

Year 7 to 10

Health and Physical Education

September 2022

Scope and sequence

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

V2.0



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Health and Physical Education: Year 7 to 10

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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 years 7 to 10 secondary 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 2 interconnected **strands**, which inform and support each other. Each strand has 3 **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 bodies
 - 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 clarifying statements. These give information about the content and context at each year level, the developmental progression from years 7 to 10, 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

Years 7 to 8	Years 9 to 10
<p>By the end of year 8, students:</p> <ul style="list-style-type: none"> • analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences • analyse how stereotypes, respect, empathy and valuing diversity influence relationships • analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline • analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing • apply and transfer movement skills and movement concepts across a range of situations • implement and evaluate the effectiveness of movement strategies on movement outcomes • propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes • select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts. 	<p>By the end of year 10, students:</p> <ul style="list-style-type: none"> • propose and evaluate personal strategies to manage their identities, emotions and responses to change • evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships • propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk • synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing • evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations • adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes • propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others • apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

Scope and sequence

Strand: Personal, social and community health				
Sub-strand: Identities and change				
Thread:	Year 7	Year 8	Year 9	Year 10
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.	Analyse and reflect on the influence of values and beliefs on the development of identities.		Analyse factors that shape identities and evaluate how individuals influence the identities of others.	
	Examine their own values and beliefs, how these may change as they get older, and how they can influence identities. Analyse the impact of changes and transitions on the formation of identity, such as social inclusion in a new setting and increases in expectations and responsibilities. Describe strategies that contribute to developing positive identities in adolescence, such as leadership roles and joining new activities. Focus areas: RS, MH, S	Examine and reflect on how values and beliefs of family, friends and culture influence the development of identities. Analyse factors that influence adolescents and impact on attitudes and behaviours, such as social networking, stereotypes, expectations, independence and risk-taking. Describe strategies to respond to these influences. Investigate the impact online identity can have on the individual and describe safety strategies in online environments. Focus areas: RS, MH, S	Analyse personal factors that shape identities, such as body image and self-concept. Analyse external factors that shape identities, such as media, peer pressure, influencers and popular culture. Analyse the role of family, friends and community in supporting and shaping identity. Evaluate how someone can influence the identity of others and propose strategies to manage these influences. Focus areas: RS, MH, S	Analyse the impact of individual, societal and cultural factors that shape identities and perceptions, such as gender equality, disability and movement competence , cultural beliefs and sexual diversity. Evaluate how societal norms, stereotypes and expectations influence how young people view themselves. Evaluate the influence of different social constructs on decision-making and actions that young people make, such as friendship groups, family structures, workplaces, sports teams and clubs. Focus areas: RS, MH, S
Changes and transitions Developing an understanding of the physical, social, and emotional occurrences at different stages of our lives and strategies to manage these changes and transitions.	Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes.		Refine, evaluate and adapt strategies for managing changes and transitions.	
	Investigate the adolescent stage of growth and associated physical, intellectual, emotional and social changes, and transitions. Investigate the impact of the changing nature of relationships, such as attending a new school, joining a sports team or club, family and new friendship groups.	Analyse the impact of changes and transitions, such as personal, social, cultural and economic influences. Access and assess health information and services that support young people in times of change and transition, such as sexual health information about safe	Assess how behavioural expectations and changing roles and responsibilities in different relationships and social situations can influence decisions and actions. Investigate support information and services to assist adolescents in managing changes and transitions.	Analyse the impact of changes and transitions, such as getting a job, attending senior school and driving, on behavioural expectations and roles and responsibilities. Refine and adapt strategies to manage responses to change, such as respectfully expressing opinions, acknowledging the

