

Years 5–6 band Health and Physical Education ACiQ | v9.0

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 5–6 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9HP6P01 indicates Personal, social and community health strand.

Key to content description codes: Health and Physical Education	
e.g. AC9HP6P01	Strands:
Australian Curriculum (AC)	• P — Personal, social and community health
Version 9 (9)	• M — Movement and physical activity
Health and Physical Education (HP)	
Years 5–6 (6)	
Strand (P, M)	
Content description number (01)	

Years 5–6 band Australian Curriculum: Health and Physical Education achievement standard

By the end of Year 6, students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities. Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and evaluate the impact on movement outcomes. Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing. They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 6	Students learn to:	
Students explain how different factors influence identities.	<ul style="list-style-type: none"> explain how identities can be influenced by people and places, and how we can create positive self-identities 	AC9HP6P01
They propose strategies to manage emotions, developmental changes and transitions.	<ul style="list-style-type: none"> investigate resources and strategies to manage changes and transitions, including changes associated with puberty 	AC9HP6P02
	<ul style="list-style-type: none"> apply strategies to manage emotions and analyse how emotional responses influence interactions 	AC9HP6P06
They propose strategies to demonstrate respect, empathy and inclusion.	<ul style="list-style-type: none"> describe and demonstrate how respect and empathy can be expressed to positively influence relationships 	AC9HP6P04
	<ul style="list-style-type: none"> describe and implement strategies to value diversity in their communities 	AC9HP6P05
They explain how stereotypes influence roles and responsibilities.	<ul style="list-style-type: none"> investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes 	AC9HP6P03
Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.	<ul style="list-style-type: none"> describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully 	AC9HP6P07
	<ul style="list-style-type: none"> analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations 	AC9HP6P08
They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.	<ul style="list-style-type: none"> investigate different sources and types of health information and how these apply to their own and others' health choices 	AC9HP6P09
	<ul style="list-style-type: none"> analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities 	AC9HP6P10
Students refine and modify movement skills and apply movement concepts across a range of situations.	<ul style="list-style-type: none"> adapt and modify movement skills across a variety of situations 	AC9HP6M01
	<ul style="list-style-type: none"> investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes 	AC9HP6M03
They transfer movement strategies between situations and evaluate the impact on movement outcomes.	<ul style="list-style-type: none"> transfer familiar movement strategies to different movement situations 	AC9HP6M02
	<ul style="list-style-type: none"> predict and test the effectiveness of applying different skills and strategies in a range of movement situations 	AC9HP6M07
Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing.	<ul style="list-style-type: none"> participate in physical activities to investigate the body's reaction to different levels of intensity 	AC9HP6M04
	<ul style="list-style-type: none"> participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation 	AC9HP6M05
	<ul style="list-style-type: none"> propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives 	AC9HP6M06
They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.	<ul style="list-style-type: none"> devise and test alternative rules and game modifications to support fair play and inclusive participation 	AC9HP6M08
	<ul style="list-style-type: none"> participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities. 	AC9HP6M09

More information

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



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