

Reception to year 6

Health and Physical Education

September 2022

Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0



Government
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Health and Physical Education: Reception to year 6

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Context statement

The Australian Curriculum: Health and Physical Education aims to enable students to:

- access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- develop and use personal, social and cognitive skills and strategies to promote self-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 various physical activity settings
- engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

How this document is arranged

This document summarises the content to be taught, the order of progression, and the outcomes to be achieved in reception to year 6, Health and Physical Education. It provides clarity and context for teaching and learning in South Australia, in alignment with the Australian Curriculum, and guides educators to plan programs.

Health and Physical Education is holistic and is organised into strands, sub-strands, threads and content descriptions, as well as focus areas and achievement standards. Be aware that these are intended to be interrelated throughout learning.

Learning in the Australian Curriculum: Health and Physical Education is arranged around two interconnected **strands**, which inform and support each other. Each strand has three **sub-strands**:

- Strand: Personal, social and community health
 - Sub-strand: Identities and change
 - Sub-strand: Interacting with others
 - Sub-strand: Making healthy and safe choices
- Strand: Movement and physical activity
 - Sub-strand: Moving our body
 - Sub-strand: Making active choices
 - Sub-strand: Learning through movement

Beyond this, content is further divided into threads – you will see these on the left throughout this document. Threads identify key concepts and skills and are contextualised for each year level with dot points. These give information about the content and context at each year level, the developmental progression from reception to year 6, and identify the depth and rigour with which to explore these concepts.

The content descriptions in the Health and Physical Education curriculum are taught through 12 focus areas – you will see the abbreviations embedded throughout the document:

- Alcohol and other drugs (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships and sexuality (RS)
- Safety (S)
- Active play and minor games (APMG)
- Challenge and adventure (CA)

- Fundamental movement skills (FMS)
- Games and sports (GS)
- Lifelong physical activities (LLPA)
- Rhythmic and expressive activities (RE)

Achievement standards, which describe the acquisition of learning as students progress, are presented early in the document; verbs are emboldened to help highlight cognitive progression. Achievement standards align with the content at each year level and must be taken into consideration when designing assessment activities, collecting evidence of learning and assessing student work.

Advice to teachers

Teachers are advised to use their professional judgement when selecting activities to deliver this curriculum. It is recommended, where appropriate, to combine content across sub-strands to provide students with meaningful learning experiences that meet their interests, abilities and local contexts, and to support them to make relevant connections across the health and movement strands. Opportunities for practical application are essential for the development of skills and knowledge to help students build a deep and coherent understanding of health and physical activity within their world. Choices should reflect accessibility and student needs to provide authentic opportunities for students to explore the focus areas at least once in each band and across multiple contexts.

The HPE curriculum is shaped by 5 propositions informed by a strong and diverse research base. These propositions form an important framework for exploring the learning described in the curriculum. These propositions should guide program planning and pedagogy of quality learning experiences in a way that creates relevance and meaning for students. These propositions are:

- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

Achievement standards

Reception	Years 1 to 2	Years 3 to 4	Years 5 to 6
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> • describe similarities and differences between themselves and others and different emotions people experience • demonstrate personal and social skills to interact respectfully with others • identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe • identify how health information can be used in their lives • apply fundamental movement skills to manipulate objects and space in a range of movement situations • identify the benefits of being physically active • identify how rules make play fair and inclusive. 	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • explain how personal qualities contribute to identities and describe how emotional responses affect their own and others' feelings • demonstrate skills and describe strategies required to develop respectful relationships • apply protective behaviours and help-seeking strategies to keep themselves and others safe • explain why health information is important for making choices • apply fundamental movement skills in different movement situations and explain how they move with objects, and in space effectively • describe factors that make physical activity beneficial • develop and apply rules whilst collaborating with others in a range of movement contexts. 	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions • apply skills and strategies to interact respectfully with others and describe the influences that inclusion and stereotypes have on choices and actions • describe and apply protective behaviours and help seeking strategies to keep themselves and others safe online and offline. • interpret health information to apply strategies to enhance their own and others health, safety, relationships and wellbeing • apply fundamental movement skills and demonstrate movement concepts across a range of situations • adapt movement strategies to enhance movement outcomes • examine factors that influence participation and propose strategies to incorporate regular physical activity in to their own and others' lives • demonstrate fair play and inclusion through a range of roles in movement contexts. 	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • explain how different factors influence identities and propose strategies to manage emotions, developmental changes and transitions • propose strategies to demonstrate respect, empathy and inclusion and explain how stereotypes influence roles and responsibilities • explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. • analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. • refine and modify movement skills and apply movement concepts across a range of situations • transfer movement strategies between situations and evaluate the impact on movement outcomes • propose strategies that promote physical activity participation to enhance health, fitness and wellbeing • describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

Scope and sequence

Strand: Personal, social and community health							
Sub-strand: Identities and change							
Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identities Knowledge and understanding of oneself at any given moment including our individual characteristics, capabilities and identities that form our place in the world. Understanding and acceptance of other individuals and social groups and how these evolve and change over time in different contexts and situations.	Investigate who they are and the people in their world.	Describe their personal qualities and those of others and explain how they contribute to developing identities.		Investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts.		Explain how identities can be influenced by people and places and how we can create positive self-identities.	
	Describe similarities and differences between themselves and others. <ul style="list-style-type: none"> recognise they have the right to belong and contribute to groups. make personal connections with stories that explore identity and belonging, discussing who they are, where they come from and people in their lives. explore similarities and differences of family structures in their community such as Aboriginal and Torres Strait Islander peoples, a range of cultures, two parent families, single parent, extended and non-traditional families. identify ways they and others use their strengths in physical activities to help themselves and others to be successful. Focus area: RS, MH	Describe their own personal strengths and achievements, and those of others and identify how these contribute to personal identities. <ul style="list-style-type: none"> describe the personal qualities of characters in stories and the similarities and differences in individuals. describe personal achievements and sharing how they felt and how this influences personal identities. participate in physical activities, and describe how their own and others' personal qualities contribute to successful outcomes. describe how belonging to cultural group/s contributes to identities. Focus area: RS, MH	Explore the concept of identity and examine which strengths and achievements shape their personal, family and classroom identity. <ul style="list-style-type: none"> describe their own personal qualities and those of characters in stories and how they are similar and different from their own. describe strengths in others and recognise strategies they use to help them succeed with challenges. explore examples of cultural practices that recognise the contribution of family and friends to identities. explain how personal and cultural identities are influenced by the groups and communities to which we belong. Focus area: RS, MH	Investigate factors that strengthen self-identity including success, challenge, setbacks, and failure. <ul style="list-style-type: none"> explain how characters in stories overcome challenge and adversity to achieve success in different ways. identify strategies to respond positively to challenges, such as positive self-talk, persistence, optimistic thinking and seeking help. examine how persisting with new activities and meeting challenges builds confidence and positive self-identity. recognise how success, challenge, failure, and enjoyment of physical activities influence identities. Focus area: RS, MH	Identify influences and explore factors (success, challenge, setbacks and failure) that create strong personal identities. <ul style="list-style-type: none"> explore how pride in cultural background strengthens identities, including Aboriginal and Torres Strait Islander peoples. explore how responses to success, challenge and setbacks are influenced by our cultural beliefs and values. explore how their online behaviours and actions effect their digital footprint. discuss how overcoming challenge or adversity together can unite a group of diverse people. Focus area: RS, MH	Examine how identities can be influenced by people and places. <ul style="list-style-type: none"> explore how family, peers, popular culture, gender stereotypes and the media influence developing identities; and the choices we make in given situations. explore how connection to people and places can influence personal and cultural identities changing and adapting over time. examine how beliefs and cultural practices convey meanings for cultural groups and contribute to the development of positive self-identities. Focus area: RS, MH	Explain the influences of people and places, and how we can create a positive self-identity. <ul style="list-style-type: none"> explore positive personal qualities, character strengths, and values, and how these contribute to positive self-identities. explain how role models influence the way individuals see themselves, for example, sporting role models, social media influencers, parents, friends, coaches, groups, teams, and communities to which we belong. investigate how Aboriginal and Torres Strait Islander people identify within and across communities through connection to Country/Place. Focus area: RS, MH