Thread:	Year 7	Year 8	Year 9	Year 10
	<p>Access health information and services to support the management of changes and transitions.</p> <p>Describe strategies to manage the changes experienced in adolescence. For example, positive self-talk, recognition and application of personal qualities, resilience, self-esteem and developing communication skills.</p> <p>Focus areas: RS, MH, S</p>	<p>sexual practices, alcohol and other drugs and online safety.</p> <p>Devise strategies including coping, communication and problem-solving skills to manage changes associated with adolescence in a range of social interactions and interpersonal relationships.</p> <p>Focus areas: RS, MH, S</p>	<p>Practice and evaluate strategies including resilience and respectful refusal skills, initiating contingency plans and communicating choices and opinions to deal with challenging or unsafe situations, such as loss and grief, sexual activity or alcohol and other drug use.</p> <p>Focus areas: RS, MH, S</p>	<p>feelings of others and asserting a stance on a situation.</p> <p>Propose and evaluate personal strategies to respectfully manage changing behavioural expectations and changing roles and responsibilities in different relationships and social situations.</p> <p>Focus areas: RS, MH, S</p>
<p>Gender stereotypes</p> <p>Understanding the effects of gender stereotyping and proposing actions to challenge perceptions.</p>	<p>Examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes.</p> <p>Explore the concept of gender stereotypes and factors that determine gender stereotypes.</p> <p>Identify positive character strengths that are valued regardless of gender and examine how this can strengthen relationships.</p> <p>Examine how gender roles and stereotypes can influence beliefs and decisions about self and friendships.</p> <p>Focus areas: RS, MH</p>	<p>Examine how gender inequality can arise from intergenerational patterns of inequity and unequal power in relationships.</p> <p>Analyse how gender roles and stereotypes can influence self, relationships, beliefs and decisions about contraceptive use, substance use, power, coercion and control.</p> <p>Investigate strategies that challenge harmful or limiting stereotypes, attitudes or practices.</p> <p>Focus areas: RS, MH</p>	<p>Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships.</p> <p>Assess behavioural expectations in different relationships and how it can influence actions and decisions.</p> <p>Evaluate how gender equality can empower people to develop equal and respectful relationships.</p> <p>Investigate and propose strategies for challenging gender inequality in the community.</p> <p>Focus areas: RS, MH</p>	<p>Investigate how attitudes and beliefs about gender equality can influence relationships and opportunity, such as the impact of intergenerational patterns of inequality and the impact of unequal power in relationships.</p> <p>Investigate resources that provide strategies to challenge attitudes toward gender-based violence and gender inequality.</p> <p>Propose strategies for challenging assumptions about gender to prevent violence and abuse in relationships.</p> <p>Focus areas: RS, MH</p>

Sub-strand: Interacting with others				
Thread:	Year 7	Year 8	Year 9	Year 10
<p>Respectful relationships</p> <p>Development of personal and social skills to develop and maintain respectful relationships and enhance health and wellbeing.</p>	<p>Examine the roles of respect, empathy, power and coercion in developing respectful relationships.</p>		<p>Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.</p>	
	<p>Analyse how behaviours and actions change in different types of relationships, such as online and face-to-face social interactions, with friends and family, partner-based relationships or sports teams.</p> <p>Examine what constitutes respectful relationships in a variety of situations, such as respect, communication, inclusivity, empathy and understanding and applying online and social protocols.</p> <p>Examine how respectful relationships can enhance mental health and wellbeing.</p> <p>Examine the role of a bystander in promoting respectful interactions in situations, such as bullying and discrimination.</p> <p>Focus areas: RS, MH, S, GS</p>	<p>Analyse how respect influences relationships and the benefits of respectful relationships, such as showing respect for cultural norms and sensitivities, and what constitutes disrespectful behaviour.</p> <p>Examine the role that power plays in relationships and examine the impact of situations, such as bullying, violence and harassment, on the individual and on relationships, including online relationships.</p> <p>Investigate strategies for promoting respectful interactions and challenging disrespect and discrimination.</p> <p>Focus areas: RS, MH, S, GS</p>	<p>Investigate how bullying and gender-based violence can take different forms and the rights and responsibilities of individuals in maintaining respectful physical and online relationships.</p> <p>Evaluate the influence of ethical decision-making and why it's appropriate for adolescents in relationships, including sexual relationships.</p> <p>Research and propose actions that can be taken when a relationship is not respectful, in both online and offline environments.</p> <p>Focus areas: RS, MH, S, GS</p>	<p>Evaluate how attitudes and beliefs about respect can influence relationships in situations, such as unequal power, equality, bullying, racism and discrimination.</p> <p>Investigate, apply and evaluate strategies that build cultural awareness, empathy, compassion and respect in relationships and within communities.</p> <p>Focus areas: RS, MH, S, GS</p>
<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>Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities.</p>		<p>Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices, and discrimination, and promote inclusion in their communities.</p>	
	<p>Examine their own values and beliefs about cultural and social issues, such as gender, race, sexuality, and ability.</p> <p>Investigate the benefits of respecting diversity and the impact of social inclusion on mental health and wellbeing.</p>	<p>Examine values and beliefs and practices across cultural groups, such as family and kinship structures, and health and wellbeing practices.</p> <p>Investigate actions that value diversity in the community through understanding and acceptance of gender diversity, disability and cultural diversity to enhance community health</p>	<p>Analyse the effect that behaviours, such as prejudice, marginalisation, homophobia, discrimination, violence and harassment, can have on an individual and the community.</p> <p>Analyse media messages and representations of different cultural groups, gender norms and stereotypes,</p>	<p>Analyse the characteristics of a healthy community and factors that influence the wellbeing of individuals and groups within communities, such as inclusion, respect, equality, racism, prejudices and discrimination.</p> <p>Investigate and propose strategies that promote inclusivity and challenge stereotypes, prejudices and discrimination</p>

