

Scope and sequence

# Health and Physical Education

Year 7 to 10

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# Health and physical education: Scope and sequence year 7 to 10

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## Context statement

The Health and Physical Education curriculum consists of strands, sub strands, threads, focus areas and the 5 propositions (educative purpose, strength based approach, value movement, health literacy and critical inquiry). These elements are designed to be integrated throughout learning.

The essence of Health and Physical Education is to provide opportunities for students to:

- develop skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships
- build on personal and community strengths and assets to enhance safety and wellbeing
- develop the capacity to learn to critique and challenge assumptions and stereotypes and navigate a range of health-related sources, services and organisations
- acquire movement skills and concepts to enable participation in a range of physical activities confidently, competently and creatively
- practise and refine personal, behavioural, social and cognitive skills in movement settings
- develop a foundation for lifelong physical activity participation
- enhance performance and acquire an understanding of how the body moves
- develop positive attitudes towards physical activity participation
- develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally.

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

Achievement standards

Year 7 to 8	Year 9 to 10
<div>By the end of year 8, students:</div> <ul style="list-style-type: none"><li>• <b>evaluate</b> strategies and resources to manage changes and transitions and <b>investigate</b> their impact on identities</li><li>• <b>evaluate</b> the impact of relationships and valuing diversity on wellbeing</li><li>• <b>analyse</b> factors that influence emotional responses</li><li>• <b>investigate</b> strategies and practices that enhance their own, others’ and the community’s health, safety and wellbeing</li><li>• <b>investigate</b> and <b>apply</b> movement concepts and <b>select</b> strategies to achieve movement and fitness outcomes</li><li>• <b>examine</b> the cultural and historical significance of physical activities, and <b>examine</b> how connecting to the environment can enhance health and wellbeing</li><li>• <b>apply</b> personal and social skills to establish and maintain respectful relationships, and <b>promote</b> safety, fair play and inclusivity</li><li>• <b>demonstrate</b> skills to make informed decisions, and <b>propose</b> and <b>implement</b> actions that <b>promote</b> their own and others’ health, safety and wellbeing</li><li>• <b>demonstrate</b> control and accuracy when performing specialised movement sequences and skills</li><li>• <b>apply</b> movement concepts and <b>refine</b> strategies to suit different movement situations</li><li>• <b>apply</b> the elements of movement to <b>compose</b> and <b>perform</b> movement sequences.</li></ul>	<div>By the end of year 10, students:</div> <ul style="list-style-type: none"><li>• <b>critically analyse</b> contextual factors that influence identities, relationships, decisions and behaviours</li><li>• <b>analyse</b> the impact that attitudes and beliefs about diversity have on community connection and wellbeing</li><li>• <b>evaluate</b> the outcomes of emotional responses to different situations</li><li>• <b>access, synthesise</b> and <b>apply</b> health information from credible sources to propose and justify responses to health situations</li><li>• <b>propose</b> and <b>evaluate</b> interventions to improve fitness and physical activity levels in their communities</li><li>• <b>examine</b> the role that physical activity has played historically in defining cultures and cultural identities</li><li>• <b>demonstrate</b> leadership, fair play and cooperation across a range of movement and health contexts</li><li>• <b>apply</b> decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing</li><li>• <b>apply</b> and <b>transfer</b> movement concepts and strategies to new and challenging movement situations</li><li>• <b>apply</b> criteria to make judgments about and <b>refine</b> their own and others’ specialised movement skills, and movement performances</li><li>• work collaboratively to <b>design</b> and <b>apply</b> solutions to movement challenges.</li></ul>

The health and physical education curriculum focus areas are:

- 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)
- Challenge and Adventure activities (CA)
- Fundamental Movement Skills (FMS)
- Games and Sports (GS)
