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| **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** |
| Students are able to:  • pose questions and plan simple activities and investigations  • identify and collect information and evidence  • draw conclusions and make decisions  • propose and take action to promote health and wellbeing, movement capacities and personal development  • apply fundamental movement skills when participating in physical activities  • create and sequence simple movement patterns in response to stimuli  • apply personal development skills when interacting with others  • follow guidelines to apply safe practices  • reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development  • reflect on learning to identify new understandings. | Students are able to:  • pose and refine questions or issues, and plan activities  • collect, organise and evaluate information and evidence  • draw conclusions and make decisions by identifying connections  • propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development  • apply fundamental and simple specialised movement skills when participating in physical activities  • create and perform movement sequences by selecting and combining movement skills  • apply personal development skills and strategies in team and group situations  • identify and apply safe practices  • reflect on and identify how their own and others’ behaviours, skills and actions influence health and wellbeing, movement capacities and personal development  • reflect on learning to identify new understandings and future applications. | Students are able to:  • identify issues and plan investigations and activities  • collect, analyse and evaluate information and evidence  • draw conclusions and make decisions supported by information and evidence  • propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development  • apply movement concepts and make purposeful refinements to movement skills  • create and perform movement sequences through modifying and combining movement skills and applying movement concepts  • identify risks and justify and apply safe practices  • select and demonstrate appropriate personal development skills and strategies in team and group situations  • reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences  • reflect on learning, apply new understandings and identify future applications. | Students are able to:  • identify issues and inequities and plan investigations and activities  • research, analyse and evaluate data, information and evidence  • draw conclusions and make decisions to construct arguments  • propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development  • refine movement skills and apply movement concepts, and the principles of training  • create and perform movement sequences by manipulating and combining movement skills and applying movement concepts  • identify risks and devise and apply safe practices  • select and apply positive, respectful and inclusive personal development skills and strategies  • reflect on health inequities, and identify the impact of diverse influences on health and well being, movement capacities and personal development, and the best use of positive influences  • reflect on learning, apply new understandings and justify future applications. |