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Change and transitions</p> <p>Developing an understanding of the physical, social and emotional occurrences at different stages of our lives and strategies to manage these changes and transitions.</p>				<p>Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty.</p> <p>Discuss social and emotional changes in relation to friendships and rehearse strategies to manage changing relationships.</p> <ul style="list-style-type: none"> • identify scenarios in text where characters experience change, how they react to change and the effectiveness of these responses. • explore how relationships change over time and the impact on how students think and feel about themselves. • practise and refine a range of coping skills when faced with challenges or changes including positive self-talk, mindfulness, problem solving, and seeking help from families, peers, and teachers. • rehearse how to cope with challenging issues, changing friendships and how to develop new friendships. <p>Focus area: MH, RS</p>	<p>Discuss physical and emotional changes throughout the life stages, including puberty and describe strategies to manage the impact of these changes.</p> <ul style="list-style-type: none"> • explore the life stages and physical, social, and emotional changes that occur when we grow. • identify physical and emotional changes during puberty. • identify people or credible sources of information they can access if they have questions about the changes that occur during puberty. • explore how a wide range of family and community members support young people when they are going through changes and transitions. <p>Focus area: MH, RS</p>	<p>Investigate resources and strategies to manage changes and transitions, including changes associated with puberty.</p> <p>Investigate developmental changes that occur during puberty and identify resources and strategies to manage these changes.</p> <ul style="list-style-type: none"> • understand that experiences of puberty differ and there are different rates, intensities, and responses within individual development. • Examine a range of products and resources available to manage physical changes including products for managing menstruation. • examine how the developmental changes that occur through puberty prepare a person’s body for reproduction. • discuss ways families and cultural groups acknowledge and celebrate major stages of development in young people’s lives. <p>Focus area: MH, RS</p>	<p>Investigate a variety of changes and transitions in life, including changing schools and investigate strategies to assist in adapting to changes and new situations.</p> <ul style="list-style-type: none"> • analyse how roles and responsibilities change and examine strategies for managing increasing responsibilities. • examine a range of credible resources and community services available to help individuals cope with new situations and support wellbeing. • investigate the skills and strategies to assist adapting to new situations, including making new friendships and planning for and managing new situations. <p>Focus area: MH, RS</p>

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Gender stereotypes</p> <p>Understanding the effects of gender stereotyping and proposing actions to challenge perceptions.</p>				<p>Describe how choices and actions can be influenced by stereotypes.</p> <p>Explore choices and action in relation to human rights, including the rights of the child.</p> <ul style="list-style-type: none"> • recognise that unfair or unequal treatment of people based on their gender, abilities or other differences is wrong and against their human rights. • practise ways in which they can contribute towards people being treated in fair and equal ways, including different genders. <p>Focus area: MH, RS</p>	<p>Describe the influence of stereotypes on choices and actions.</p> <ul style="list-style-type: none"> • explore how the media and texts portray gender stereotypes and how they can influence choices and actions. • describe ways to make roles and responsibilities at home, at school and in communities fair, equitable and inclusive. <p>Focus area: MH, RS</p>	<p>Investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes.</p> <p>Investigate societal roles and identify strategies to advance gender equality.</p> <ul style="list-style-type: none"> • investigate perceived/accepted gender roles and how these can influence the roles and responsibilities expected by family members and people within their community. • identify those gender norms that can have limiting and harmful effects and propose strategies to advance gender equality. <p>Focus area: MH, RS</p>	<p>Explain how gender stereotypes influence roles and behaviours.</p> <ul style="list-style-type: none"> • question the fairness of gender roles and propose ways to challenge those practices that infringe on an individual's human rights. • identify characters and role models who are not constrained by traditional gender stereotypes and how this influences their choices and actions. <p>Focus area: MH, RS</p>

Sub-strand: Interacting with others							
Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respectful relationships Development of personal and social skills to develop and maintain respectful relationships and enhance health and wellbeing.	Practise personal and social skills to interact respectfully with others.	Identify and explore skills and strategies to develop respectful relationships.		Select, use and refine personal and social skills to establish, manage and strengthen relationships.		Describe and demonstrate how respect and empathy can be expressed to positively influence relationships.	
	Demonstrate personal and social skills to interact respectfully with others. <ul style="list-style-type: none"> practise cooperating, collaborating, and negotiating with others when participating in activities to achieve an agreed outcome. explain their reasons and actions to challenging situations in shared play experiences. identify characters in texts who have been excluded from a group, explore why and discuss how other characters could have been more inclusive. identify behaviours that may be disrespectful, and cause hurt or harm to others during play. 	Identify and explore skills and strategies to include others and develop respectful relationships. <ul style="list-style-type: none"> identify characters in texts who demonstrate respect and cooperation to develop respectful relationships. identify friendly words and actions to help them join groups and engage with people in a group, including respectful words and using manners. demonstrate appropriate language (including verbal, nonverbal, body language and gestures) when encouraging and including others. 	Demonstrate positive ways to interact with others and describe strategies to develop respectful relationships. <ul style="list-style-type: none"> identify characters in texts who demonstrate respect for difference and illustrate ways to show respect through words and actions. Include characters that represent a range of individuals and groups, families and carers, cultures, abilities, or composition. discuss strategies we can use to show respect towards others and acknowledge difference using appropriate language. describe behaviours that may cause hurt or harm to others or may cause them to feel disrespected, including verbal and physical forms of bullying. 	Select, use and refine skills and strategies required to establish and maintain positive friendships and relationships. <ul style="list-style-type: none"> explore and understand the elements of positive and respectful friendships and relationships. describe characters in texts who have demonstrated respect for difference and diversity in individuals and communities, and explore the strategies they used to do this. select and refine effective communication skills to convey respect, kindness, trust and the valuing of diversity. investigate a range of positive strategies to resolve conflict with others. use cooperative skills and offer encouragement to complete movement tasks. 	Apply skills and strategies to interact respectfully with others in different situations. <ul style="list-style-type: none"> investigate ways to demonstrate respect and empathy and how they contribute to positive relationships. examine different types of communication they use online and offline including manners. recognise bullying behaviour in an online environment and propose ways to challenge bullying in and out of school. predict and reflect on how others students might feel in a range of challenging situations, and discuss what they can do to support them. discuss how demonstrating respect and empathy for culture can build positive relationships. use effort, cooperative skills and offer encouragement in a variety of situations including movement tasks. 	Describe and demonstrate how respect and empathy can be expressed to positively influence different types of relationships. <ul style="list-style-type: none"> describe what constitutes a relationship and the different types of relationships that exist including friendships and peers. examine the behaviours people demonstrate when treating others in respectful ways, and compare to behaviours that constitute forms of bullying, racism or gender-based violence. recognise how words and labels used with groups of people can cause offence. perform different roles and responsibilities in physical activity that demonstrate respect and inclusion. 	Demonstrate respect and empathy towards others and propose strategies to establish and manage respectful and changing relationships. <ul style="list-style-type: none"> explore strategies for responding when relationships change, such as starting a new school, changing priorities or interest, family break up, or joining a new sports team. propose strategies for managing the changing nature of relationships, including dealing with conflict, bullying and harassment and building new friendships. perform different roles and responsibilities in physical activities that focus on enjoyment and safety for all students.