- LifeLong Physical Activities (LLPA)
- Rhythmic and Expressive movement activities (RE).

Strand: Personal, social and community health

Sub-strand: Being healthy, safe, and active				
Threads	Year 7	Year 8	Year 9	Year 10
<b>Identities</b>  Knowledge and understanding of oneself at any given moment including individual characteristics, capabilities and identity. The understanding and acceptance of other individuals and social groups and how these evolve and change over time in different contexts and situations.	<b>Investigate</b> the adolescent stage of growth and how associated transitions and changes impact identity and <b>evaluate</b> strategies to develop positive identity: <ul style="list-style-type: none"><li>• <b>investigate</b> the impact of social inclusion, online identity and increases in adult expectations</li><li>• <b>investigate</b> the impact of physical and emotional changes on sexual identities</li><li>• <b>evaluate</b> strategies such as positive self-talk, recognition of personal qualities and teamwork in group activities.</li></ul> Focus areas: RS, MH, S	<b>Investigate</b> the impact of gender, sexuality, independence, friends and cultural values and beliefs on identity. <b>Evaluate</b> strategies and resources that contribute to developing positive identities in adolescence: <ul style="list-style-type: none"><li>• <b>investigate</b> the impact of positive body image and self-concept</li><li>• <b>investigate</b> the influence of traditions and cultural practices</li><li>• <b>evaluate</b> safety strategies in online environments (digital citizenship).</li></ul> Focus areas: RS, MH, S	<b>Evaluate</b> factors that shape identities and influence decisions and behaviours: <ul style="list-style-type: none"><li>• <b>evaluate</b> factors such as body image and self-concept</li><li>• <b>analyse</b> the impact of the media, social media and popular culture</li><li>• <b>analyse</b> the impact of stereotypes and perceptions on gender, cultural and sexual identities.</li></ul> Focus areas: RS, MH,	<b>Evaluate</b> changing identities within social constructs where interaction occurs and <b>critically analyse</b> the impact of individual, societal and cultural influences on personal and community identity and health: <ul style="list-style-type: none"><li>• <b>evaluate</b> interactions within friendship groups, family structure, sports teams and clubs, school and workplace</li><li>• <b>critically analyse</b> the impact of social media, media, popular culture, social justice and gender stereotypes and expectations.</li></ul> Focus areas: RS, MH
<b>Changes and Transitions</b>  The awareness of physical, social and emotional occurrences at different stages of our lives.	<b>Evaluate</b> strategies to manage the personal, physical and social changes experienced in puberty and adolescence: <ul style="list-style-type: none"><li>• <b>evaluate</b> strategies to manage different physical and online situations</li><li>• <b>evaluate</b> coping, communication, resilience, self-care, problem-solving and personal skills to enhance self-esteem and confidence.</li></ul> Focus areas: RS, MH, S	<b>Evaluate</b> strategies and resources to promote health, safety and wellbeing during transitions and changes: <ul style="list-style-type: none"><li>• <b>evaluate</b> health information and services</li><li>• <b>investigate</b> rules, rights and responsibilities within peer and family relationships</li><li>• <b>evaluate</b> strategies to manage online and face-to-face social environments such as resilience and self-care.</li></ul> Focus areas: RS, MH, S	<b>Examine</b> the impact of changes and transitions on relationships and <b>apply</b> skills to deal with challenging situations that may occur: <ul style="list-style-type: none"><li>• <b>analyse</b> behavioural expectations in different relationships and social situations</li><li>• <b>examine</b> the impact of conflict, imbalance of power or domestic and family violence</li><li>• <b>apply</b> assertiveness, refusal skills, initiating contingency plans and communicating choices.</li></ul> Focus areas: RS, MH, S	<b>Critically analyse</b> personal, social, cultural, economic and political factors that influence identity and relationships: <ul style="list-style-type: none"><li>• <b>critically analyse</b> factors such as behavioural expectations , gender equality, cultural beliefs and sexual diversity</li><li>• <b>critically analyse</b> how decisions and behaviours such as expressing opinions, acknowledging the feelings of others and asserting a stance on a situation can influence relationships and social situations.</li></ul> Focus areas: RS, MH, S

