Prep–Year 10 Health and Physical Education

Australian Curriculum Version 9.0: Sequence of achievement standards aspects

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

By breaking each achievement standard into discrete aspects, 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.

	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	explain how personal qualities contribute to identities describe how emotional responses affect their own and others' feelings	identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions describe the influences that inclusion and stereotypes have on choices and actions	explain how different factors influence identities propose strategies to manage emotions, developmental changes and transitions explain how stereotypes influence roles and responsibilities	analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences	propose and evaluate personal strategies to manage their identities, emotions and responses to change
	demonstrate personal and social skills to interact respectfully with others	demonstrate skills and describe strategies required to develop respectful relationships	apply skills and strategies to interact respectfully with others	propose strategies to demonstrate respect, empathy and inclusion	analyse how stereotypes, respect, empathy and valuing diversity influence relationships	evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships
	identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe	apply protective behaviours and help-seeking strategies to keep themselves and others safe	describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline	explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline	analyse the effectiveness of assertive communication strategies, protective behaviours and help seeking strategies applied online and offline	propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk
	identify how health information can be used in their lives	explain why health information is important for making choices	interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing	analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing	analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing	synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing

		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:
Movement and physical activity		apply fundamental movement skills to manipulate objects and space in a range of movement situations	apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively	apply fundamental movement skills and demonstrate movement concepts across a range of situations adapt movement strategies to enhance movement outcomes	refine and modify movement skills and apply movement concepts across a range of situations transfer movement strategies between situations and evaluate the impact on movement outcomes	apply and transfer movement skills and movement concepts across a range of situations implement and evaluate the effectiveness of movement strategies on movement outcomes	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
		identify the benefits of being physically active and how rules make play fair and inclusive	describe factors that make physical activity beneficial	examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others' lives	propose strategies to promote physical activity participation that enhance health, fitness and wellbeing	propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes	propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others
			develop and apply rules while collaborating with others in a range of movement contexts	demonstrate fair play and inclusion through a range of roles in movement contexts	describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts	select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts	apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts

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.