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Focus area: RS, RE, MH, FMS, APMG	Focus area: RS, MH, RE, FMS, APMG	Focus area: RS, MH, RE, FMS, APMG	Focus area: RS, MH, S, FMS, GS, APMG	Focus area: RS, MH, S, FMS, GS, APMG	Focus area: RS, MH, S, GS	Focus area: RS, MH, S, GS
<p>Valuing diversity</p> <p>Understanding of differences that exist within a group and strategies to promote an inclusive, safe and welcoming community.</p>				<p>Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities.</p>	<p>Describe and implement strategies to value diversity in their communities.</p>		
				<p>Understand the concept of diversity and identify how they can contribute towards a positive school culture.</p> <ul style="list-style-type: none"> plan ways to celebrate cultural diversity of students in their class by sharing recipes, stories, and games from their cultural heritage. recognise the important role of cultural narratives in describing diversity and sharing beliefs and practices through appreciation of: dance, music, song and storytelling. describe and practise safe bystander actions when they notice unfair or disrespectful behaviour towards others. <p>Focus area: RS, MH</p>	<p>Research and describe their own heritage and culture and share these beliefs, practices, and values with others.</p> <ul style="list-style-type: none"> explore the diversity of backgrounds, experiences, beliefs, and practices of different cultures, including the cultures of Asia. research and participate in games from their own and others country of heritage and learning why games are important to build cultural awareness and appreciation. modify physical activities to ensure that everyone is included such as by changing equipment, rules, playing space and number of players. <p>Focus area: RS, MH</p>	<p>Describe the diversity that makes up multicultural Australia and implement strategies to value diversity and positively influence community wellbeing.</p> <ul style="list-style-type: none"> examine the diversity of beliefs, values, and cultural practices within multicultural Australia and how these influence people’s sense of identity and belonging. explore the importance of cultural expressions in maintaining connection to Country/Place and its influence on wellbeing including Aboriginal and Torres Strait Islander Australians. explore the initiatives sporting and cultural groups use to celebrate diversity and support wellbeing such as Indigenous sporting rounds. <p>Focus area: RS, MH</p>	<p>Propose and implement strategies to value diversity and positively influence an increase in individual and community wellbeing.</p> <ul style="list-style-type: none"> explore and celebrate diversity in schools and discuss how adaptations and modifications can enable inclusivity for all students. propose strategies to help others understand points of view that differ from their own and discuss individual and cultural similarities and differences to address sexism, racism, disability and homophobia. discuss the role bystanders can play in promoting respectful interactions and challenging disrespect and discrimination such as racism, transphobia, and homophobia. <p>Focus area: RS, MH</p>

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding emotions</p> <p>Understanding our emotions and the impact of these on self and others to respond in an appropriate manner to various situations.</p>	<p>Express and describe emotions they experience.</p> <p>Identify and describe the emotional responses people may experience in different situations.</p> <ul style="list-style-type: none"> • identify and describe the emotions of people who are happy, sad, excited, tired, angry, scared, or confused. • learn and use appropriate language to communicate and express a variety of feelings, emotional thoughts, and views in a range of situations. • talk about connections between feelings, bodily reactions and body language. • read and view stories of characters who faced or overcame a challenge. <p>Focus area: RS, MH, S</p>	<p>Identify how different situations influence emotional responses.</p> <p>Identify and practise emotional responses that account for own and others' feelings.</p> <ul style="list-style-type: none"> • recognise how self and others are feeling in a range of situations. • predict how a person or character might be feeling based on the words they use, their facial expressions and body language. • explore self-regulation strategies to manage emotional responses in different situations. <p>Focus area: RS, MH, S</p>	<p>Describe how emotional responses effect their own and others' feelings and practise positive ways to react in different situations.</p> <ul style="list-style-type: none"> • recognise emotions they feel in different situations and demonstrate ways to manage how they express their emotions. • identify situations that may trigger strong emotional responses in themselves and others. • identify how someone might feel, think, and act during an emergency through role and imaginative play. <p>Focus area: RS, MH, S</p>	<p>Explain how and why emotional responses can vary and practise strategies to manage their emotions.</p> <p>Investigate how their own emotional responses vary in different situations and investigate strategies to identify and manage emotions.</p> <ul style="list-style-type: none"> • describe how emotional responses vary in different situations including success, challenge or failure, during physical activity risk taking and during friendships. • explain the strategies characters in texts use to identify and manage their emotions before deciding to act. • implement self-regulation strategies to manage the expression of emotional responses • analyse scenarios and identify how someone might respond in a helpful way during an emergency <p>Focus area: RS, MH, S</p>	<p>Investigate how emotional responses vary in intensity and investigate strategies to manage emotions.</p> <ul style="list-style-type: none"> • recognise how the depth and strength of their own emotional responses may vary in different situations. • express feelings and emotions and practise strategies to manage emotions in a range of situations. • analyse scenarios and identify possible triggers and warning signs of others to predict emotional responses and how someone might respond in a helpful way. <p>Focus area: RS, MH, S</p>	<p>Apply strategies to manage emotions and analyse how emotional responses influence interactions.</p> <p>Analyse emotional responses and the impact on relationships and propose strategies to manage these situations.</p> <ul style="list-style-type: none"> • explore the relationship between emotions, feelings, and behaviours. • analyse situations in which emotions and mood can influence decision making including peer group, family, and movement situations. • explore when emotional responses can be intense or unpredictable and practise strategies to self-regulate and manage expression of strong emotions. <p>Focus area: RS, MH, S</p>	<p>Propose strategies to manage emotions and cope with change and the influence of emotional responses on behaviours and relationships.</p> <ul style="list-style-type: none"> • explore emotions associated with feeling unsafe or uncomfortable and propose strategies to manage these situations. • explore the feelings and emotions experienced when coping with change and adapting to new situations. • practise strategies to self-regulate and manage expression of strong emotions. <p>Focus area: RS, MH, S</p>

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Consent</p> <p>Understanding of the importance of seeking, giving and denying permission in respectful relationships and application of strategies to manage situations.</p>	<p>Explore how to seek, give, or deny permission respectfully when sharing possessions or personal space.</p> <p>Identify and demonstrate respectful consent when sharing possessions or personal space.</p> <ul style="list-style-type: none"> practise and refine how to ask for permission when sharing possessions or personal space. negotiate roles and demonstrate awareness of rights (such as bodily autonomy and integrity) and respect for different perspectives through imaginative and shared play experiences. explore the importance of asking permission and giving permission when sharing or negotiating in play. <p>Focus area: RS, MH, S</p>	<p>Practise strategies they can use when they need to seek, give, or deny permission respectfully.</p> <p>Recognise situations and practise strategies that help to keep them safe.</p> <ul style="list-style-type: none"> examine situations at school and in the community where they may need to assert themselves. Practise strategies to seek and deny permission such as, asking permission to join in an activity or play with a toy, saying no to inappropriate touching. practise ways to interact and include others respectfully and fairly in play and other activities. <p>Focus area: RS, MH, S</p>	<p>Describe and apply strategies and actions that can be used by students to keep themselves and others safe.</p> <ul style="list-style-type: none"> explore situations where they need to seek, give, or deny permission. practise strategies to assert themselves, or give or refuse consent; for example, saying yes and no in an assertive manner, using non-verbal body cues and gestures. <p>Focus area: RS, MH, S</p>	<p>Rehearse and refine strategies for seeking, giving, and denying permission respectfully and describe situations when permission is required.</p> <p>Rehearse and refine actions and strategies for seeking, giving, and denying permission respectfully offline.</p> <ul style="list-style-type: none"> identify situations when permission is required. explore actions they can take when they or others are unsafe including saying no, leaving the situation and reporting the incident if someone has done something hurtful or disrespectful to them without their permission or consent, such as touching private parts of their body, or using violence against them. <p>Focus area: RS, MH, S</p>	<p>Describe and apply protective behaviours and help seeking strategies to keep themselves and others safe online.</p> <ul style="list-style-type: none"> practise and refine strategies for seeking and giving consent in online environment for example, giving consent for their photo to be shared. explore actions that can be taken when they or others are unsafe, including such as saying no, leaving the situation, and reporting the incident. discuss how to use these strategies in online situations. For example, when someone posts an embarrassing picture online without permission or asks for personal information. <p>Focus area: RS, MH, S</p>	<p>Describe strategies for seeking, giving, or denying consent in relationships and online environments and rehearse strategies on how to do this effectively.</p> <ul style="list-style-type: none"> explore the steps of seeking, giving or denying consent including, asking, responding, listening and reacting, and practise how to communicate their intentions effectively at each step such as sharing images online. analyse how a person's reaction to being denied permission to do something can affect others' feelings, for example, feelings of disappointment, shame and anger associated with rejection. discuss options for dealing with rejection situations. <p>Focus area: RS, MH, S</p>	<p>Describe strategies for seeking, giving, or denying consent in a range of relationships and rehearse how to communicate this effectively.</p> <ul style="list-style-type: none"> review the steps of seeking, giving or denying consent including asking, responding, listening and practice how to communicate their intentions effectively and respectfully. Practise and refine strategies for interpreting verbal and nonverbal cues related to seeking, giving and denying consent in a range of situations. <p>Focus area: RS, MH, S</p>