Threads	Year 7	Year 8	Year 9	Year 10
<b>Help-seeking</b>  Ways in which an individual manages situations that occur in their lives and others.	<b>Practise</b> and <b>apply</b> strategies to seek help in relationship, emergency or health situations: <ul style="list-style-type: none"> <li><b>investigate</b> issues that are causing concerns for adolescent youth</li> <li><b>collaborate</b> with peers to suggest strategies to deal with emergencies and help-seeking scenarios at home, at school or on the sports field</li> <li><b>Investigate</b> and <b>assess</b> the credibility of support networks, online agencies and other ways to seek help.</li> </ul> Focus area: MH, AD, RS, S	<b>Investigate, practise</b> and <b>apply</b> strategies and resources to help-seeking situations young people may encounter regarding health, safety and wellbeing: <ul style="list-style-type: none"> <li><b>investigate</b> adolescent health concerns such as mental health and lifestyle choices</li> <li><b>apply</b> credible information and support agencies and decision-making models</li> <li><b>practice</b> and <b>apply</b> initial responses to emergency situation scenarios in the home, school or sports field and emotional support to peers.</li> </ul> Focus area: MH, AD, RS, S	<b>Evaluate</b> health information from a range of credible sources and <b>apply</b> decision-making and problem-solving skills to establish appropriate responses to a range of scenarios where there may be risk: <ul style="list-style-type: none"> <li><b>evaluate</b> local community help and support services such as <b>first aid or health organisations</b></li> <li><b>evaluate</b> responses to unsafe scenarios involving alcohol and other drugs or mental health situations.</li> </ul> Focus area: MH, AD, S	<b>Plan, rehearse</b> and <b>evaluate</b> responses to challenging situations <b>applying</b> decision-making and problem-solving skills and recommendations from credible sources: <ul style="list-style-type: none"> <li><b>evaluate</b> risk in challenging situations such as workplace safety, sports injury management and mental health issues</li> <li><b>apply</b> decision-making and problem-solving skills to manage risk such as designing an adventure activity risk assessment or peer pressure situations involving alcohol and other drugs</li> <li><b>evaluate</b> responses to medical emergencies (first-aid, Cardiopulmonary resuscitation, safe blood practices, infection control).</li> </ul> Focus area: MH, AD, S
<b>Making healthy and safe choices</b>  Understanding the importance of health, safety and wellbeing as lifelong learning and the ability to make healthy and safe choices.	<b>Select</b> strategies that develop the ability to make good choices regarding personal health, safety and wellbeing: <ul style="list-style-type: none"> <li><b>investigate</b> health benefits (physical, social and emotional) and ways young people can maintain it including monitoring online activity, good sleep patterns, relaxation and having a positive disposition</li> <li><b>investigate</b> health information to inform strategies such as nutritional information on product labels, alcohol and other drugs, and sexual health</li> <li><b>select</b> strategies to enhance safety at home, school, with friends, on the road and public transport, outdoors, or near the water.</li> </ul> Focus area: MH, AD, FN, S, HBPA	<b>Investigate</b> and <b>select</b> strategies and practices that young people can use to promote health, safety and wellbeing in different environments: <ul style="list-style-type: none"> <li><b>investigate</b> personal, social, economic and cultural factors that influence a person's attitude to healthy decisions, how this can change over time, and the benefits of following a healthy lifestyle</li> <li><b>investigate</b> the impact of health decisions on individuals and the community including alcohol and other drug use, food choices and eating habits or physical activity</li> <li><b>investigate</b> sexual health and safety and water risk and safety strategies</li> <li><b>select</b> communication, assertiveness and refusal skills and apply to health, safety and wellbeing situations.</li> </ul> Focus area: MH, AD, FN, S, HBPA	<b>Apply</b> problem-solving skills to <b>propose</b> and <b>evaluate</b> safe responses and strategies to deal with challenging health, safety and wellbeing situations: <ul style="list-style-type: none"> <li><b>analyse</b> external influences that impact young people's decisions such as peer pressure and social media, culture, sporting identities or fast-food options</li> <li><b>propose</b> and <b>evaluate</b> safe responses to challenging situations such as legal or illegal drugs in social situations or sexual health situations including effective communication, refusal skills, contingency plans and harm minimisation.</li> </ul> Focus area: MH, AD, FN, S, HBPA	<b>Critically analyse</b> factors that influence decisions and behaviours regarding health and safety. <b>Propose</b> and <b>evaluate</b> a variety of actions and strategies to keep adolescents safe, and enhance health and wellbeing in challenging environments: <ul style="list-style-type: none"> <li><b>evaluate</b> challenging situations adolescents may encounter such as illicit drug exposure, performance-enhancing drugs in sport, alcohol and other drug use and driving</li> <li><b>critically analyse</b> how decisions and actions are influenced by personal, social, environmental and cultural factors such as peer pressure and social media, values and beliefs, images and messages in the media and sustainable and healthy food choices.</li> </ul> Focus area: MH, AD, FN, S, HBPA
<b>Sub-strand: Communicating and interacting for health and wellbeing</b>				
<b>Interacting with others</b>  Development of inter-personal skills to manage respectful relationships and enhance health and wellbeing.	<b>Investigate</b> the impact of relationships on their own and others' health and wellbeing: <ul style="list-style-type: none"> <li><b>investigate</b> a range of different types of interactions that occur including online and face-to-face social interactions, new friendship groups or sports teams</li> <li><b>investigate</b> the importance of respectful relationships with family and friends, and the links to health and wellbeing.</li> <li><b>apply</b> skills to establish and maintain positive and healthy relationships including effective communication, understanding and applying online and social protocols, inclusion/inclusivity and dealing with bullying.</li> </ul> Focus area: RS, MH, S, GS,	<b>Examine</b> the impact of respectful relationships on health and wellbeing and factors that promote safety, diversity and inclusivity: <ul style="list-style-type: none"> <li><b>investigate</b> the benefits of respectful relationships</li> <li><b>examine</b> the impact situations including bullying, violence and harassment on the individual and on relationships, including online relationships</li> <li><b>apply</b> personal and social skills to establish and maintain respectful relationships in a variety of different situations such as at home, with friends or on the sports field.</li> </ul> Focus area: RS, MH, S, GS	<b>Investigate</b> the characteristics of respectful relationships and <b>analyse</b> factors that contribute to respectful relationships: <ul style="list-style-type: none"> <li><b>investigate</b> the rights and responsibilities of individuals in physical and online relationships such as balance of power and consent, empathy and ethical decision making</li> <li><b>analyse</b> how identity, socio-cultural factors and expectations influence the way people think and act regarding relationships</li> <li><b>apply</b> skills that contribute to respectful relationships including empathy and ethical decision making.</li> </ul> Focus area: RS, MH, S, GS	<b>Critically analyse</b> factors that influence the nature of relationships in both physical and online interactions: <ul style="list-style-type: none"> <li><b>critically analyse</b> factors such as balance of power and consent, age, gender, morals, values and opinions</li> <li><b>investigate</b> and <b>apply</b> skills and strategies that promote respectful relationships in challenging situations such as communicating choices, expressing opinions, appropriate bystander behaviour, empathy and ethical decision making.</li> </ul> Focus area: RS, MH, S, GS