Thread:	Year 7	Year 8	Year 9	Year 10
	<p>Investigate strategies that promote inclusion and resist stereotypes, such as understanding mental health and respecting diversity, including disability discrimination.</p> <p>Focus areas: RS, MH</p>	<p>and wellbeing, such as events and strategies that promote inclusion.</p> <p>Propose actions that promote inclusion and challenge norms, stereotypes and prejudice within social networks, social media and within communities.</p> <p>Focus areas: RS, MH</p>	<p>considering the impact on individuals and communities.</p> <p>Investigate strategies that promote inclusivity and challenge stereotypes and prejudices in the local community, such as acknowledging the contributions that Aboriginal Peoples or Australians of Asian heritage make to Australia’s sporting and health fields.</p> <p>Focus areas: RS, MH</p>	<p>that target specific cultural groups or individuals in the local community.</p> <p>Focus areas: RS, MH</p>
<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>Analyse factors that influence emotional responses and devise strategies to self-manage emotions.</p>		<p>Evaluate emotional responses in different situations to refine strategies for managing emotions.</p>	
	<p>Analyse personal factors, such as past experiences, social norms, competitiveness, stress or fear, that influence emotional responses and the impact on mental health and wellbeing.</p> <p>Propose strategies using problem-solving models to respond to different emotional situations, such as considering different viewpoints and alternative ways to respond to a variety of situations.</p> <p>Demonstrate empathy and sensitivity in response to family, social or online situations.</p> <p>Focus areas: MH, RS, S, GS, CA</p>	<p>Analyse social and cultural factors, such as media, gender expectations, role model values, personal values and beliefs, that influence the way individuals respond emotionally to different situations.</p> <p>Investigate strategies to manage emotional responses in social interactions and the impact of these responses on others in both online and offline environments, such as demonstrating empathy and sensitivity.</p> <p>Devise and practice strategies to self-manage emotions in stressful situations ensuring responses don’t have a negative impact on others.</p> <p>Focus areas: MH, RS, S, GS, CA</p>	<p>Explore a range of different and challenging interactions adolescents may experience in family, social, or online environments.</p> <p>Propose and refine personal strategies, such as self-regulation, considering others’ thoughts and feelings, communicating respectfully, and evaluating assertive, aggressive and passive responses, for managing emotional responses in challenging situations.</p> <p>Focus areas: MH, RS, S, GS, CA</p>	<p>Evaluate emotional responses to a range of challenging situations, including conflict that may occur with friends, family or in online environments, which may cause extreme emotional reactions, or interactions where emotional responses may not be immediately apparent.</p> <p>Refine strategies for managing emotions in a range of challenging situations, such as rejection, failure, harassment, and violence.</p> <p>Focus areas: MH, RS, S, GS, CA</p>

Thread:	Year 7	Year 8	Year 9	Year 10
<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>Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent.</p>		<p>Examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships.</p>	
	<p>Examine the nature of consent in different types of relationships, including partner-based relationships.</p> <p>Investigate, explain and practise strategies to communicate assertively and engage in relationships in respectful ways and to seek, give and deny consent.</p> <p>Focus areas: MH, AD, RS, S</p>	<p>Explain and apply online and social protocols to enhance relationships with others, including intimate relationships and protect the wellbeing of themselves and others.</p> <p>Refine and practice effective communication strategies applied online and offline, such as assertiveness, respectfully communicating concerns to others, and recognising and responding to online content that may be harmful, such as grooming or image-based abuse.</p> <p>Focus areas: MH, AD, RS, S</p>	<p>Investigate South Australian legal requirements in relation to seeking, giving, refusing, and accepting the refusal of consent and considering how these laws relate to relationships with friends, colleagues, strangers, and intimate partners, in both online and offline interactions.</p> <p>Describe and reflect on strategies that enhance safety and wellbeing in relationships, including sexual relationships, such as communicating about preferences and feelings of each party, respecting boundaries and choices, affirmative consent, assertive communication and respecting individual's rights.</p> <p>Focus areas: MH, AD, RS, S</p>	<p>Reflect on the importance of taking on personal responsibility when making decisions related to substance use, sexual activity, safety and risk-taking and how it impacts on others.</p> <p>Propose and justify strategies when seeking, giving and denying consent in a range of situations, such as peers, family, online, workplace and risk situations, communicating clearly and respecting choices, personal preferences, needs and options.</p> <p>Focus areas: MH, AD, RS, S</p>