Sub-strand: Making healthy and safe choices							
Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Protective behaviours</p> <p>Ways in which individuals behave to protect their personal safety and the safety of others in a range of situations; and their ability to use help seeking strategies when needed.</p>	<p>Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe.</p>	<p>Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others' stay safe.</p>		<p>Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations.</p>		<p>Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations.</p>	
	<p>Identify and demonstrate knowledge, skills and understanding to stay safe and healthy.</p> <ul style="list-style-type: none"> Recognising the safety symbols and actions to be safe in differing contexts; water and fire safety, medicines, and poisons safety. identify a support network of adults they can trust to help them if they feel unsafe, uncomfortable, or scared. explore and demonstrate ways to ask for help in a range of scenarios when they or others feel unsafe. explore assertive protective behaviours and help seeking strategies they can use when they or others feel unsafe or uncomfortable, including the right to bodily autonomy. 	<p>Identify safety in different situations including road safety and demonstrate strategies to help keep themselves and others safe.</p> <ul style="list-style-type: none"> identifying safe/unsafe situations and actions in response to stimulus pictures. interpret the meaning of a variety of safety signs and symbols to identify safety and safe places, including road safety. recognise photos and locations of safe places and a network of people who can help. practise strategies and rehearse ways to ask for help with a problem or challenging situation. 	<p>Identify and demonstrate strategies to stay safe in the community and when to seek help.</p> <ul style="list-style-type: none"> identify the body's clues and feelings of safe and unsafe situations and recognise the causes of these feelings. identify and rehearse strategies and actions to keep themselves safe and where they can go to access help. explore how characters in texts use protective behaviours and help-seeking strategies to keep themselves and others safe. identify sun safe strategies to promote their own health, safety, and wellbeing. 	<p>Describe the rights and responsibilities of children to be safe; and apply help seeking strategies in a range of offline situations.</p> <ul style="list-style-type: none"> develop the concept of children's rights and describe warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe. examine how rules and laws contribute to safety and indicate on a local map the location of safe places and people who can help if they feel unsafe or scared. examine protective behaviours to stay safe when they are near water or roads, in the park or when someone makes them feel uncomfortable or unsafe. identify help seeking strategies to negotiate positive outcomes as a victim or bystander of bullying, and to advocate for the rights of others. 	<p>Describe and apply protective behaviours and help seeking strategies to remain safe and healthy online.</p> <ul style="list-style-type: none"> propose strategies for managing online safety and protecting personal information by recognising when they feel uncomfortable or unsafe. identify steps to protect personal information and report breaches of privacy, and negative or harmful behaviour. Examine protective behaviours to stay safe online including protecting personal information and images, setting passwords, and creating profiles. Discuss different protective behaviours and the help seeking strategies characters in text use to keep themselves and others safe. 	<p>Analyse community resources to support aspects of health, safety and wellbeing and rehearse help seeking strategies in a range of situations online and offline.</p> <ul style="list-style-type: none"> research sources of health information and places where they can seek help with physical, mental and social health, and prioritise sources and places which are reliable and trustworthy. examine ways to normalise help-seeking behaviour. discuss strategies for maintaining online safety, including options they can take when they feel unsafe and processes for reporting negative or harmful behaviour such as who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions. 	<p>Analyse a range of resources in the community to help cope with new situations and support wellbeing; and rehearse communication skills to seek help and keep themselves and others safe.</p> <ul style="list-style-type: none"> propose strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust. research sources of health information, places where they can seek help and who they can talk to about physical, emotional and social changes during puberty. examine ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed.

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Focus area: MH, S, RS, AD	Focus area: S, RS, MH, AD	Focus area: S, RS, MH, AD	Focus area: S, RS, AD, MH	Focus area: S, RS, AD, MH	<ul style="list-style-type: none"> analyse the responses of characters in TV shows or movies where there are unsafe or risky situations and discuss the efficacy of their response to the situation. Script and rehearse responses to plan for risky and unsafe situations. 	Focus area: AD, MH, RS, S
<p>Health literacy</p> <p>The ability to consider credible health information and apply it to health decisions and situations.</p>	<p>Identify health symbols, messages and strategies in their community that support their health and safety.</p>	<p>Investigate a range of health messages and practices in their community and discuss their purpose.</p>		<p>Interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours.</p>		<p>Investigate different sources and types of health information and apply to their own and others' health choices.</p>	
<p>Identify how health information can be used in their lives.</p> <ul style="list-style-type: none"> identify different types of advertising that influence choices about food. identify symbols used to support healthy choices such as: symbols on food packages that indicate healthier choices. recognise and follow safety symbols and procedures at home and in water and road environments. explore community strategies that keep children safe, for example pedestrian crossings and traffic lights, safety 	<p>Investigate key health messages related to making health decisions and discuss their purpose.</p> <ul style="list-style-type: none"> examine and interpret simple health messages and their key messages including the importance of physical activity, eating a variety of fresh whole foods, and personal hygiene. recognise opportunities and situations to make healthy decisions. consider health messages and understand how to use decision-making steps to make healthy choices. 	<p>Explain why health messages and information are important for making decisions.</p> <ul style="list-style-type: none"> investigate how foods are marketed and promoted to children through advertisements in online spaces, in supermarkets, and on labelling and packaging. identify poison labels and medicine packaging and develop the understanding to ask an adult before taking medicine. explore sustainable practices that students can implement in the classroom such as 	<p>Interpret the intention of health information and messages and how they influence decision making.</p> <ul style="list-style-type: none"> explore health messages in the media, including sustainability and physical activity, the benefits to wellbeing and the reason the health message is important. use decision-making and problem-solving skills to select and demonstrate ways that they can contribute to positive health decisions and behaviours. 	<p>Interpret health information and messages from different sources, assess their accuracy and apply strategies to enhance their own and others health.</p> <ul style="list-style-type: none"> examine health messages, how to interpret them and their accuracy. understand the benefits of healthy choices and behaviours including food and nutrition, non-smoking, screen time, health products, and outdoor play. reflect on how health messages influence decisions and behaviours. 	<p>Investigate health sources and information and how people, public identities and the media can influence our beliefs, decisions, and behaviours.</p> <ul style="list-style-type: none"> examine how family, friends and the media can influence decisions and behaviours in relation to their health for example, food choices. examine and compare relevant health information and opinions and identify the credibility of health information, including trustworthiness and reliability. 	<p>Analyse health information to refine strategies to enhance their own and others, health safety and wellbeing.</p> <ul style="list-style-type: none"> examine how public identities, influencers, and important people in the community are used to send health messages through different media. examine how high-profile people can influence the beliefs, and health decisions and behaviours of others. examine and compare relevant health information and identify which aspects can be verified as accurate and reliable. 	