Threads	Year 7	Year 8	Year 9	Year 10
<b>Understanding Emotions</b>  Responding in an appropriate manner to various situations and knowing the impact on self and others.	<b>Analyse</b> factors that influence the way individuals respond emotionally to different situations and <b>demonstrate</b> empathy and sensitivity in response to family, social or online situations: <ul style="list-style-type: none"> <li><b>analyse</b> factors that influence emotional responses such as past experiences, social norms, stress or fear, competitiveness, stereotypes and expectations</li> <li><b>apply</b> strategies to respond to emotional situations using problem-solving models considering different viewpoints and alternative ways to respond to a variety of situations.</li> </ul> Focus area: MH, RS, S, GS, CA	<b>Analyse</b> personal, social and cultural factors that influence the way individuals respond emotionally to different situations and <b>demonstrate</b> actions that show empathetic and sensitive behaviour towards others who require support: <ul style="list-style-type: none"> <li><b>analyse</b> factors that influence emotional responses such as media, gender expectations, role model values, personal values and beliefs</li> <li><b>demonstrate</b> empathy and sensitivity in situations involving mental health issues, disability or gender diversity.</li> </ul> Focus area: MH, RS, S, GS, CA	<b>Evaluate</b> family, socially, or online interactions, and <b>propose</b> responses for managing and resolving challenging situations. <ul style="list-style-type: none"> <li><b>evaluate</b> a variety of responses to interactions such as considering others' thoughts and feelings, <b>communicating respectfully</b>, assertive, aggressive and passive responses</li> <li><b>evaluate</b> possible outcomes of different responses to family, social or online situations.</li> </ul> Focus area: MH, RS, S, GS, CA	<b>Evaluate</b> challenging situations and <b>use</b> problem-solving strategies to <b>propose</b> and <b>evaluate</b> responses to scenarios that may occur with friends, family or in online environments. <ul style="list-style-type: none"> <li><b>evaluate</b> a range of challenging situations, which may cause extreme emotional reactions, or interactions where emotional responses may not be immediately apparent</li> <li><b>use</b> problem-solving models to <b>propose</b> and <b>evaluate</b> responses to a variety of challenging situations.</li> </ul> Focus area: MH, RS, S, GS, CA
<b>Health literacy</b>  The ability to consider health information and apply it to health decisions and situations.	<b>Evaluate</b> health information from a variety of sources and <b>communicate</b> health concerns with a variety of support people: <ul style="list-style-type: none"> <li><b>evaluate</b> the credibility and reliability of health information sources aimed at assisting young people to address health issues such as advertisements, magazines and online</li> <li><b>investigate</b> strategies and practices that support individuals to make healthy decisions such as healthy eating, daily physical activity, sleep or online activity</li> <li><b>identify</b> key people and organisations of influence to communicate health concerns with, and <b>practise</b> ways to communicate these concerns.</li> </ul> Focus area: MH, HBPA, FN, S, RS	<b>Evaluate</b> strategies and practices of a local health initiative and <b>propose</b> ways to support others who are experiencing a health issue. <ul style="list-style-type: none"> <li><b>evaluate</b> recommended strategies and practices of a South Australian health initiative, addressing areas such as sun smart, physical activity or healthy eating</li> <li><b>communicate</b> health concerns and <b>investigate</b> strategies and practices that promote their own and others' health, safety and wellbeing addressing issues including cyberbullying, gaming addiction and social exclusion (eg friends, sport).</li> </ul> Focus area: MH, HBPA, FN, S, RS	<b>Access, synthesise</b> and <b>apply</b> health information from a variety of credible sources and provide guidelines to support sustainable adolescent health decisions: <ul style="list-style-type: none"> <li><b>critically analyse</b> health information on issues such as healthy eating, physical activity or alcohol and other drugs awareness</li> <li><b>apply</b> credible health advice from external resources and agencies to health situations in the home, school or community such as sun safety, personal safety or road safety.</li> </ul> Focus area: MH, HBPA, FN, S, RS	<b>Access, synthesise</b> and <b>apply</b> health information from credible sources to <b>justify</b> responses to challenging health situations: <ul style="list-style-type: none"> <li><b>critically analyse</b> health information that impacts attitudes and practices regarding health, physical activity and wellbeing</li> <li><b>provide</b> general health recommendations to governing bodies on issues such as performance-enhancing drugs in sport or alcohol and other drugs in society.</li> </ul> Focus area: MH, HBPA, FN, S, RS
<b>Sub-strand: Contributing to health and active communities</b>				
<b>Community health promotion</b>  Understanding of what impacts on health, safety and wellbeing in the community and how key messages can be promoted.	<b>Plan</b> actions that promote health, safety and wellbeing in the school community using recommended health guidelines: <ul style="list-style-type: none"> <li><b>investigate</b> the social, economic and wellbeing benefits of community involvement in health initiatives</li> <li><b>investigate</b> factors that impact on health, safety and wellbeing in the community</li> <li><b>investigate</b> strategies that enhance community health, safety and wellbeing in the community and <b>plan</b> an action.</li> </ul> Focus area: HBFA, LLPA, MH, FN, AD, S	<b>Plan</b> and <b>use</b> health practices, behaviours and resources to promote the health and wellbeing of different community groups: <ul style="list-style-type: none"> <li><b>examine</b> how different community groups view health and wellbeing</li> <li><b>investigate</b> preventative health practices relevant to young people</li> <li><b>plan</b> a health initiative for use at school or in the local community.</li> </ul> Focus area: HBFA, LLPA, MH, FN, AD, S	<b>Plan</b> and <b>implement</b> a school-based strategy or local community-based initiative that aims to enhance health, safety and wellbeing: <ul style="list-style-type: none"> <li><b>analyse</b> factors that influence a person's participation in a community such as cultural practices, peer pressure, socio economic factors, abilities and disabilities, availability of facilities and access to transport and education</li> <li><b>implement</b> a health, safety or wellbeing plan such as presentation to parents on preparing healthy and sustainable meals, lunchtime physical activity club or bike riding and road safety workshop.</li> </ul> Focus area: HBFA, LLPA, MH, FN, AD, S, LLPA	<b>Plan, implement</b> and <b>evaluate</b> a long-term health, safety or wellbeing strategy <b>justifying</b> your actions: <ul style="list-style-type: none"> <li><b>assess</b> health promotion strategies available in the community and ascertain effectiveness such as social conscience promotions, alcohol and drug campaigns or road safety campaigns</li> <li><b>propose</b> and <b>evaluate</b> an intervention that enhances the health, safety or wellbeing of communities targeting a specific community group or targeting a specific need in the community.</li> </ul> Focus area: HBFA, LLPA, MH, FN, AD, S
<b>Connecting to the environment</b>	<b>Plan</b> and <b>implement</b> a personal strategy to connect with an activity in built or natural environments that promotes long-term health and wellbeing: <ul style="list-style-type: none"> <li><b>investigate</b> different options available in the</li> </ul>	<b>Plan</b> and <b>implement</b> strategies to connect themselves and others with natural and built environments that promote health and wellbeing: <ul style="list-style-type: none"> <li><b>examine</b> the ways different groups in the</li> </ul>	<b>Plan</b> a creative intervention that connects people in the community to natural and built environments: <ul style="list-style-type: none"> <li><b>investigate</b> factors that connect people in a community and their use of local facilities</li> </ul>	<b>Plan</b> and <b>evaluate</b> a creative intervention to promote sustainable long-term connection to community, and the use of natural and built environments by community groups:



Threads	Year 7	Year 8	Year 9	Year 10
<p>Awareness of, participation in, and promotion of, activities offered in the local community which promote the health and wellbeing of communities in natural and built environments.</p>	<p>local community such as participating in an outdoor pursuit, starting a recreational activity or volunteering in an environment sustainability program</p> <ul style="list-style-type: none"> <li><b>investigate</b> health and wellbeing benefits and responsibilities including the physical, social and emotional benefits of being outdoors, care of local council recreational equipment and understanding minimal-impact outdoor recreation.</li> </ul> <p>Focus area: GS, LLPA, CA, HBPA, S</p>	<p>South Australian community interact physically, culturally and historically with the environment such as recreation, fitness and sport, health and wellbeing (eg community programs, daily physical activity) or sustainability programs</p> <ul style="list-style-type: none"> <li><b>investigate</b> strategies and practices for connecting to built or natural environments such as local council health promotions, community events or cultural celebrations.</li> </ul> <p>Focus area: GS, LLPA, CA, HBPA, S</p>	<p>and natural environments such as social interactions, cultural celebrations, health consciousness or appreciation of the environment</p> <ul style="list-style-type: none"> <li><b>evaluate</b> existing interventions and ascertain effectiveness such as website promotions, local council initiatives, blogs, vlogs, podcasts or sustainability promotions.</li> </ul> <p>Focus area: GS, LLPA, CA, HBPA, S</p>	<ul style="list-style-type: none"> <li><b>evaluate</b> how and why different community groups interact with natural and built environments such as cultural, disadvantaged, disabled, aged or diverse population groups.</li> <li><b>evaluate</b> how and why different community groups manage environmental resources such as bushwalking minimal-impact strategies, Aboriginal relationship to Country/Place or local council recreational development strategies.</li> </ul> <p>Focus area: LLPA, CA, HBPA, GS, S</p>
<p><b>Valuing Diversity</b></p> <p>Understanding of diversity in populations and strategies to include others to promote a safe and welcoming community.</p>	<p><b>Investigate</b> the benefits to individuals of valuing diversity and the impact of social inclusion on wellbeing during the adolescent transition:</p> <ul style="list-style-type: none"> <li><b>examine</b> their own values and beliefs about cultural and social issues such as gender, race, sexuality and ability.</li> <li><b>investigate</b> the importance of understanding mental health, respecting and celebrating diversity, resisting stereotypes and prejudice on wellbeing.</li> </ul> <p>Focus area: RS, MH</p>	<p><b>Investigate</b> the benefit of valuing diversity, promoting inclusivity and challenging prejudices and stereotypes within communities:</p> <ul style="list-style-type: none"> <li><b>evaluate</b> their own and others values and beliefs regarding cultural and social issues, health and wellbeing practices</li> <li><b>evaluate</b> the impact of valuing diversity and promoting inclusivity such as the cultural contribution to the Australian way of life, greater productivity and harmony within complex communities, understanding and acceptance of gender, sexual and cultural diversity.</li> </ul> <p>Focus area: RS, MH</p>	<p><b>Analyse</b> the effect that behaviours such as prejudice, marginalisation, phobias, discrimination, violence and harassment can have on an individual and the community:</p> <ul style="list-style-type: none"> <li><b>critique</b> prejudice and stereotype behaviours in a variety of settings such as sporting clubs, schools or workplaces</li> <li><b>investigate</b> strategies that promote inclusivity and challenge stereotypes and prejudices in the local community.</li> </ul> <p>Focus area: RS, MH</p>	<p><b>Critically analyse</b> factors (social, economic, environmental and cultural) that influence the health and wellbeing of communities:</p> <ul style="list-style-type: none"> <li><b>critically analyse</b> factors that influence the health and wellbeing of communities such as understanding mental health and diversity, implications of phobias, discrimination and harassment, gender stereotypes within the media and popular culture or the role of extended family and kinship structures</li> <li><b>investigate</b> and propose strategies that promote inclusivity and challenge stereotypes and prejudices in the local community including a focus on a national or global setting.</li> </ul> <p>Focus area: RS, MH</p>