Sub-strand: Making healthy and safe choices

Thread:	Year 7	Year 8	Year 9	Year 10
<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>Refine protective behaviours and evaluate community resources to seek help for themselves and others.</p>		<p>Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk.</p>	
	<p>Explore situations in adolescence where protective behaviours may be required, such as safety with friends, experiencing mental health issues and alcohol and other drug use.</p>	<p>Investigate, apply and evaluate resources that provide strategies for online and offline help-seeking situations, such as in relation to substance use, mental health, sexual health and where emotions, gender and cultural norms, may affect a person's willingness to seek help.</p>	<p>Examine the potential impact of behaviour on others and the importance of taking responsibility for actions.</p> <p>Propose strategies to support others in managing risk-taking situations.</p>	<p>Critique the appropriateness and effectiveness of help and support services available to adolescents in the local community.</p> <p>Examine and rehearse practices and processes for risk management. For example, responses to medical</p>

Thread:	Year 7	Year 8	Year 9	Year 10
	<p>Explore resources and strategies to seek help, such as support networks, identifying key people and organisations to communicate concerns, including online agencies.</p> <p>Collaborate with peers to suggest strategies to deal with emergencies and help-seeking scenarios.</p> <p>Focus areas: MH, AD, RS, S</p>	<p>Examine scenarios to refine protective behaviours in situations young people may encounter, such as where they are being encouraged to use a substance and where online bullying and imbalances in power may be occurring.</p> <p>Analyse why bystander and upstander roles are important in ensuring positive and safe environments.</p> <p>Focus areas: MH, AD, RS, S</p>	<p>Examine risk-taking situations involving alcohol and other drugs, sexual health, online activity and peer pressure, and propose and practice protective behaviours and responses.</p> <p>Focus areas: MH, AD, S</p>	<p>emergencies (first aid, Cardiopulmonary resuscitation, safe blood practices, and infection control), adventure activity risk assessment or when peer pressure situations, involving alcohol and other drugs or sexual activity, may be evident.</p> <p>Plan, rehearse and evaluate strategies to manage challenging online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk, such as in relation to the use of social media, performance-enhancing drugs, e-cigarettes and illicit drugs.</p> <p>Focus areas: MH, AD, S</p>
<p>Health literacy</p> <p>The ability to consider credible health information and apply it to health decisions and situations.</p>	<p>Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p> <p>Analyse the credibility and reliability of health information conveyed from a variety of sources, such as news sites, influencers and social media advertising.</p> <p>Investigate how messages in the media impact decision-making in relation to health and wellbeing, such as anti-smoking and alcohol campaigns and food choices.</p> <p>Explore South Australian health campaigns and discuss the messages and strategies used.</p> <p>Focus areas: MH, HBPA, AD, FN, S, RS</p>	<p>Investigate influences on adolescent decisions and behaviours, such as peer pressure, media messaging and influential people, and propose strategies to respond to these influences.</p> <p>Explore and evaluate the accessibility and relevance of health information that targets adolescent health issues, such as physical health, wellbeing, body, sexuality and relationships.</p> <p>Analyse recommended South Australian health campaigns and the messages and strategies used to promote and enhance health and wellbeing.</p> <p>Focus areas: MH, HBPA, AD, FN, S, RS</p>	<p>Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions.</p> <p>Examine contextual factors that influence an individual's health and wellbeing decisions and behaviours.</p> <p>Investigate health information and services on issues, such as healthy eating, physical activity, body image, alcohol and other drugs, mental health and wellbeing or sexual health awareness, and reflect on the influence on individual attitudes and actions of health messages.</p> <p>Critique media messaging and how it may influence adolescent attitudes and actions.</p> <p>Focus areas: MH, HBPA, AD, FN, S, RS</p>	<p>Critique health information, data and services targeted at specific groups of young people on issues, such as healthy food choices, physical activity, sexual health, personal safety and alcohol and other drugs, in communities.</p> <p>Evaluate factors that influence health attitudes, beliefs, decisions and behaviours, such as interpersonal factors, policies, media messaging and marketing information.</p> <p>Investigate health issues specific to communities and propose proactive strategies and actions for promoting better access and health outcomes.</p> <p>Focus areas: MH, HBPA, AD, FN, S, RS</p>

