

Prep–Year 10 Health and Physical Education

Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

This resource provides a sequence of achievement standards aspects, with related content descriptions, for Prep–Year 10 Health and Physical Education, organised by strands.

By breaking each achievement standard into discrete aspects and including aligned content descriptions, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of students within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

The following key has been used to assist teachers to identify the sub-strand for each content description.

Key	Identities and change	Interacting with others	Making healthy and safe choices	Moving our bodies	Learning through movement	Making active choices
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	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Personal, social and community health	describe similarities and differences between themselves and others, and different emotions people experience AC9HPFP01 AC9HPFP03	explain how personal qualities contribute to identities AC9HP2P01 describe how emotional responses affect their own and others' feelings AC9HP2P03	identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions AC9HP4P01 AC9HP4P02 AC9HP4P06 describe the influences that inclusion and stereotypes have on choices and actions AC9HP4P03 AC9HP4P05	explain how different factors influence identities AC9HP6P01 propose strategies to manage emotions, developmental changes and transitions AC9HP6P02 AC9HP6P06 explain how stereotypes influence roles and responsibilities AC9HP6P03	analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences AC9HP8P01 AC9HP8P02 AC9HP8P06	propose and evaluate personal strategies to manage their identities, emotions and responses to change AC9HP10P01 AC9HP10P02 AC9HP10P06
	demonstrate personal and social skills to interact respectfully with others AC9HPFP02	demonstrate skills and describe strategies required to develop respectful relationships AC9HP2P02	apply skills and strategies to interact respectfully with others AC9HP4P04 AC9HP4P05	propose strategies to demonstrate respect, empathy and inclusion AC9HP6P04 AC9HP6P05	analyse how stereotypes, respect, empathy and valuing diversity influence relationships AC9HP8P03 AC9HP8P04 AC9HP8P05	evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships AC9HP10P03 AC9HP10P04 AC9HP10P05
	identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe AC9HPFP04 AC9HPFP05	apply protective behaviours and help-seeking strategies to keep themselves and others safe AC9HP2P04 AC9HP2P05	describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline AC9HP4P07 AC9HP4P08	explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline AC9HP6P07 AC9HP6P08	analyse the effectiveness of assertive communication strategies, protective behaviours and help seeking strategies applied online and offline AC9HP8P07 AC9HP8P08	propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk AC9HP10P07 AC9HP10P08

	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
	identify how health information can be used in their lives AC9HPFP06	explain why health information is important for making choices AC9HP2P06	interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing AC9HP4P09 AC9HP4P10	analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing AC9HP6P09 AC9HP6P10	analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing AC9HP8P09 AC9HP8P10	synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing AC9HP10P09 AC9HP10P10
Movement and physical activity	apply fundamental movement skills to manipulate objects and space in a range of movement situations AC9HPFM01 AC9HPFM02	apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively AC9HP2M01 AC9HP2M02	apply fundamental movement skills and demonstrate movement concepts across a range of situations AC9HP4M01 AC9HP4M03	refine and modify movement skills and apply movement concepts across a range of situations AC9HP6M01 AC9HP6M03	apply and transfer movement skills and movement concepts across a range of situations AC9HP8M01 AC9HP8M03	evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations AC9HP10M01 AC9HP10M03
			adapt movement strategies to enhance movement outcomes AC9HP4M02 AC9HP4M07	transfer movement strategies between situations and evaluate the impact on movement outcomes AC9HP6M02 AC9HP6M07	implement and evaluate the effectiveness of movement strategies on movement outcomes AC9HP8M02 AC9HP8M07	adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes AC9HP10M02 AC9HP10M07
	identify the benefits of being physically active and how rules make play fair and inclusive AC9HPFM03 AC9HPFM04	describe factors that make physical activity beneficial AC9HP2M03	examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others' lives AC9HP4M04 AC9HP4M05 AC9HP4M06	propose strategies to promote physical activity participation that enhance health, fitness and wellbeing AC9HP6M04 AC9HP6M05 AC9HP6M06	propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes AC9HP8M04 AC9HP8M05 AC9HP8M06	propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others AC9HP10M04 AC9HP10M05 AC9HP10M06
		develop and apply rules while collaborating with others in a range of movement contexts AC9HP2M04 AC9HP2M05	demonstrate fair play and inclusion through a range of roles in movement contexts AC9HP4M08 AC9HP4M09	describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts AC9HP6M08 AC9HP6M09	select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts AC9HP8M08 AC9HP8M09	apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts AC9HP10M08 AC9HP10M09

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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