Strand: Movement and physical activity

Sub-strand: moving our body				
Threads	Year 7	Year 8	Year 9	Year 10
<div><div><div>Refining movement skills</div><div>The ability to improve and apply movement skills and performance using feedback.</div></div></div>	<div><div><div>Use feedback to improve control and coordination of specialist movement skills in a variety of games and activities:</div><div><ul style="list-style-type: none"><li>use ICT or observation methods to analyse performance to identify areas for improvement</li><li>understand how to accept and provide feedback</li><li>develop body control and coordination to perform specialised movement skills competently, confidently and creatively in a variety of games and activities (eg games and sport, aquatics activities, modified games, recreational activities, indoor and outdoor activities)</li><li>compose and perform movement sequences with control and coordination in a variety of movement games and activities.</li></ul></div></div></div> <div>Focus area: GS, CA, RE</div>	<div><div><div>Use feedback to improve control and accuracy of specialist movement skills in a variety of games and activities:</div><div><ul style="list-style-type: none"><li>use ICT or observation methods to analyse their own and others’ performance and use critical and creative thinking to enhance performance by asking questions, posing and applying solutions</li><li>investigate different types of feedback such as visual, auditory and kinaesthetic</li><li>explore the effect of different types of feedback on performance such as compromising senses or varying the type of feedback depending on the situation</li><li>demonstrate improved control and accuracy of specialised movement skills in a variety of games and activities (eg games and sport, aquatics activities, modified games, recreational activities, indoor and outdoor activities).</li></ul></div></div></div> <div>Focus area: GS, CA, RE</div>	<div><div><div>Provide and apply different types of feedback to refine specialist movement skills in a variety of games and activities:</div><div><ul style="list-style-type: none"><li>refine specialist movement skills by analysing their own and others’ performance using movement analysis software, writing an improvement plan, using previous experiences, connecting, reflecting and applying ideas</li><li>investigate intrinsic, extrinsic and knowledge of results feedback and how it can be used support other students to improve control and accuracy of more complex movement skills and sequences</li><li>transfer skills learned in one movement situation to a different situation by adapting and responding to changes in equipment, rules or conditions</li><li>refine specialised movement skills in a range of games and activities (eg games and sport, aquatics activities, modified games, recreational activities, indoor and outdoor activities).</li></ul></div></div></div> <div>Focus area: GS, CA, RE</div>	<div><div><div>Provide feedback and apply criteria to make judgements about and refine specialist movement skills in a variety of games and activities.</div><div><ul style="list-style-type: none"><li>analyse performance using movement analysis software, compare to high level performance and establish success criteria</li><li>provide and apply feedback such as annotation of performance, knowledge of results and knowledge of performance</li><li>refine specialist movement skills in challenging movement situations within a range of games and activities (eg games and sport, aquatics activities, modified games, recreational activities, indoor and outdoor activities) by designing an improvement plan and testing effectiveness</li><li>apply and transfer movement skills to challenging and unfamiliar situations, identifying similarities in a variety of games and activities.</li></ul></div></div></div> <div>Focus area: GS, CA, RE</div>
<div><div><div>Developing movement concepts and strategies</div><div>The ability to successfully play different games and apply concepts and strategies across game play categories to improve performance.</div></div></div>	<div><div><div>Practise and apply movement concepts and strategies in the game and movement categories and explore how they can be transferred to different movement situations:</div><div><ul style="list-style-type: none"><li>investigate similarities of movement concepts and strategies used in the game and movement categories (eg invasion, net and wall, striking and fielding, target, aesthetics, racing and competition).</li><li>apply tactical understanding (eg achieving and retaining possession and creating, using and defending space) and anticipation</li><li>apply basic principles of play (eg off the ball movements and on the ball skills, offensive and defensive tactics) and similarities in bases of support, flow of movement, balance and stability</li><li>Practice and apply movement concepts and strategies in small sided games and incorporating tactical timeouts.</li></ul></div></div></div> <div>Focus area: GS, CA, RE</div>	<div><div><div>Apply movement concepts, refine strategies in different movement situations, and transfer principles of play in the game and movement categories:</div><div><ul style="list-style-type: none"><li>investigate similarities of movement concepts and strategies and apply to different movement situations comparing principles of play (eg offensive tactics and defensive tactics, scoring and preventing scoring strategies)</li><li>consistently and confidently apply off the ball movements, on the ball skills and tactical understanding using tactical timeouts and small sided games</li><li>transfer movement concepts and strategies in the game and movement categories (eg invasion, net and wall, striking and fielding, target, aesthetics, racing and competition).</li></ul></div></div></div> <div>Focus area: GS, CA, RE</div>	<div><div><div>Develop, refine and implement movement concepts and strategies transferring criteria to solve movement challenges in the game and movement categories:</div><div><ul style="list-style-type: none"><li>evaluate the principles of play in different game and movement categories applying more complex tactical understanding to movement challenges. (eg invasion, net and wall, striking and fielding, target, aesthetics, racing and competition)</li><li>reflect on previous performance to develop and implement effective strategies to selected movement scenarios</li><li>transfer movement concepts and strategies to challenging movement situations comparing principles of play (eg offensive tactics and defensive tactics, scoring and preventing scoring) and the use of body, time and space.</li></ul></div></div></div> <div>Focus area: GS, CA, RE</div>	<div><div><div>Develop, apply and evaluate movement concepts and strategies of increased complexity across different game and movement categories transferring learned skills to new and challenging movement situations:</div><div><ul style="list-style-type: none"><li>apply established criteria and evaluate the effectiveness of movement concepts and strategies to improve their own and others’ performance for successful outcomes.</li><li>review, propose and implement alternative solutions to new and challenging movement situations using peer and self-review</li><li>Transfer movement concepts and strategies to new and challenging movement situations across the game and movement categories (eg invasion, net and wall, striking and fielding, target, aesthetics, racing and competition).</li></ul></div></div></div> <div>Focus area: GS, CA, RE</div>