Thread:	Year 7	Year 8	Year 9	Year 10
<p>Community health promotion</p> <p>Understanding what impacts on health, safety, and wellbeing of individuals and the community; and develop strategies to make healthy choices and promote key messages.</p>	<p>Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing.</p> <p>Analyse recommended health guidelines and strategies, including the Australian Guide to Healthy Eating and the Australian 24-Hour Movement Guidelines for Children and Young People, to develop strategies to enhance their own wellbeing, such as interpreting nutritional information on food labels to make healthy choices.</p> <p>Investigate proactive health practices relevant to young people, such as self-regulation, mindfulness, relaxation techniques, promoting safe participation in physical activity and healthy eating for wellbeing.</p> <p>Plan and implement strategies and practices that support themselves and others to make healthy decisions, such as snack and sustainable food options, daily physical activity, good sleep patterns and monitoring online activity.</p> <p>Focus areas: MH, HBPA, FN, AD, S, RS, GS</p>	<p>Investigate how different cultural, social and economic factors influence health and wellbeing decisions and choices, including eating habits and physical activity.</p> <p>Investigate factors that prevent people accessing health resources and propose strategies to promote inclusivity of health resources within communities.</p> <p>Plan and implement strategies and practices that promote their own and others' health, safety, relationships and wellbeing, such as eating locally grown and chemical-free produce, promoting social connection through physical activity, online regulation, and mind-body-spirit connection.</p> <p>Focus areas: MH, HBPA, FN, AD, S, RS, GS</p>	<p>Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing.</p> <p>Investigate community health and wellbeing action initiatives and guidelines that support sustainable health concepts.</p> <p>Explore strategies that promote the development of eco-identity and a positive sense of wellbeing, such as interaction with the natural environment and connection to Country/Place.</p> <p>Plan and justify a health, safety or wellbeing strategy in response to a concern in the community in areas, such as healthy eating, physical activity, mental health and connection with the community or natural environment.</p> <p>Focus areas: MH, HBPA, FN, AD, S, RS, GS</p>	<p>Critique health promotion strategies available in the community, such as social conscience promotions, alcohol and other drug education, and vaccination or road safety campaigns, considering the impact on community health, safety, relationships and wellbeing.</p> <p>Analyse the influence social, cultural and economic factors may have on health behaviours and seeking help.</p> <p>Plan, justify and evaluate strategies that enhance the health, safety or wellbeing of communities, targeting specific community groups or targeting specific needs in the community.</p> <p>Focus areas: MH, HBPA, FN, AD, S, RS, GS</p>

Strand: Movement and physical activity

Sub-strand: Moving our bodies

Thread:	Year 7	Year 8	Year 9	Year 10
<p>Refining movement skills</p> <p>The ability to improve movement skills, sequences and performance in a variety of settings through the use of feedback.</p>	<p>Analyse, refine and transfer movement skills in a variety of movement situations.</p> <p>Use digital tools or observation methods to analyse performance to identify areas for improvement.</p> <p>Explore the qualities of positive and constructive feedback and practice how to accept and provide feedback to improve movement outcomes.</p> <p>Use feedback from teachers and peers to refine movement skills in a variety of movement situations, such as achieving and maintaining possession and creating and defending space in invasion, net and wall, striking and fielding and target games.</p> <p>Focus areas: GS, CA, RE, S</p>	<p>Use digital tools or observation methods to analyse their own performance.</p> <p>Investigate different types of feedback, such as visual, auditory and kinaesthetic, and explore how it can be used to enhance performance.</p> <p>Use feedback from teachers and peers to refine and transfer movement skills to improve performance in movement sequences, such as achieving and maintaining possession, creating, using and defending space, scoring and preventing scoring, and when composing sequences, in a variety of movement situations.</p> <p>Focus areas: GS, CA, RE, S</p>	<p>Analyse, adapt and refine their own and others' movement skills in a range of challenging movement situations to enhance performance.</p> <p>Analyse their own and others' performance using digital tools or observation methods.</p> <p>Provide and apply feedback to improve performance in challenging movement sequences, such as timing of movements in relation to teammates and opposition players or ball movements.</p> <p>Provide and apply different types of feedback, including criteria-based, intrinsic, extrinsic and knowledge of results, to refine their own movement skills and to support other students to perform skills with greater control and accuracy.</p> <p>Focus areas: GS, CA, RE, S</p>	<p>Analyse their own and others' movement skills using digital tools or observation methods and compare to high level performance to establish success criteria.</p> <p>Apply criteria to adapt and refine movement skills in a variety of challenging or unfamiliar movement situations, such as changes in equipment, rules and conditions, and propose strategies for refining techniques to improve performance.</p> <p>Provide and apply different types of feedback, such as annotation of performance, knowledge of results and knowledge of performance, to enhance movement skills.</p> <p>Focus areas: GS, CA, RE, S</p>
<p>Developing movement strategies</p> <p>The ability to successfully apply strategies across a variety of movement situations to improve performance.</p>	<p>Design and demonstrate how movement strategies can be manipulated to improve movement outcomes.</p> <p>Explore similarities of movement strategies used in the game and movement categories, such as invasion, net and wall, striking and fielding, target, aesthetics, racing and competition to improve movement outcomes.</p> <p>Apply basic principles of play and tactical understanding, such as maintaining possession, off the ball and on the ball</p>	<p>Examine similarities of movement strategies and design movement strategies to improve movement outcomes comparing principles of play, such as offensive and defensive strategies, scoring, preventing scoring and anticipation.</p>	<p>Create and refine movement strategies to achieve successful outcomes across a range of challenging movement situations.</p> <p>Solve new movement challenges by comparing principles of play and movement strategies, such as offensive and defensive strategies, scoring and preventing scoring, and the use of body, time and space.</p> <p>Adapt and refine movement strategies where rules or conditions have changed or when using different</p>	<p>Create, refine and transfer movement strategies of increased complexity across different game and movement categories to new and challenging movement situations.</p> <p>Apply established criteria and evaluate the effectiveness of movement strategies to improve their own and others' performance for successful outcomes.</p>