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>procedures at swimming pools and beaches, traffic controllers at school crossings.</p> <p>Focus area: AD, FN, S, HBPA</p>	<p>Focus area: FN, S, HBPA</p>	<p>creating an edible garden, reducing single use plastic and composting food waste.</p> <ul style="list-style-type: none"> implement healthy use of digital tools by creating rules to apply at school and home. <p>Focus area: AD, FN, S, HBPA</p>	<p>Focus area: HBPA, MH, S, FN, RS</p>	<ul style="list-style-type: none"> combine information from a range of sources to inform decision making and apply strategies that keep people healthy and well. <p>Focus area: HBPA, MH, AD, S, FN, RS</p>	<ul style="list-style-type: none"> analyse the nutritional information of different foods and develop strategies to communicate healthier choices to their families. <p>Focus area: MH, HBPA, FN, S, RS</p>	<p>Focus area: MH, HBPA, FN, S, AD, RS</p>
<p>Community health promotion</p> <p>Understanding of what impacts on the health, safety and wellbeing of individuals and community; and develop strategies to make healthy choices and promote key messages.</p>				<p>Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing.</p> <p>Investigate and apply behaviours that contribute to their own, others and the earth's health, sustainability, relationships, and wellbeing.</p> <ul style="list-style-type: none"> discuss the importance of a sense of belonging and connection in promoting mental health and wellbeing. Contribute to strategies to create connection to develop a positive school culture. explore benefits of regular physical activity outdoors and identify opportunities when they can be active at school, at home and when in the community. 	<p>Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing.</p> <p>Interpret health information and apply strategies and behaviours that contribute to their own and others' health, safety, relationships, and wellbeing.</p> <ul style="list-style-type: none"> explore recommendations around time spent on screen-based activities in the <i>Australian 24-Hour Movement Guidelines for Children and Young people</i> and discuss ways to create or maintain a healthier balance. practise strategies for enhancing mental wellbeing such as positive self-talk, mindfulness and meditation. identify the role of advertising and media in health promotion and practise decision making 	<p>Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.</p> <p>Analyse how preventative health helps promote and maintain health and wellbeing and refine strategies to achieve this.</p> <ul style="list-style-type: none"> investigate healthy habits that help maintain holistic health and wellbeing; including physical, social and mental. investigate practices to meet the recommended <i>Australian physical activity guidelines</i>, guide to healthy eating, sleep recommendations and ways to reduce sedentary behaviour. investigate ways to create social connections to enhance social health. 	<p>Analyse health information and refine strategies to enhance individual and community health, safety, and wellbeing.</p> <ul style="list-style-type: none"> collect and explore information about participation rates of young people in physical activity (PA) and refine strategies to promote daily PA aligned to Australian recommended guidelines. analyse health information from the <i>Australian guide to healthy eating</i>, drink and food labels and refine strategies to promote the consumption of a range of seasonal whole foods and drinks.

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> • identify and apply behaviours to support the sustainability of Earth’s systems; establish recycling or composting systems to minimise waste, contribute to a community fruit and vegetable garden to create healthy and sustainable lunches or snacks. • explore the benefits of following eating patterns that reflect <i>The Australian guide to healthy eating</i>, and investigate nutritional information about foods. • explain how characters in texts take responsibility for their own and others’ safety in a range of situations, including water and road environments. <p>Focus area: HBPA, S, FN, RS, MH</p>	<p>strategies for enhancing health and wellbeing.</p> <p>Focus area: HBPA, S, RS, FN, MH</p>	<ul style="list-style-type: none"> • recognise actions that can help keep classmates safe, and reduce potential contamination, infection and anaphylaxis. <p>Focus area: HBPA, MH, FN, RS, GS, S</p>	<ul style="list-style-type: none"> • describe strategies to support a sense of belonging and connection, and recognise the importance of social support for enhancing mental health and wellbeing. <p>Focus area: HBPA, MH, FN, RS, S</p>

Strand: Movement and physical activity

Sub-strand: Moving our body

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Refining movement skills The ability to improve movement skills, sequences and performance in a variety of settings through the use of feedback.	Practise fundamental movement skills in minor game and play situations.	Practise fundamental movement skills and apply them in a variety of movement situations.		Refine and apply fundamental movement skills in new movement situations.		Adapt and modify movement skills across a variety of situations.	
	Practise and apply fundamental movement skills (FMS) in minor games and play. Balance <ul style="list-style-type: none"> demonstrate how to transfer body weight from one part of the body to another; for example, hop, dynamic balance. <i>Locomotor</i> <ul style="list-style-type: none"> apply locomotor skills to move from one point to another; for example run, hop, jump, gallop, roll. Object control <ul style="list-style-type: none"> send, control and receive objects at different levels and in different ways such as under arm throw, catch and kick. participate in a variety of situations (outdoor, indoor, water, guided play, simple games and activities). 	Practise and apply fundamental movement skills (FMS) to movement situations. Balance <ul style="list-style-type: none"> demonstrate balance and describe what helps maintain stable positions (tag games and balances). <i>Locomotor</i> <ul style="list-style-type: none"> perform locomotor movement using different body parts to travel in different directions; for example jump, walk, march, slide, hop, side gallop, skip, roll, leap, reptilian crawl, dodge. Object control <ul style="list-style-type: none"> perform fundamental movement skills involving controlling objects with equipment and different parts of the body such as overarm throw, ball bounce/dribble, catch. practise in a variety of situations (outdoor, indoor, simple games and activities, water). 	Practise and apply fundamental movement skills to movement situations. Balance <ul style="list-style-type: none"> maintain stable positions with different body parts for example jump, leap, land, balance. <i>Locomotor</i> <ul style="list-style-type: none"> perform locomotor movement using different body parts to travel in different directions; such as scoot, leap, skip, roll and dodge. Object control <ul style="list-style-type: none"> perform fundamental movement skills involving controlling objects with equipment and different parts of the body; for example punt kick, 1 and 2 handed strike, jump rope. practise in a variety of situations (outdoor, indoor, water, modified games and activities). 	Practise, refine and demonstrate fundamental movement skills and sequences, combining balance, locomotor and object control. Balance <ul style="list-style-type: none"> maintain control and balance when combining movements to create movement sequences. <i>Locomotor</i> <ul style="list-style-type: none"> perform routines with jumping, landing and balancing. Object control <ul style="list-style-type: none"> perform activities combining locomotor and body control such as sprint run, vertical jump. perform FMS demonstrating body weight transfer in different activities; for example catch, underarm throw and kick. practise in a variety of situations (outdoor, indoor, water, modified games and activities). 	Practise, refine and apply fundamental movement skills and sequences, combining balance, locomotor and object control with direction and force. Balance <ul style="list-style-type: none"> perform routines incorporating different jumping, landing, and balancing techniques. <i>Locomotor</i> <ul style="list-style-type: none"> perform activities combining locomotor and object control skills for example side gallop and roll/pivot with a ball bounce, hop and skip with a rope. Object control <ul style="list-style-type: none"> practice propelling objects towards targets exploring weight transfer for example over arm throw. practise in a variety of situations (outdoor, indoor, water, modified games and activities). 	Practise specialist movement skills and apply them in a variety of movement sequences and situations. Balance and locomotor <ul style="list-style-type: none"> apply stability and locomotor skills in different movement situations including traversing a natural environment. <i>Gross locomotor</i> <ul style="list-style-type: none"> perform activities that involve a transition from one gross motor skill to another for example dribbling to passing, leaping to balancing or fielding a ground ball. Object control <ul style="list-style-type: none"> adapt object control skills including kicking, striking (stick sport) and throwing to a variety of new games and activities. practise and refine movement skills in a variety of situations (outdoor, indoor, aquatic, modified games and activities). 	Refine and modify specialist movement skills and sequences, applying an adjustment of force and speed to improve accuracy and control in a variety of situations. Balance <ul style="list-style-type: none"> compose and perform a range of static and dynamic balances on different body parts, pivoting and/or rotating to change direction of movement. <i>Locomotor</i> <ul style="list-style-type: none"> apply stability and locomotor skills to dodge and feint, jump for height and move with body control. Object control <ul style="list-style-type: none"> refine object control skills including transition from one skill to another for example striking to running, passing /catching to shooting. practise and refine movement skills in a variety of situations (outdoor, indoor, aquatic, modified games and activities).

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Focus area: FMS, RE, APMG	Focus area: FMS, RE, APMG	Focus area: FMS, RE, APMG	Focus area: FMS, GS, RE	Focus area: FMS, GS, RE	Focus area: FMS, GS, RE	Focus area: FMS, GS, RE, CA
<p>Developing movement strategies</p> <p>The ability to successfully apply strategies across a variety of movement situations to improve performance.</p>				<p>Apply and adapt movement strategies to achieve movement outcomes.</p>	<p>Transfer familiar movement strategies to different movement situations.</p>		
				<p>Practise and apply movement strategies to be successful in achieving a variety of movement outcomes.</p> <ul style="list-style-type: none"> • plan and perform strategies to be successful in a range of minor and small sided games; for example how to be successful in tag and dodge, invasion games, net and wall, striking and fielding, and target games, aesthetics, racing and competition. • demonstrate how movement strategies can be adapted to create scoring opportunities. • manipulate the centre of gravity to enhance stability as they perform a range of balance activities and explain how the centre of gravity and base of support influence stability. <p>Focus area: APMG, FMS, GS, RE</p>	<p>Apply and adapt movement strategies to achieve a variety of movement outcomes.</p> <ul style="list-style-type: none"> • Demonstrate how movement strategies can be adapted to create scoring opportunities in game categories (invasion, net and wall, striking and fielding, and target games; aesthetics, racing and competition). • evaluate the outcome of a game tactic that has been adopted using set criteria. • invent a game or movement challenge highlighting a FMS or problem solving to achieve a goal. • manipulate the centre of gravity to enhance stability while performing a range of balances using different body parts. <p>Focus area: APMG, FMS, GS, RE</p>	<p>Transfer movement strategies to solve movement challenges.</p> <ul style="list-style-type: none"> • examine and demonstrate how strategies can be transferred across similar games within the game categories such as; invasion, net and wall, striking and fielding, target, aesthetics, racing and competition. • propose and apply successful defensive and offensive strategies. • transfer strategies to safely traverse a natural environment. <p>Focus area: GS, CA, RE</p>	<p>Transfer movement strategies between similar situations to improve movement outcomes.</p> <ul style="list-style-type: none"> • examine and demonstrate how strategies can be transferred across similar games within the game categories such as; invasion, net and wall, striking and fielding, target, aesthetics, racing and competition. • propose and apply defensive and offensive strategies that have been successful in one game to another similar game. • transfer strategies they have used to maintain balance to safely traverse a natural environment. <p>Focus area: GS, CA, RE</p>

