curriculum.

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 regular physical activity and develop the dispositions needed to be active individuals.

Focus areas

The 12 focus areas provide the breadth of learning across Foundation to Year 10 that must be taught for students to acquire a minimum as part of the HPE curriculum.

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 skills 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.

Content Descriptions

- Personal, Social and Community Health
- Movement and Physical Activity

Years 9 and 10 Content Descriptions

Personal, Social and Community Health

Being healthy, safe and active

Evaluate factors that shape identities and critically analyse how individuals impact the identities of others. 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 short or long term risk.

Communicating and interacting for health and wellbeing

Investigate how empathy and ethical decision making contribute to respectful relationships. Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses. Critically analyse and apply health information from a range of sources to health decisions and situations.

Contributing to healthy and active communities

Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities. Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments. Critique behaviours and contextual factors that influence health and wellbeing of diverse communities.

Movement and Physical Activity

Moving our body

Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations. Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment.

Understanding movement

Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels. Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences. Evaluate the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time.

Learning through movement

Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams. Transfer understanding from previous movement experiences to create solutions to movement challenges. Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.