Thread:	Year 7	Year 8	Year 9	Year 10
	movements, creating and defending space and deception. Explore similarities in bases of support, flow of movement, balance and stability, when performing different movement sequences. Focus areas: GS, CA, RE, S	Select strategies that have been successful previously and apply to new movement challenges. Predict the effectiveness of changes in tactics or strategies on scoring opportunities and suggest reasons for any unexpected results. Focus areas: GS, CA, RE, S	types of equipment to achieve successful outcomes. Focus areas: GS, CA, RE, S	Review, propose and implement alternative solutions to new and challenging movement situations based on the outcome of previous performances. Focus areas: GS, CA, RE, S
Movement concepts Understanding and application of movement skills and how the body moves in relation to effort, space, time, objects, and people.	Demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes. Explain how movement concepts are applied and combined when composing and performing movement sequences. Demonstrate movement concepts, such as force and speed on objects, using space, flow and levels, rhythm and timing, statics, locomotion and rotations, body position, relationship between players, take-off, flight and landings in movement sequences. Focus areas: GS, RE	Demonstrate and transfer movement concepts in movement situations of increasing complexity. Explain how movement concepts can affect performance, such as angle of release, contact point in a striking action or team plays in attack. Demonstrate how movement sequences can be enhanced by variations in flow and levels, effort, use of space and relationships to other performers to achieve successful movement outcomes. Focus areas: GS, RE	Apply movement concepts in new or challenging movement situations and analyse the impact each concept has on movement outcomes. Apply and transfer factors, such as manipulation of force and speed and force absorption that improve movement efficiency, to a variety of movement situations. Compose and perform movement performances considering the impact of effort, space, time, objects and people on movement outcomes. Create a performance that demonstrates synchronous and individual movements in a challenging or unfamiliar situation. Focus areas: GS, RE	Apply movement concepts in new or challenging movement situations. Examine the effect of manipulating movement concepts, such as how force and speed can affect an object's movement path and the impact of effort awareness on performance. Analyse how individual or team performance has improved through modifications to movement concepts. Focus areas: GS, RE

Sub-strand: Making active choices				
Thread:	Year 7	Year 8	Year 9	Year 10
<p>Fitness and physical activity</p> <p>Understanding of physical activity and benefits of incorporating these into daily life to improve health related fitness and increase overall health and wellbeing for self and others.</p>	<p>Participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing.</p>		<p>Participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives.</p>	
	<p>Participate in new physical activities, such as yoga, HITT sessions and dance, to explore how they improve fitness and wellbeing in line with recommended physical activity and health guidelines.</p> <p>Investigate how fitness components, such as cardiovascular fitness, muscular endurance, speed and power, are developed through activities using strategies and resources, such as fitness or step apps, heartrate monitors and FITT principles.</p> <p>Design a personal physical activity plan that supports regular participation and meets individual health, wellbeing and fitness goals, such as a fitness circuit at home or the local environment.</p> <p>Focus areas: HBPA, LLPA</p>	<p>Research and participate in new physical activities and investigate how they enhance health and skill-related fitness.</p> <p>Investigate the impact regular participation can have on health, fitness and wellbeing and how improving health and skill-related fitness improves movement outcomes.</p> <p>Investigate personal constraints and design an achievable physical activity program, using digital technology or other methods, that supports regular participation and meets individual goals.</p> <p>Focus areas: HBPA, LLPA</p>	<p>Participate in physical activities designed to improve fitness and explore how the body responds to movement, such as heart rate, breathing rate, ability to talk and recovery rate.</p> <p>Investigate factors that influence a person’s ability to achieve and maintain physical activity and fitness levels, such as health and injuries, cost, motivation and self-confidence or commitments.</p> <p>Set realistic physical activity goals and propose and evaluate personalised plans to achieve the goals.</p> <p>Focus areas: HBPA, LLPA</p>	<p>Participate in and analyse physical activities designed to improve health, wellbeing and specific fitness components incorporating fitness principles, such as FITT.</p> <p>Determine and evaluate how and why the body responds to movement and the benefits of maintaining physical activity levels.</p> <p>Design, apply and evaluate a personal program or strategy which targets the development of specific goals or to incorporate regular physical activity into weekly routines.</p> <p>Focus areas: 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 physical activities that utilise community spaces and outdoor settings, and evaluate strategies to support increased use of these spaces.</p>		<p>Participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others.</p>	
	<p>Participate in games and activities, such as First Nations games, outdoor recreation pursuits, or games and sports influenced by colonialism, and investigate their importance as a social, cultural, health and wellbeing practice.</p> <p>Investigate the range of outdoor activities in community spaces and the wellbeing benefits and responsibilities of participating in these activities, such as the physical, social and emotional benefits</p>	<p>Explore the ways different groups in the South Australian community interact physically and culturally with the environment and participate in selected activities, such as games and sport, dance, health and wellbeing or minimal impact recreation activities.</p> <p>Evaluate strategies for connecting to, and protecting South Australian environments used for physical activity, such as local council health promotions, community</p>	<p>Participate in physical activities that connect with the environment and examine the health and social outcomes.</p> <p>Investigate factors that connect people in a community and their use of local facilities and natural environments, such as social interactions, First Nations relationships to Country/Place, health consciousness or appreciation of the environment.</p>	<p>Investigate and evaluate community-based programs that promote physical activity participation in different community groups, such as cultural, disadvantaged, people with disability, aged or diverse population groups.</p> <p>Participate in physical activities in community spaces and outdoor settings that are designed to promote health</p>