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Movement concepts</p> <p>Understanding and application of movement skills and how the body moves in relation to effort, space, time, objects and people.</p>	<p>Experiment with different ways of moving their body safely and manipulating objects and space.</p>	<p>Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness.</p>		<p>Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences.</p>		<p>Investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes.</p>	
	<p>Experiment with different ways of moving their body safely and manipulating objects and space movement concepts. Consider:</p> <p>Effort / time</p> <ul style="list-style-type: none"> • suggest and test different ways to move; for example to the beat, slow, fast. <p>Space</p> <ul style="list-style-type: none"> • participate in games that require them to be aware of personal safety in relation to game boundaries, rules and the safe use of equipment. • experiment with different directions, heights, levels and body positions. <p>Relationship to objects, people and space</p> <ul style="list-style-type: none"> • suggest and test different ways to use equipment and objects, and make judgements about which are most effective and which movements and equipment they prefer. 	<p>Investigate and explain the different ways of moving using movement concepts. Consider:</p> <p>Effort / time</p> <ul style="list-style-type: none"> • demonstrate changes in speed(fast/slow), as they use locomotor and non-locomotor skills; and compare which movements are easier or harder and why. <p>Space</p> <ul style="list-style-type: none"> • demonstrate changes in direction and levels of movement. • participate in activities that require students to move around different spaces and discuss which types of movement are most appropriate to move around safely and efficiently. <p>Relationship to objects, people and space</p> <ul style="list-style-type: none"> • investigate movements in front, to the side, above, under, over, up, down, around, along, through and between. 	<p>Investigate and explain how they can use the movement concepts to move more effectively. Consider:</p> <p>Effort/ time</p> <ul style="list-style-type: none"> • demonstrate changes in speed (fast/medium/slow) using locomotor and non-locomotor skills. <p>Space</p> <ul style="list-style-type: none"> • demonstrate changes in direction and levels of movement using locomotor and non-locomotor skills. • discuss and participate in activities that require students to move safely around different spaces. <p>Relationship to objects, people and space</p> <ul style="list-style-type: none"> • explore movements under, over, up, down, around, along, through and between, and so on. • explore ways to adjust the body position to balance whilst performing skills and simple sequences. 	<p>Demonstrate how movement concepts can be applied when performing movement. Consider:</p> <p>Effort / time</p> <ul style="list-style-type: none"> • understand how and when to move the body; for example light, strong, powerfully, fast, jerky, slow, continuous. • demonstrate acceleration and deceleration of movement. <p>Space</p> <ul style="list-style-type: none"> • discuss and demonstrate different levels and changing direction, shapes, symmetry, angles, use of space, flow in movement sequences and game categories. <p>Relationship to objects, people and space</p> <ul style="list-style-type: none"> • use the body to demonstrate an understanding of balance during movement sequences. 	<p>Demonstrate how movement concepts can be applied when performing movement sequences across a range of situations. Consider:</p> <p>Effort / time</p> <ul style="list-style-type: none"> • demonstrate how and when to increase effort in movement for improved outcomes for example use of power, soft/hard. • demonstrate controlled acceleration and deceleration of movement. <p>Space</p> <ul style="list-style-type: none"> • discuss and demonstrate different levels, changing direction, movement pathways, angles and use of space and flow in movement sequences and game categories. <p>Relationship to objects, people and space</p> <ul style="list-style-type: none"> • demonstrate relationships with objects, people, in manipulating equipment, behind, in front, besides, under, on or off the ball. 	<p>Apply movement concepts when creating and performing movement. Consider:</p> <p>Effort / time</p> <ul style="list-style-type: none"> • demonstrate an understanding of how to alter the force and speed of an object to improve accuracy and control. • demonstrate rhythm and timing to music, and individuals moving together in time. <p>Space</p> <ul style="list-style-type: none"> • create movement sequences that demonstrate variations of flow, levels, and travel in different directions. • explore different ways to manipulate space to increase or decrease scoring opportunities in games. <p>Relationship to objects, people and space</p> <ul style="list-style-type: none"> • demonstrate positional relationship when performing pushing and pulling movements with different parts of the body. 	<p>Apply movement concepts across a range of situations to improve movement outcomes. Consider:</p> <p>Effort / time</p> <ul style="list-style-type: none"> • demonstrate how to adjust the force and speed of an object to improve accuracy and control. • consider timing and tempo of movement to improve performance. • relate effort to intensity and monitor their own perceived effort. <p>Space</p> <ul style="list-style-type: none"> • develop strategies to exploit playing space to increase or decrease scoring opportunities. • create movement sequences that demonstrate variations in flow and levels. <p>Relationship to objects, people and space</p> <ul style="list-style-type: none"> • work with a partner to explore pushing and pulling movements and how these can be manipulated to perform counterbalances.

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> persist with challenges and demonstrate resilience while moving their body in a range of situations. <p>Focus area: APMG, FMS, RE</p>	<p>Focus area: APMG, FMS, RE</p>	<ul style="list-style-type: none"> use stimuli such as equipment, rhythm, music and words to create simple playground games and assess which games they enjoy most. <p>Focus area: APMG, FMS, RE</p>	<ul style="list-style-type: none"> demonstrate positional relationship with objects and people and explore different spaces as they move. <p>Focus area: APMG, FMS, RE</p>	<ul style="list-style-type: none"> create an original game based on rules and equipment from familiar games that aims to solve a movement challenge. Evaluate the game or solutions against a set of success criteria. <p>Focus area: APMG, FMS, RE</p>	<p>Focus area: GS, RE</p>	<p>Focus area: GS, RE</p>

Sub-strand: Making active choices

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Fitness and physical activity</p> <p>Understanding of physical activity and the benefits of incorporating this into daily life to improve health related fitness and increase overall health and wellbeing for self and others.</p>				<p>Participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well.</p>	<p>Participate in physical activities to investigate the body's reaction to different levels of intensity.</p>		
				<p>Participate in physical activities to explore how regular physical activity helps our health and wellbeing.</p> <ul style="list-style-type: none"> perform warm up and stretching routines to understand how to prepare the body to be active. understand the benefits of physical activity on the mind and body and the positive feelings that are experienced. participate in moderate to vigorous physical activity and rate the intensity as easy or hard. 	<p>Participate in physical activities to explore how their body feels and describe how regular physical activity helps our health and wellbeing.</p> <ul style="list-style-type: none"> participate in physical activity/ circuits to explore the positive feelings they experience and how the body feels before, during and after participation including; the physical, social, and emotional benefits. participate in moderate to vigorous physical activity and rate the intensity on a scale of 1 to 10. 	<p>Participate in a range of activities designed to improve fitness and discuss the impact of these on health and wellbeing.</p> <ul style="list-style-type: none"> examine and describe the health related components of fitness in sport. examine the benefits of regular physical activity to our health and wellbeing, including: physical, social and emotional including endorphin release. 	<p>Participate in and propose strategies to enhance health, fitness and wellbeing.</p> <ul style="list-style-type: none"> examine and describe the health and skill related components of fitness. explore the FITT (frequency, intensity, time, type) principles. design and participate in a range of physical activities that support students' health and fitness goals, such as fitness circuits and safe stretches.

