

HEALTH & PHYSICAL EDUCATION (HPE)			
By the end of Year 3	By the end of Year 5	By the end of Year 7	By the end of Year 9
<p>Health Health is multidimensional and influenced by everyday actions and environments.</p> <ul style="list-style-type: none"> The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings) <ul style="list-style-type: none"> e.g. working cooperatively with peers in active recreational pursuits can improve relationships and physical health and make people feel contented. Health behaviours and choices are influenced by personal factors, people and environments <ul style="list-style-type: none"> e.g. personal likes and dislikes, and family, influence what people eat and when; community facilities and geographic location influence the types of activities that people participate in. Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety <ul style="list-style-type: none"> e.g. wearing a helmet when cycling and crossing the road sensibly; using protective actions such as “no, go, tell” in situations that don’t feel right; wearing a hat and sunscreen when outdoors are SunSmart strategies; always swimming with a buddy. A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing <ul style="list-style-type: none"> e.g. eating a variety of fresh foods every day, as suggested in the Australian Guide to Healthy Eating, can promote healthy teeth and bone growth, and boost energy. 	<p>Health Health is multidimensional and influenced by individual and group actions and environments.</p> <ul style="list-style-type: none"> Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions <ul style="list-style-type: none"> e.g. thinking a situation through rather than acting impulsively can help make choices that have better health outcomes. Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity <ul style="list-style-type: none"> e.g. eating a particular food because people like the taste, their friends eat it and their family buys it; people participating in a sporting or recreational activity because people enjoy it, their friends participate, it is culturally accepted, they can access facilities, and participation makes them feel energetic. Individual and group action can promote health and wellbeing, including safety <ul style="list-style-type: none"> e.g. being active for 30 minutes per day; wearing a bicycle helmet when cycling to protect the head from injury; providing playground shade structures to protect children from sunburn. Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels. <ul style="list-style-type: none"> e.g. eating vegetables, fruit, dairy products, cereals, legumes and meats in appropriate amounts, and limiting “extra” foods. 	<p>Health Health is multidimensional and influenced by individual, group and community actions, and environments.</p> <ul style="list-style-type: none"> Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated <ul style="list-style-type: none"> e.g. a system of beliefs can create a sense of calm and a less anxious response in social and emotional situations, which impacts positively on health. Family, peers and the media influence health behaviours <ul style="list-style-type: none"> e.g. advertisements and celebrity endorsements can influence adolescents to eat a food product or join a sports program. Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks <ul style="list-style-type: none"> e.g. individuals using assertive refusal skills if offered drugs; communities advocating for and implementing smoking bans; provision of “kids help” lines. Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence <ul style="list-style-type: none"> e.g. puberty is a time of significant change when individuals have different energy and food needs, specific to gender and activity levels, which can be met through eating a balanced diet; adolescents need to eat specified quantities of fruit and vegetables every day, because these foods are rich in vitamins, minerals and fibre. 	<p>Health Health is multidimensional and dynamic, and influenced by actions and environments.</p> <ul style="list-style-type: none"> Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent <ul style="list-style-type: none"> e.g. social experiences can trigger emotional and cognitive responses that impact on physical health; an individual’s health and wellbeing status can fluctuate. The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices <ul style="list-style-type: none"> e.g. the media, marketing and social trends can influence adolescent choices when selecting where to eat and what to do when socialising with friends; historical, social and cultural influences have impacted on the health of Aboriginal people and Torres Strait Islander people. Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety <ul style="list-style-type: none"> e.g. strategies advocated in drug, anti-violence and sexual health campaigns, and access to resources and support, can help people manage health risks. Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines <ul style="list-style-type: none"> e.g. adolescents should select foods that deliver the essential nutrients needed for bone formation and density, skin growth and repair, normal body function, metabolism and growth; saturated fats, total fats and sugar intake should be limited.

