

Summary: Health and Physical Education

Changes in Australian Curriculum Version 9.0

About the learning area

Section	Revision
Rationale	<ul style="list-style-type: none">• limited editorial changes
Aims	<ul style="list-style-type: none">• limited editorial changes
Structure	<ul style="list-style-type: none">• limited editorial changes
Key considerations	<ul style="list-style-type: none">• previously known as key ideas. Reviewed to address<ul style="list-style-type: none">– meeting the needs of diverse learners– protocols for engaging First Nations Australians– organisation and delivery of learning area content through different school subjects
Key connections	<ul style="list-style-type: none">• new section• provides information about the connections across the three dimensions of the Australian Curriculum — highlighting the general capabilities and cross-curriculum priorities — that provide opportunities for authentic learning in Health and Physical Education. Connections to other learning area content are also listed
Resources	<ul style="list-style-type: none">• new section• reference to downloads, including<ul style="list-style-type: none">– <i>About the learning area</i>– <i>Curriculum content in P–6 and 7–10</i>– <i>Scope and sequence</i>– <i>Glossary</i>– <i>Support resource — focus areas</i>– <i>Comparative information about v8.4 and v9.0</i>

Curriculum elements

Section	Revision
Level descriptions	<ul style="list-style-type: none">• reviewed and updated to align with revised content descriptions
Achievement standards	<ul style="list-style-type: none">• reviewed to align with revised content descriptions

Section	Revision	
Content structure	<ul style="list-style-type: none"> reviewed and refined language of content descriptions with some minor movement of knowledge and skills for age-appropriate progression between year/band levels changes to sub-strand names: 	
	Personal, social and community health	Movement and physical activity
	Identities and change Being healthy safe and active	Moving our bodies Moving our body
	Interacting with others Communicating and interacting for health and wellbeing	Making active choices Understanding movement
	Making healthy and safe choices Contributing to healthy and active communities	Learning through movement
Content descriptions (Prep–Year 6)	Added	<ul style="list-style-type: none"> multiple additions and refinements of cognitive verbs to reflect content refinement and alignment to achievement standards explicit reference to the language of inclusion across both strands from Years 3–4 band Personal, social and community health strand <ul style="list-style-type: none"> stereotypes from Years 3–4 band, including gender role stereotypes from Years 5–6 band consent — seeking, giving and denying permission respectfully from Prep to Year 6 explicit reference to the language of protective behaviours and help-seeking strategies from Prep to Year 6 Movement and physical activity strand <ul style="list-style-type: none"> investigate the body’s reaction to physical activity from Years 5–6 band investigate factors that make physical activity enjoyable and strategies for achieving physical activity recommendations from Years 1–2 band
	Moved	<ul style="list-style-type: none"> Personal, social and community health strand <ul style="list-style-type: none"> opportunity for puberty to be addressed in Years 3–4 band with other relevant context-guided changes and transitions
	Removed	<ul style="list-style-type: none"> Personal, social and community health strand <ul style="list-style-type: none"> physical and social changes in Years 1–2 band Movement and physical activity strand <ul style="list-style-type: none"> explicit reference to participating in physical activities from own and other cultures from Years 3–4 band duplication of content related to movement concepts from Years 3–6
Content elaborations	<ul style="list-style-type: none"> multiple additions, deletions and refinements to reflect content refinement 	
Content descriptions (Years 7 to 10)	Added	<ul style="list-style-type: none"> multiple additions and refinements of cognitive verbs to reflect content refinement and alignment to achievement standards Personal, social and community health strand <ul style="list-style-type: none"> the influence of power, coercion, respect and empathy on respectful relationships from Years 7–8 band

Section	Revision
	<ul style="list-style-type: none"> - consent — skills and strategies for the development of respectful relationships from Years 7–8 band, including sexual relationships in Years 9–10 band - gender role stereotypes and their impact on respectful relationships from Years 7–8 band • Movement and physical activity strand <ul style="list-style-type: none"> - strategies to increase participation in physical activity from Years 7–8 band
	<p>Removed</p> <ul style="list-style-type: none"> • Personal, social and community health strand <ul style="list-style-type: none"> - cultural and historical significance of physical activity, outdoor recreation and sport and how this has changed over time from Years 7–8 band - duplication of content related to movement concepts from Year 7 to Year 10
Content elaborations	<ul style="list-style-type: none"> • multiple additions, deletions and refinements to reflect content refinement



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