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> discuss the body’s responses to different intensities of physical activity such as: increased heart rate, breathing, warmth and perspiration, and the need for hydration. <p>Focus area: FMS, LLPA, HBPA</p>	<ul style="list-style-type: none"> investigate and discuss the influence regular moderate to vigorous physical activity can have on sleep, concentration, state of mind and overall wellbeing. <p>Focus area: FMS, LLPA, HBPA</p>	<ul style="list-style-type: none"> perform activities of different intensities and measure breathing rate, heart rate and other bodily responses to categorise activities into high, medium and low intensity. <p>Focus area: HBPA, LLPA</p>	<ul style="list-style-type: none"> design and model different warm-up and cool-down routines for the class and discuss the importance of these on reducing the chance of injuries or soreness after the activity. <p>Focus area: HBPA, LLPA</p>
<p>Connecting to the environment</p> <p>Awareness of, participation in, and connection to, activities offered in a variety of settings; that promote the health and wellbeing of communities.</p>	<p>Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active.</p> <p>Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active outdoors.</p> <ul style="list-style-type: none"> explore a range of ways to be active and participate safely in outdoor and natural settings in the school environment. explore what activities students can participate in when they are in outside spaces. discuss activities that can increase movement/physical activity in spaces in and around the home. 	<p>Participate in a range of physical activities in natural and outdoor settings and investigate factors and settings that make physical activity enjoyable.</p> <p>Identify and participate in physical activity in appropriate natural and outdoor settings in the school and local community and investigate factors that make it enjoyable.</p> <ul style="list-style-type: none"> identify natural and outdoor areas in the local community and describe what makes physical activity in these spaces enjoyable; such as playgrounds, parks and ovals, beaches and swimming pools, national parks and so on. participate in a range of minor games and explore which ones they enjoy and what makes them enjoyable. 	<p>Identify natural and built environments in the school community where physical activity can take place and describe the benefits of outdoor activity and what makes it enjoyable.</p> <ul style="list-style-type: none"> compare the characteristics and benefits of physical activities that can take place in an outdoor setting to those that take place inside; for example oval, nature play, gardens and playgrounds. participate in a range of minor games (including games from Aboriginal and Torres Strait Islander cultures and peoples) explore which ones they enjoy; and discuss similarities 	<p>Participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others’ participation.</p> <p>Participate in outdoor games and activities and examine strategies to stay healthy and active at home and at school.</p> <ul style="list-style-type: none"> participate in physical activities they can do at school and at home. explore how they can be more active at home using everyday items as equipment and how to encourage family and friends to participate. discuss the health benefits of being outdoors and the reasons for participating in outdoor activities, including the different dimensions of health and the ways in which people can connect 	<p>Participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others’ participation.</p> <p>Participate in a range of outdoor games and activities in the local area and propose strategies to incorporate regular physical activity into their own and others’ lives.</p> <ul style="list-style-type: none"> participate in physical activities in natural settings in the local area and reflect on the enjoyable aspects of participation. examine factors that influence others participation in physical activity and devise strategies on how to encourage family and friends to participate. 	<p>Participate in physical activities in natural and outdoor settings that enhance health and wellbeing and analyse the steps and resources needed to promote participation.</p> <p>Explore and participate in physical activities in natural and outdoor settings that enhance health and wellbeing and propose strategies to enhance or maintain their own participation.</p> <ul style="list-style-type: none"> research and discuss community programs and outdoor areas that are available for physical activity and the steps needed to get involved; for example hobby groups, scouts, skate parks, walking/cycling trails, pools, surf beaches and lunchtime activities. analyse how participation in physical activities in natural environments and the outdoors 	<p>Participate in physical activities in natural and outdoor settings that enhance health and wellbeing and analyse the steps and resources needed to promote participation.</p> <p>Discuss and participate in a range of physical activities in natural and outdoor settings and propose strategies to promote community participation.</p> <ul style="list-style-type: none"> discuss how connection to a community space or special place can influence the types of physical activity options people will choose to participate in, such as links to local skate parks, surf beaches, bushwalking trails. analyse how access to natural environments and the outdoors can influence participation in physical activity, and enhance health and wellbeing.

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> explore strategies for taking considered risks and developing self-regulation skills when moving and playing in outdoor settings. <p>Focus area: HBPA, RE, APMG, S, FMS</p>	<p>Focus area: HBPA, APMG, FMS, S</p>	<p>with other games and activities they enjoy.</p> <ul style="list-style-type: none"> describe how being out in nature makes them feel and the benefits of outdoor activities such as brings a sense of happiness, connection, fresh air, relaxation. <p>Focus area: HBPA, APMG, FMS, S</p>	<p>with other members of their community.</p> <ul style="list-style-type: none"> explore Aboriginal and Torres Strait Islander peoples connection to special places and how these places are linked to physical activities. <p>Focus area: LLPA, HBPA, APMG, CA, S</p>	<p>Focus area: LLPA, HBPA, APMG, CA, S</p>	<p>enhances health and wellbeing.</p> <ul style="list-style-type: none"> research the Australian 24-Hour Movement Guidelines for Children and Young People, comparing their daily habits of physical activity to the recommendations. propose strategies for enhancing or maintaining students' levels of activity. <p>Focus area: LLPA, CA, HBPA, GS, S</p>	<ul style="list-style-type: none"> review the Australian 24 hour <i>Movement Guidelines for Children and Young People</i>, and propose strategies for enhancing or maintaining levels of activity. analyse the steps and resources needed to create a plan to promote physical activity participation in natural or outdoor settings. <p>Focus area: LLPA, CA, HBPA, GS, S</p>
<p>Increasing physical activity</p> <p>Understanding the importance of physical activity, the effects on health and wellbeing and the ability to plan and promote physical activity for themselves and others.</p>				<p>Explore recommendations for physical activity and sedentary behaviours and discuss strategies to achieve them.</p> <p>Explore recommendations for physical activity and discuss strategies to achieve them.</p> <ul style="list-style-type: none"> participate in a range of physical activities and investigate opportunities to incorporate these into lunchtime activities to encourage students to be active. examine the benefits of regular physical activity, including the influence on sleep, concentration and wellbeing. explore physical activity time recommendations and the concept of 	<p>Explore recommendations for physical activity and propose strategies to achieve them.</p> <ul style="list-style-type: none"> participate in a range of physical activities including yard games and investigate opportunities to incorporate these into lunchtime activities to encourage students to be active at lunchtimes. review the benefits of regular physical activity, including the influence on sleep, concentration and wellbeing. review physical activity recommendations and explore screen-usage 	<p>Propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives.</p> <p>Propose and promote strategies to increase physical activity levels in their lives.</p> <ul style="list-style-type: none"> examine the benefits of physical activity including social health, mental wellbeing, and physical health; and the importance of physical activity habits as a preventative measure. research options for participating in physical activities at school and in the local area and promote this to others. 	<p>Propose and explain strategies to increase physical activity levels in their lives. and in the school community.</p> <ul style="list-style-type: none"> create and participate in an activity circuit designed to improve health-related fitness that they could replicate at home. examine the benefits of physical activity to social health and mental wellbeing. investigate the resources needed and steps required to set up a lunchtime sports competition, activity

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>sedentary behaviour in the Australian 24-hour Movement Guidelines for Children and Young People. Propose how they can meet these recommendations.</p> <p>Focus area: HBPA, MH, LLPA, APMG</p>	<p>time recommendations in the Australian 24-hour Movement Guidelines for Children and Young People. Propose how they can meet these recommendations.</p> <p>Focus area: HBPA, MH, LLPA, APMG</p>	<ul style="list-style-type: none"> investigate the steps required to connect to physical activities in school and in the local area. <p>Focus area: HBPA, MH, LLPA</p>	<p>circuit or playground games aimed at increasing levels of physical activity amongst students and staff.</p> <p>Focus area: HBPA, MH, LLPA</p>