Threads	Year 7	Year 8	Year 9	Year 10
<b>Sub-strand: Understanding movement</b>				
<b>Fitness and physical activity</b>  Understanding of the benefits of physical activity and ability to plan and program into daily life to improve fitness and increase overall health and wellbeing for self and others.	<b>Participate</b> in physical activities that develop health-related and skill-related fitness components and <b>create</b> a personal physical activity and wellbeing plan in line with recommended physical activity and health guidelines: <ul style="list-style-type: none"> <li><b>investigate</b> how the components are developed through activities such as cardiovascular fitness, muscular endurance, and speed and power</li> <li><b>investigate</b> physical activity strategies and resources such as the Australian 24 hr movement guidelines for children and young people, fitness or steps apps, heartrate monitors, nutrition for energy or a physical activity, sleep and nutrition diary.</li> </ul> Focus area: HBPA, LLPA	<b>Create, use and monitor</b> a personal, physical activity and wellbeing plan that proposes realistic strategies for maintaining fitness, health and wellbeing: <ul style="list-style-type: none"> <li><b>investigate</b> the body's physical and psychological responses to physical activity</li> <li><b>investigate</b> how improving health and skill-related fitness improves movement and fitness outcomes</li> <li><b>investigate</b> personal constraints and <b>design</b> an achievable daily plan using goals.</li> </ul> Focus area: HBPA, LLPA	<b>Design and implement</b> a personalised physical activity and wellbeing plan for themselves and others <b>justifying</b> the selection of physical activities linked to the components of health and skill related fitness: <ul style="list-style-type: none"> <li><b>evaluate</b> factors that influence a person's ability to achieve and maintain physical activity and fitness levels such as health and injuries, motivation and self-confidence or commitments</li> <li><b>design</b> a personalised plan that meets the needs of different people such as intensity, nature and frequency, target training, heartrate zones, use of goals or non-specialised equipment circuits.</li> </ul> Focus area: HBPA, LLPA	<b>Propose and evaluate</b> an intervention to improve their own and others' fitness and physical activity levels in their communities: <ul style="list-style-type: none"> <li><b>evaluate</b> the benefits of maintaining community fitness and physical activity levels</li> <li><b>research</b> community fitness and physical activity interventions and evaluate effectiveness</li> <li><b>evaluate</b> factors that affect community involvement in fitness and physical activity plans.</li> </ul> Focus area: HBPA, LLPA
<b>Elements of Movement</b>  Understanding and application of movement skills and how the body moves in relation to effort, space, time, objects and people.	<b>Apply</b> the elements of movement to <b>compose</b> and <b>perform</b> movement sequences in different movement situations. <b>Explain</b> how the elements of movement are applied when composing movement sequences: <ul style="list-style-type: none"> <li><b>explain</b> the elements of movement and how they are combined in movement including effort, space, time, objects and people</li> <li><b>demonstrate</b> the elements of movement in movement sequences such as force and speed on objects, creating space, flow and levels, rhythm and timing, statics, locomotion and rotations, body position, take-off, flight and landings.</li> </ul> Focus area: GS, RE	<b>Apply</b> the elements of movement to <b>compose</b> and <b>perform</b> sequences in movement situations of increasing complexity. <b>Explain</b> how the elements of movement can enhance performance: <ul style="list-style-type: none"> <li><b>explain</b> how the elements of movement can affect performance such as angle of release, contact point in a striking action or team plays in attack</li> <li><b>demonstrate</b> how movement sequences can be enhanced such as variations in flow and levels manipulating space and relationship to others or synchronised movement.</li> </ul> Focus area: GS, RE	<b>Compose and perform</b> movement sequences and performances considering the impact of effort, space, time, objects and people: <ul style="list-style-type: none"> <li><b>analyse</b> their own and others' movements using ICT analysis tools or observation methods describing how the elements of movement can be used to enhance performance</li> <li><b>apply and transfer</b> factors that improve movement efficiency to a variety of sequences such as manipulation of force and speed, force absorption or variations in flow and levels</li> <li><b>create</b> a performance that demonstrates synchronous and individual movements.</li> </ul> Focus area: GS, RE	<b>Analyse</b> the impact of effort, space, time, objects and people and apply criteria to <b>refine</b> movement composition and performance: <ul style="list-style-type: none"> <li><b>analyse</b> their own and others' movements using ICT analysis tools or observation methods refining performance through an understanding of the impact of the elements of movement such as the effect of force and speed on an object's movement path or the effect of height and angle of release using different objects</li> <li><b>transfer</b> factors that improve efficiency of movement to new and challenging movement situations</li> <li><b>compose and perform</b> movement sequences efficiently combining the elements of movements.</li> </ul> Focus area: GS, RE
<b>Cultural significance of physical activity</b>  An understanding of how different cultures use physical activity to enhance community connectedness and intercultural understanding.	<b>Participate</b> in and <b>investigate</b> physical activities of historical importance to Australian culture: <ul style="list-style-type: none"> <li><b>participate</b> in games and activities such as Aboriginal games, outdoor recreation pursuits, Australian Rules Football or games and sports influenced by colonialism</li> <li><b>investigate</b> sport, physical activity and recreation pursuits enjoyed by South Australians and their importance as a lifestyle practice eg country of origin, social, cultural, health and wellbeing.</li> </ul> Focus area: GS, MH	<b>Participate</b> in physical activities from around the world and <b>examine</b> their cultural and historical significance: <ul style="list-style-type: none"> <li><b>investigate</b> how sport, physical activity and outdoor recreation pursuits have changed over time such as connection of cultural groups and the influence of migration to Australia</li> <li><b>examine</b> links to the culture and heritage of the country of origin, such as Aboriginal and Torres Strait Islander games and international sports and games.</li> </ul> Focus area: GS, MH	<b>Participate</b> in physical activities from around the world and <b>examine</b> their importance as a social and cultural practice: <ul style="list-style-type: none"> <li><b>examine</b> the influence of physical activity and sport on an individual's identity and the role participation in physical activity plays in shaping cultures</li> <li><b>analyse</b> the influences and changes that have occurred in the way Australians participate in physical activity over time such as research trends in physical activity participation, predicting future trends and directions and the influences of migration.</li> </ul> Focus area: GS, MH	<b>Participate</b> in a range of physical activities from around the world and <b>examine</b> the role physical activity has played historically in defining cultures and cultural identities: <ul style="list-style-type: none"> <li><b>examine</b> the contribution of Aboriginal and Torres Strait Islander people or Asia and Asian region people to sport in Australia and how different cultures use physical activity to enhance community connectedness</li> <li><b>analyse</b> the impact of a range of influences on participation in physical activity, sport and outdoor activities in Australian society such as media, varied perspectives held by Australians on sport, migration, accessibility and cost.</li> </ul> Focus area: GS, MH