Thread:	Year 7	Year 8	Year 9	Year 10
	<p>of being outdoors, care of local council recreational equipment and understanding sustainable practices.</p> <p>Plan and implement a personal strategy to connect with an activity in community spaces or outdoor settings that promotes long-term health and wellbeing.</p> <p>Focus areas: GS, LLPA, CA, HBPA, S</p>	<p>events or cultural celebrations, management of bushwalking trails or use of skate parks.</p> <p>Propose strategies to encourage peers to use and protect community spaces and outdoor settings for lifelong active lifestyles.</p> <p>Focus areas: GS, LLPA, CA, HBPA, S</p>	<p>Evaluate existing community-based physical activity initiatives that promote health and social outcomes to design a participation strategy for themselves and others.</p> <p>Focus areas: GS, LLPA, CA, HBPA, S</p>	<p>and social outcomes in different community groups.</p> <p>Design and evaluate participation strategies to promote sustainable long-term connection to community spaces and outdoor settings by community groups.</p> <p>Focus areas: 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>Design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomes.</p>		<p>Design, implement and evaluate personalised plans for improving or maintaining their own or others' physical activity levels to achieve fitness, health and wellbeing outcomes.</p>	
	<p>Investigate the health benefits of physical activity to the overall wellbeing of adolescents, taking account of physical, social and emotional wellbeing.</p> <p>Explore factors that influence adolescent physical activity and sedentary behaviours and ways to respond to these influences.</p> <p>Investigate physical activity strategies and resources, such as the Australian 24-Hour Movement Guidelines for Children and Young People, to plan and monitor a personal physical activity plan.</p> <p>Focus areas: HBPA, LLPA, MH</p>	<p>Investigate the benefits of following a healthy lifestyle and how adolescent attitudes to healthy decisions can be influenced and change over time.</p> <p>Explore strategies designed to achieve personal health, fitness and wellbeing outcomes in young people.</p> <p>Investigate physical activity adolescents engage in to maintain health and wellbeing, to design and justify a physical activity program with realistic strategies aimed at increasing social connection and wellbeing.</p> <p>Focus areas: HBPA, LLPA, MH</p>	<p>Analyse the fitness, health and wellbeing benefits associated with improving or maintaining physical activity levels through active participation in a range of physical activities.</p> <p>Design and justify physical activities to include in a personal plan to meet physical activity, health or wellbeing needs of a range of different people.</p> <p>Focus areas: HBPA, LLPA, MH</p>	<p>Justify the selection of physical activities that meets the needs of themselves or a range of different people using data and technology, such as target training heart rate zones, GPS Trackers, pedometers and apps.</p> <p>Propose, implement and evaluate a sustainable plan designed to improve and maintain the health, fitness and wellbeing of themselves and others linked to individual needs and goals.</p> <p>Focus areas: HBPA, LLPA, MH</p>