Sub-strand: Learning through movement

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Critical and creative thinking in movement</p> <p>The ability to be a ‘thinking player’ and apply and transfer problem-solving skills to a variety of movement situations.</p>				<p>Apply creative thinking when designing movement sequences and solving movement problems.</p>		<p>Predict and test the effectiveness of applying different skills and strategies in a range of movement situations.</p>	
				<p>Apply innovative and creative thinking when designing movement sequences and solving movement problems.</p> <ul style="list-style-type: none"> explore similarities of game play across the game categories, draw on these inferences to solve movement problems. apply decision making processes when ‘on the ball’ and ‘off the ball’. use questions to highlight problems and facilitate thinking in games; and seek and trial answers with others as a strategy for 	<p>Apply creative thinking when designing movement sequences and draw on prior knowledge to solve movement problems.</p> <ul style="list-style-type: none"> explore similarities of game play across the game categories, draw on these inferences to solve movement problems. apply decision making processes when ‘on the ball’ and ‘off the ball’. use and develop questions to highlight problems in games and seek and trial answers with others as a strategy for solving movement challenges; such as, 	<p>Predict and test the effectiveness of applying different skills and strategies in a range of movement situations.</p> <ul style="list-style-type: none"> recognise that there may be a number of solutions to movement challenges and predict which solution will be most appropriate or effective transfer and adapt strategies from similar games in the game categories and other contexts to generate a solution to an unfamiliar movement challenge. 	<p>Transfer and apply different skills and strategies in a range of movement situations and evaluate their effectiveness.</p> <ul style="list-style-type: none"> transfer inferences from similar games in the game categories and other contexts when generating a solution to an unfamiliar movement challenge propose alternative responses to movement challenges including using tactics and strategies, and predict the effectiveness of each.

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>solving movement challenges such as, game tactics to increase scoring chances.</p> <ul style="list-style-type: none"> transfer and apply fundamental movement skills to solve movement problems such as how to place a ball deep in the field, or how to deceive an opponent. <p>Focus area: GS, APMG, FMS, CA</p>	<p>partner or group balance challenges game tactics to increase scoring chances or obstacle course challenges.</p> <ul style="list-style-type: none"> transfer and apply fundamental movement skills to solve movement problems such as how to move the ball from one end of the field to the other. <p>Focus area: GS, APMG, FMS, CA</p>	<ul style="list-style-type: none"> use feedback to adapt and refine movement skills when generating a solution to new and challenging movement tasks.a solution to new and challenging movement tasks. <p>Focus area: GS, CA</p>	<ul style="list-style-type: none"> Test and refine solutions to persist and achieve successful outcomes use feedback to adapt and refine movement skills when generating a solution to new movement situations. <p>Focus area: GS, CA</p>
<p>Ethical behaviour in movement settings</p> <p>The application of ethical behaviours which promote fair play, safety and inclusivity in physical activities.</p>	<p>Follow rules to promote fair play in a range of physical activities.</p>	<p>Co-construct and apply rules to promote fair play in a range of physical activities.</p>		<p>Apply rules and scoring systems to promote fair play when participating or designing physical activities.</p>		<p>Devise and test alternative rules and game modifications to support fair play and inclusive participation.</p>	
	<p>Follow rules and identify how rules make play safe and fair.</p> <ul style="list-style-type: none"> discuss rules of different games that relate to safety, start and stop signals, boundaries and appropriate use of equipment. identify and describe actions that would constitute fair and unfair play while participating in minor games. demonstrate how to play fairly in a range of minor games and play situations. 	<p>Co-construct and apply rules and fair play in a range of physical activities.</p> <ul style="list-style-type: none"> explain how rules contribute to fair play and apply them in group situations. develop skills to play fairly and work together during play and minor games including know and follow the rules, honesty, compassion, turn-taking and sharing equipment. discuss changes to rules that will make an activity fairer or more inclusive for all learners. 	<p>Develop and apply rules to promote fair play and apply them in a range of physical activities.</p> <ul style="list-style-type: none"> explain how rules contribute to fair play and safe practices. identify rules and fair play and apply them when participating in play and minor games. 	<p>Apply rules and scoring systems to promote fair play when participating in physical activities.</p> <ul style="list-style-type: none"> contribute to fair decision making in physical activities by applying rules appropriately Interpret and apply rules fairly in physical activities where they are in the role of officiating. 	<p>Apply rules and scoring systems to promote fair play when participating in and designing physical activities.</p> <ul style="list-style-type: none"> explore rules and scoring systems used in games, such as; traditional games of First Nations Australians that promote participation, cooperative games where there are no winners, and games that increase participation. interpret and apply the rules in physical activities as a participant and/or officiator. 	<p>Devise and test alternative rules and game modifications to support fair play and inclusive participation.</p> <ul style="list-style-type: none"> investigate the effectiveness of rules used in games to promote participation interpret and apply rules including; fairness, honesty and integrity in movement situations. recognise and propose changes to the rules and/or conditions of games to create a more inclusive game and fairer contest, 	<p>Describe personal contributions, and devise and test alternative rules and game modifications to support fair play and inclusive participation.</p> <ul style="list-style-type: none"> recognise opportunities to create inclusivity and fairness in game situations and propose changes to rules and/or conditions to overcome identified issues. discuss where and when they have witnessed fairness and inclusion in a game situation and explain what factors led to the game being inclusive and fair.

Thread:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Focus area: APMG, S, FMS	Focus area: APMG, S, FMS	Focus area: APMG, S, FMS	Focus area: APMG, GS, CA, S, FMS	<ul style="list-style-type: none"> collaborate to decide on rules for a new game. Focus area: APMG, GS, CA, S, FMS	for example, using the CHANGE IT principles. Focus area: GS, CA, S	<ul style="list-style-type: none"> interpret and apply etiquette in different movement situations. Focus area: GS, CA, S
Teamwork and leadership The development and application of personal and social skills which lead to positive contribution to teams or groups in physical activities.		Apply strategies to work collaboratively when participating in physical activities. Apply strategies to work collaboratively when participating in physical activities. <ul style="list-style-type: none"> work cooperatively with a partner and in small groups when participating in physical activities, such as using positive verbal and non-verbal communication when practising new skills describe and demonstrate how to include others in physical activities. Focus area: APMG, FMS, RE, LLPA	Apply strategies to work collaboratively when participating in physical activities. Demonstrate strategies to work collaboratively when participating in physical activities. <ul style="list-style-type: none"> demonstrate skills and actions to work cooperatively with a partner and in small groups. use positive verbal and non-verbal communication skills before, during and after game play. propose and trial how a game can be changed so that everyone can be included. Focus area: APMG, FMS, RE, LLPA	Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities. Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities. <ul style="list-style-type: none"> use cooperation skills to form strategies and complete movement tasks, such as a partner passing strategy or team strategy. work cooperatively with others including team members, other teams, and officiators for example passing to other players, listening to teammates and officiators. modify physical activities to ensure everyone is included, such as changing equipment, rules or playing space. Focus area: GS, APMG, CA, RE, LLPA	Perform a range of roles to achieve successful outcomes in group or team movement activities, including demonstrating cooperation, fair play and inclusion. <ul style="list-style-type: none"> develop and apply strategies for working cooperatively in group or team activities, such as listening, communicating, and developing team roles and strategies. reflect on cooperative play in teams. modify physical activities to include others, such as change a simple rule, equipment, number of players, area, or dimension of the play space. Focus area: GS, APMG, CA, RE, LLPA	Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities. <ul style="list-style-type: none"> use reflective listening and communication when working in small groups on movement tasks or challenges. explore and perform the different roles and responsibilities in physical activities and understand how different roles contribute to positive outcomes for participants, such as promoting enjoyment and safety. demonstrate negotiation skills when dealing with conflicts or disagreements in movement situations. Focus area: GS, CA, RE, LLPS	Participate positively in groups and teams by contributing to group activities, encouraging others, negotiating roles and responsibilities and describe the contributions they can make. <ul style="list-style-type: none"> explore and perform the different roles and responsibilities in physical activities with a focus on enjoyment, safety and positive outcomes for participants. use reflective listening and assertive communication when working in small groups on movement tasks or challenges. demonstrate negotiation skills when exploring roles and responsibilities and dealing with conflicts or disagreements in movement situations. Focus area: GS, CA, RE, LLPA

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