Threads	Year 7	Year 8	Year 9	Year 10
<b>Sub-strand: Learning through movement</b>				
<b>Teamwork and leadership</b>  The development of personal and social skills (traits) which lead to positive outcomes for groups in physical activities.	<b>Practice</b> and <b>apply</b> personal and social skills important in sport and physical activity: <ul style="list-style-type: none"> <li><b>practice</b> and <b>apply</b> behaviours and skills that promote safety, fair play and inclusivity including respectful relationships, appropriate sporting behaviour, participation and effort, understanding verbal, physical and situational cues and appropriately responding to the feelings of others</li> <li><b>apply</b> positive personal and social skills when undertaking a range of roles in physical activities including warm up and practice activities, cooperative activities and game situations.</li> </ul> Focus area: GS, CA, LLPA, HBPA, RE	<b>Apply</b> and <b>promote</b> the personal and social skills required to be an effective and inclusive participant in sport and physical activity: <ul style="list-style-type: none"> <li><b>promote</b> the importance of safety, fair play and inclusivity behaviours and skills including respectful relationships, participation and effort, supporting and enhancing team cohesion and reflecting on own actions and the effect on outcomes</li> <li><b>practice</b> and <b>apply</b> effective personal and social skills when undertaking a range of roles in physical activities including warm up and practice activities, cooperative activities and game situations.</li> </ul> Focus Area: GS, CA, LLPA, HBPA, RE	<b>Devise, implement and refine</b> strategies required to be a productive member of a team: <ul style="list-style-type: none"> <li><b>devise</b> and <b>refine</b> strategies using collaboration and teamwork, self and peer assessment, self-talk and encouragement, group welfare and supporting others</li> <li><b>implement</b> effective leadership and collaboration skills when undertaking a variety of roles within a group or team including game and movement situations, implementing a health initiative or participating in challenge or adventure activities.</li> </ul> Focus area: GS, CA, LLPA, HBPA, RE	<b>Explain</b> and <b>demonstrate</b> the importance of leadership styles, group dynamics and collaboration skills when solving movement challenges in a group setting: <ul style="list-style-type: none"> <li><b>examine</b> leadership styles, group dynamics and the contribution of team members towards group goals including self-talk, encouragement, motivation and group welfare</li> <li><b>transfer</b> leadership and collaboration strategies to a variety of movement contexts demonstrating how a positive attitude can influence team performance</li> <li><b>implement</b> and <b>refine</b> personal leadership and collaboration skills across a range of health and movement contexts such as in game and movement situations, in a health or safety initiative or in challenge or adventure activities.</li> </ul> Focus area: GS, CA, LLP, HBPA, RE
<b>Critical and creative thinking in movement</b>  The development of problem-solving skills and the ability to apply and transfer to a variety of movement situations.	<b>Use</b> critical and creative thinking to <b>justify</b> reasons for decisions and actions when solving movement challenges: <ul style="list-style-type: none"> <li><b>evaluate</b> aspects of critical and creative thinking which lead to successful outcomes including organising thoughts around the problem, asking questions, assessing and posing solutions</li> <li><b>promote</b> practices that enhance their own and others' safety when participating in physical activity including checking and use of equipment, use of protective equipment and sun safety.</li> </ul> Focus area: GS, CA, RE, S	<b>Use</b> problem-solving techniques and critical and creative thinking to <b>evaluate</b> and <b>justify</b> reasons for decisions and actions when solving movement challenges: <ul style="list-style-type: none"> <li><b>evaluate</b> strategies that help make decisions such as if and then responses to movement situations, using previous experiences to make judgements, identify factors for success and limitations and factors that can be transferred</li> <li><b>demonstrate</b> skills to make informed decisions that enhance their own and others safety and wellbeing including checking and use of equipment, assessing the environment and player responsibilities and roles.</li> </ul> Focus area: GS, CA, RE, S	<b>Apply</b> elements involved in decision making and critical and creative thinking while working collaboratively to <b>design</b> and <b>apply</b> solutions to new movement challenges: <ul style="list-style-type: none"> <li><b>work</b> collaboratively, <b>applying</b> knowledge of the structure of different games and activities, previous experiences and transferrable similarities to design a plan of action, test effectiveness and create alternative solutions</li> <li><b>apply</b> decision-making and problem-solving skills to enhance their own and others safety and wellbeing when participating in physical activity.</li> </ul> Focus area: GS, CA, RE, S	<b>Apply</b> decision-making, problem-solving skills and critical and creative thinking while working collaboratively to <b>design</b> , <b>apply</b> and <b>transfer</b> previous understandings of games and activities to solve challenging or unfamiliar movement tasks: <ul style="list-style-type: none"> <li>work collaboratively <b>applying</b> similar strategies in different sporting contexts to make judgements, select criteria and refine responses</li> <li><b>apply</b> decision-making and problem-solving skills to enhance their own and others safety and wellbeing in challenging situations.</li> </ul> Focus area: GS, CA, RE, S

Threads	Year 7	Year 8	Year 9	Year 10
<p><b>Ethical behaviour in movement settings</b></p> <p>The development of personal dispositions in an individual which promotes fair play, safety and inclusivity in physical activities.</p>	<p><b>Participate</b> in and negotiate modifications to games and activities to provide an enjoyable and safe experience for all participants:</p> <ul style="list-style-type: none"><li>• <b>establish</b> principles of ethical behaviour</li><li>• <b>recognise</b> their own strengths and those of others, to contribute to game play and activities</li><li>• <b>Initiate</b> actions that promote fair play, safety and inclusivity such as rules, equipment or scoring changes.</li></ul> <p>Focus area: GS, CA, MH, S</p>	<p><b>Modify</b> activities to enhance the learning experience and safety for all participants and <b>evaluate</b> the impact of the modification:</p> <ul style="list-style-type: none"><li>• <b>recognise</b> potential hazards and <b>select</b> appropriate responses in a range of physical activity settings including activities in the natural environment</li><li>• <b>evaluate</b> rules, equipment or scoring changes that promote inclusivity, safety, fair play and inclusivity</li><li>• <b>apply</b> the principles of ethical behaviour consistently in a variety of health and movement situations such as in various roles within a sporting context and when participating in challenge and adventure activities.</li></ul> <p>Focus area: GS, CA, MN, S</p>	<p><b>Reflect</b> on what constitutes a successful and enjoyable movement experience and <b>demonstrate</b> in a range of movement situations:</p> <ul style="list-style-type: none"><li>• <b>reflect</b> on roles and responsibilities, leadership and teamwork, equitable participation, principles of ethical behaviour and safety considerations</li><li>• <b>demonstrate</b> leadership, fair play and cooperation in a range of movement situations including activities where students self-umpire, challenge and adventure activities, various roles in sports and activities and within the game and movement categories.</li></ul> <p>Focus area: GS, CA, MH, S</p>	<p><b>Demonstrate</b> and <b>reflect</b> on the importance of fair play and ethical behaviour across a range of movement and health contexts:</p> <ul style="list-style-type: none"><li>• <b>analyse</b> factors that can influence the outcome of movement activities and <b>examine</b> the role of organisations that promote fairness and ethical behaviour such as supplements in sport, anti-doping, sports wagering and match fixing</li><li>• <b>demonstrate</b> leadership, fair play and cooperation in challenge and adventure activities, health initiatives and within the game and movement categories.</li></ul> <p>Focus area: GS, CA, MH, S</p>