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<p>Physical activity Fundamental movement skills are foundations of physical activity.</p> <ul style="list-style-type: none"> Development of body and spatial awareness improves movement and confidence in a variety of physical activities <i>e.g. using simple movements to “make a triangle” or “crouch low and then spin to the sky” involves knowing how, where and at what level and which body parts to move.</i> Development of locomotor and non-locomotor movements and manipulative skills can improve the quality of physical performance and support participation in physical activities <i>e.g. experiencing movement and manipulative skills such as twisting and turning, throwing a bean bag up and catching it, kicking a ball at a target or striking a balloon to keep it afloat, enables movement from place to place, and makes activity fun.</i> Regular participation in physical activity develops movement capacity and promotes health and wellbeing <i>e.g. playing games every day helps develop movement skills for an active life, have fun with peers and develop confidence.</i> 	<p>Physical activity Fundamental and simple specialised movement skills are elements of physical activity.</p> <ul style="list-style-type: none"> Application of appropriate techniques for fundamental and simple specialised movement skills can enhance physical performance and participation in physical activities <i>e.g. running efficiently, throwing competently, gripping a bat or racquet correctly and landing safely after jumping facilitates active inclusion in games.</i> Working cooperatively, and being aware of others and fair play, can enhance the experience of physical activities for individuals and groups <i>e.g. demonstrating respect for others, being inclusive and playing by the agreed rules make games and recreational activities enjoyable.</i> Regular participation in physical activity can improve movement capacities, personal development and health and wellbeing <i>e.g. walking to school, learning to dance and playing games can provide opportunities to make friends, develop confidence in movement skills for an active life and build strong bones and muscles.</i> 	<p>Physical activity Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.</p> <ul style="list-style-type: none"> Modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities <i>e.g. transferring weight appropriately when batting enables the batter to hit the ball with greater force.</i> Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity <i>e.g. coordinating timing when paddling a canoe or dancing, in team defence in touch football or water polo, and in offensive passing in tag ball, makes the activity more enjoyable.</i> Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing <i>e.g. surfing or skateboarding for an hour a day can improve skill performance, increase energy to undertake everyday tasks and provide an opportunity to relax and have fun with friends.</i> 	<p>Physical activity Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals.</p> <ul style="list-style-type: none"> Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities <i>e.g. developing controlled, coordinated and efficient movement specific to aerobics or swimming enables more active participation and increases health benefits.</i> Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities <i>e.g. encouraging, communicating and coordinating with a partner or team in orienteering or rock-climbing can make participation more enjoyable.</i> Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing <i>e.g. choosing physical activities that are personally enjoyable sustains motivation to be active; the frequency, intensity, duration and type of physical activity or work-out influence health and wellbeing outcomes.</i>
<p>Personal development Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.</p> <ul style="list-style-type: none"> Identity is shaped by personal characteristics and experiences <i>e.g. gaining satisfaction from completing a task; having a sense of belonging from being a part of a group or team.</i> Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences <i>e.g. listening, sharing and showing concern, being kind and patient, and respecting rules, customs and traditions, help people to get along with peers.</i> Everyday experiences and relationships give rise to different emotions in self and others <i>e.g. having friends can foster happiness; feeling left out can cause sadness.</i> 	<p>Personal development Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.</p> <ul style="list-style-type: none"> Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments <i>e.g. having positive experiences with others, fulfilling responsibilities and achieving aspirations enhance self-image and self-esteem.</i> Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others <i>e.g. stereotypical images influence the way boys and girls think they should express emotions.</i> Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups <i>e.g. interactions with others can be enhanced by being assertive without being aggressive, by expressing feelings in a manner that does not offend or bully, and by respecting cultural celebrations.</i> 	<p>Personal development Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</p> <ul style="list-style-type: none"> Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture <i>e.g. dressing and other behaviours to achieve an image or to conform with or rebel against expectations.</i> Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem <i>e.g. looking after younger siblings, mentoring peers, learning leadership skills and contributing to a team effort are experiences that help students develop confidence and a positive image of self.</i> Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources <i>e.g. family and friends can help students manage the transition from primary to secondary school; beliefs can give meaning to life events such as the death of a loved one.</i> 	<p>Personal development Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.</p> <ul style="list-style-type: none"> Identity, health and wellbeing are interdependent and influenced by social and cultural factors <i>e.g. the interaction between social experiences and the way a person perceives their place in the world can influence emotional and physical wellbeing.</i> Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships <i>e.g. when composing an email, careful consideration of the impact on all recipients may prevent misinterpretation of the tone or intent causing offence.</i> Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations <i>e.g. negotiation strategies are used in the classroom to establish guidelines for smooth functioning and to facilitate discussion.</i>