Sub-strand: Learning through movement				
Thread:	Year 7	Year 8	Year 9	Year 10
<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>Propose and evaluate movement strategies and skills that would be most effective in different movement situations.</p>		<p>Transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situations.</p>	
	<p>Apply aspects of critical and creative thinking which lead to successful outcomes, including organising thoughts around the problem, asking questions, assessing and posing solutions.</p> <p>Explain factors that enable success in movement activities and propose strategies in different movement situations within the game and movement categories, such as invasion, net and wall, striking and fielding, target, aesthetics, racing and competition.</p> <p>Focus areas: GS, CA, RE</p>	<p>Apply critical and creative thinking to propose and justify reasons for decisions and actions when solving movement challenges, including predicting outcomes such as ‘if and then’ responses and considering different possibilities.</p> <p>Evaluate factors that enable success in different movement situations and how strategies and skills can be transferred within the game and movement categories and other learning contexts.</p> <p>Focus areas: GS, CA, RE</p>	<p>Apply elements involved in decision-making and critical and creative thinking while working collaboratively to propose an action, test effectiveness and create alternative solutions to solve new movement challenges.</p> <p>Transfer knowledge of the structure of different games and activities, previous experiences and transferrable similarities to solve new movement challenges.</p> <p>Focus areas: GS, CA, RE</p>	<p>Apply decision-making and problem-solving skills when solving unfamiliar movement challenges by making judgements, selecting criteria and reflecting on the effectiveness of movement solutions.</p> <p>Draw parallels in movement skills and strategies from one movement situation to create successful outcomes to new movement challenges.</p> <p>Focus areas: GS, CA, RE</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>Investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation.</p>		<p>Demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups.</p>	
	<p>Investigate actions that promote fair play, safety and inclusivity when working in teams and participating in games and activities, such as taking into consideration points of view and consequences.</p> <p>Participate in and explore modifications to games and activities that promote fair play, safety and inclusivity, such as rules, equipment or scoring changes.</p> <p>Use scoring systems in activities consistently and fairly when assessing movement performances.</p> <p>Focus areas: GS, CA, MH, S</p>	<p>Investigate the characteristics of fair play and the principles of ethical behaviour in a variety of movement situations, such as in various roles within a sporting context and when participating in challenge and adventure activities.</p> <p>Draw conclusions from a range of points of view to use and refine strategies that promote inclusivity, and fair play, such as rule changes (primary and secondary) and equipment or scoring changes.</p> <p>Apply and adapt scoring systems in activities to assess movement performances consistently and fairly.</p> <p>Focus areas: GS, CA, MN, S</p>	<p>Demonstrate fair play and ethical behaviour in a range of movement situations, including activities where students self-umpire and when assessing movement performances of peers.</p> <p>Reflect on how ethical behaviour in different roles and responsibilities and equitable participation and safety considerations impact on physical activity outcomes.</p> <p>Focus areas: GS, CA, MH, S</p>	<p>Demonstrate fair play and ethical behaviour across a range of roles and responsibilities in movement and health contexts and reflect on the importance and the impact on participation for individuals and groups.</p> <p>Analyse factors that can influence the outcome of movement activities, such as performance enhancing drugs and equitable participation, and examine the role of organisations that promote fairness and ethical behaviour.</p> <p>Focus areas: GS, CA, MH, S</p>

Thread:	Year 7	Year 8	Year 9	Year 10
<p>Teamwork and leadership</p> <p>The development and application of personal and social skills which lead to positive contribution to teams or groups in physical activities.</p>	<p>Practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities.</p>		<p>Devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills.</p>	
	<p>Practice and apply behaviours and skills to effectively contribute to a team, including showing respect, demonstrating appropriate sporting behaviour, participation and effort, understanding verbal, physical and situational cues and appropriately responding to the feelings of others.</p> <p>Undertake various roles demonstrating positive personal and social skills, such as communication, decision-making, working collaboratively, negotiation and leadership, when undertaking a range of roles in physical activities.</p> <p>Focus areas: GS, CA, LLPA, HBPA, RE</p>	<p>Apply personal and social skills that support respectful relationships in group settings.</p> <p>Adopt roles and responsibilities that support and enhance team cohesion, reflecting on own actions and the effect on outcomes.</p> <p>Apply decision-making processes as a leader or collaborator to plan and present physical activities for their team or peer group.</p> <p>Focus areas: GS, CA, LLPA, HBPA, RE</p>	<p>Devise peer and self-assessment tools and implement strategies required to be a productive member of a team, such as persistence, encouragement and supporting others.</p> <p>Demonstrate effective leadership and collaboration skills, such as effective communication, resilience and motivation, when undertaking a variety of roles within a group or team, including game and movement situations, implementing a health or safety initiative or participating in challenge and adventure activities.</p> <p>Focus areas: GS, CA, LLPA, HBPA, RE</p>	<p>Apply and evaluate leadership styles, group dynamics and collaboration skills when solving movement challenges in a group setting.</p> <p>Evaluate personal contributions to teamwork leadership and achieving group outcomes.</p> <p>Devise, implement and refine strategies for effective decision-making when working in teams across a range of health and movement contexts, such as in game and movement situations, in a health or safety initiative or in challenge and adventure activities.</p> <p>Focus areas: GS, CA, LLP, HBPA, RE</p>

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