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| Prep–Year 6 multi-age Health and Physical Education Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: Health and Physical Education. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| Context and cohort considerations (if applicable) |
| Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

| Level description — Prep | Level description — Years 1–2 | Level description — Years 3–4 | Level description — Years 5–6 |
| --- | --- | --- | --- |
| The Foundation curriculum builds on the Early Years Learning Framework and each student’s prior learning and experiences. In the early years, priority is given to the development of movement skills, participation in physical activity, and development of safe and healthy personal practices.  Students learn through exploration and play, investigating where health and movement concepts exist in their lives. They continue to develop an understanding of identity and wellbeing, and how they connect and contribute to their world and the world of others.  Students take increasing responsibility for their own health and physical wellbeing. They strengthen dispositions for learning including curiosity, confidence, cooperation, experimentation and investigation.  Students strengthen their communication skills by exploring and applying strategies to interact respectfully with others. They develop an increasing understanding of emotions, fairness, diversity and health messages to keep themselves and others healthy and safe.  Through the continued development of fine and gross skills, object manipulation skills and spatial awareness, students gain a stronger sense of movement competence, appreciate the personal benefits of being physically active and develop increasing confidence to participate in range of physical activities.  In the Foundation Year, students practise and develop locomotor and non locomotor skills, including balancing, running and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects.  Through participation in active play, small group games and minor games, students explore ways to move safely and investigate why and how following rules promotes fair play. | The Years 1–2 curriculum builds on each student’s prior learning. In the early years, priority is given to the development of movement skills, participation in physical activity, and development of safe and healthy personal practices.  Through exploration and play, students investigate how health and movement concepts exist and impact their lives and the lives of others. They strengthen dispositions for learning including curiosity, confidence, cooperation, investigation and transfer.  Students explore personal qualities and factors that contribute to and influence identities, and understand the importance of assertive behaviour to ensure interactions with others are respectful and safe. As these relationships are formed, students develop an understanding of reciprocal rights and responsibilities, and the ability to see things from other people’s viewpoints.  Students strengthen their communication skills by identifying and applying strategies to interact respectfully with others and develop a deeper understanding of how emotions, fairness, diversity and health messages contribute to keeping themselves and others healthy and safe.  Through the continued development of fundamental skills, students participate in a range of different physical activities to explore the benefits of each and what they enjoy about them.  Students are supported in increasing the range and complexity of their fundamental movement skills. They refine and extend skills learnt in Foundation to include locomotor skills such as rolling, leaping, skipping, galloping and dodging, and object control skills such as striking and kicking objects from the ground or moving towards them.  Through participation in active play, small group games and minor games, students apply different ways to move safely, and investigate how to select and apply fundamental movement skills individually, in groups and in teams in a range of movement situations. | The Years 3–4 curriculum builds on each student’s prior learning. During this time, students are further developing their understanding of themselves and others, and the changing world in which they live.  Through health and movement contexts, student develop personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.  Students explore personal and social factors and refine skills that support and contribute to their identities and emotional responses in various situations. They develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. As they continue to build relationships, they develop an understanding of the importance of empathy, diversity, respect and inclusion in initiating and maintaining respectful relationships.  As students enhance their capacity to take responsibility for their health and wellbeing, they examine health messages and factors that motivate or inhibit healthy and safe choices about physical activity and health behaviours.  Students develop greater proficiency across the range of fundamental movement skills by building on previous learning. They practise and refine the skills introduced in the early years and transfer them to unfamiliar movement situations.  Students combine different movement skills in game-like situations to create more complex movement patterns and sequences. Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity. | The Years 5–6 curriculum builds on each student’s prior learning. During this time, students are taking more responsibility for their own health, physical activity and personal safety.  Students develop optimistic habits in the way they look at themselves, their world and their perception of what the future holds for them. They understand the important role persistence and resilience play in maintaining confidence and commitment to complete tasks.  Most students will be experiencing the physical, emotional and social changes associated with puberty during these years. The content supports learning about these changes and positive ways to manage these transitions. Students also learn about their own unique qualities and explore ways in which people define their own identities and value the diversity within their community.  Students are becoming more conscious of external influences on their attitudes, beliefs and behaviours. They explore how their choices and behaviours influence their health and wellbeing.  Students have frequent opportunities to apply and transfer the movement skills and strategies they have learnt and refined previously into a range of new movement situations. Students explore ways they can actively participate in a range of physical activity settings and contribute to building a healthier community.  Students begin to explore more complex movement concepts and promote safe, equitable and fair participation for all. Students further develop and refine a range of communication and conflict resolution skills and processes, enabling them to interact appropriately and respectfully with others in a range of different movement and social situations. |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the bands.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Prep | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 1–2 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 3–4 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 5–6 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |

# Prep

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive. | | By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive. | | By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive. | | By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Personal, social and community health | 1 | 2 | 3 | 4 | Movement and physical activity | 1 | 2 | 3 | 4 |
| **Identities and change**  investigate who they are and the people in their world  AC9HPFP01 |  |  |  |  | **Moving our bodies**  practise fundamental movement skills in minor game and play situations  AC9HPFM01 |  |  |  |  |
| **Interacting with others**  practise personal and social skills to interact respectfully with others  AC9HPFP02 |  |  |  |  | experiment with different ways of moving their body safely and manipulating objects and space  AC9HPFM02 |  |  |  |  |
| express and describe emotions they experience  AC9HPFP03 |  |  |  |  | **Making active choices**  participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active  AC9HPFM03 |  |  |  |  |
| explore how to seek, give or deny permission respectfully when sharing possessions or personal space  AC9HPFP04 |  |  |  |  | **Learning through movement**  follow rules to promote fair play in a range of physical activities  AC9HPFM04 |  |  |  |  |
| **Making healthy and safe choices**  demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe  AC9HPFP05 |  |  |  |  |  | | | | |
| identify health symbols, messages and strategies in their community that support their health and safety  AC9HPFP06 |  |  |  |  |

# Years 1–2

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
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| Achievement standard | [By the end of Year 2, students explain how personal qualities contribute to identities.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0) [They describe how emotional responses affect their own and others’ feelings.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0) [They demonstrate skills and describe strategies required to develop respectful 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Personal, social and community health | 1 | 2 | 3 | 4 | Movement and physical activity | 1 | 2 | 3 | 4 |
| **Identities and change**  describe their personal qualities and those of others, and explain how they contribute to developing identities  AC9HP2P01 |  |  |  |  | **Moving our bodies**  practise fundamental movement skills and apply them in a variety of movement situations  AC9HP2M01 |  |  |  |  |
| **Interacting with others**  identify and explore skills and strategies to develop respectful relationships  AC9HP2P02 |  |  |  |  | investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness  AC9HP2M02 |  |  |  |  |
| identify how different situations influence emotional responses  AC9HP2P03 |  |  |  |  | **Making active choices**  participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable  AC9HP2M03 |  |  |  |  |
| practise strategies they can use when they need to seek, give or deny permission respectfully  AC9HP2P04 |  |  |  |  | **Learning through movement**  co-construct and apply rules to promote fair play in a range of physical activities  AC9HP2M04 |  |  |  |  |
| **Making healthy and safe choices**  identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe  AC9HP2P05 |  |  |  |  | apply strategies to work collaboratively when participating in physical activities  AC9HP2M05 |  |  |  |  |
| investigate a range of health messages and practices in their community and discuss their purposes  AC9HP2P06 |  |  |  |  |  | | | | |

# Years 3–4

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | [By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They apply skills and strategies to interact respectfully with 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transitions.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They apply skills and strategies to interact respectfully with others.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They describe the influences that inclusion and stereotypes have on choices and actions.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They interpret health information to apply strategies to enhance their own and others’ health, safety, relationships and 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situations.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They adapt movement strategies to enhance movement outcomes.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [Students 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Personal, social and community health | 1 | 2 | 3 | 4 | Movement and physical activity | 1 | 2 | 3 | 4 |
| **Identities and change**  investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts  AC9HP4P01 |  |  |  |  | **Moving our bodies**  refine and apply fundamental movement skills in new movement situations  AC9HP4M01 |  |  |  |  |
| plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty  AC9HP4P02 |  |  |  |  | apply and adapt movement strategies to achieve movement outcomes  AC9HP4M02 |  |  |  |  |
| describe how choices and actions can be influenced by stereotypes  AC9HP4P03 |  |  |  |  | demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences  AC9HP4M03 |  |  |  |  |
| **Interacting with others**  select, use and refine personal and social skills to establish, manage and strengthen relationships  AC9HP4P04 |  |  |  |  | **Making active choices**  participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well  AC9HP4M04 |  |  |  |  |
| describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities  AC9HP4P05 |  |  |  |  | participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others’ participation  AC9HP4M05 |  |  |  |  |
| explain how and why emotional responses can vary and practise strategies to manage their emotions  AC9HP4P06 |  |  |  |  | explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations  AC9HP4M06 |  |  |  |  |
| rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required  AC9HP4P07 |  |  |  |  | **Learning through movement**  apply creative thinking when designing movement sequences and solving movement problems  AC9HP4M07 |  |  |  |  |
| **Making healthy and safe choices**  describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations  AC9HP4P08 |  |  |  |  | apply rules and scoring systems to promote fair play when participating or designing physical activities  AC9HP4M08 |  |  |  |  |
| interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours  AC9HP4P09 |  |  |  |  | perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities  AC9HP4M09 |  |  |  |  |
| investigate and apply behaviours that contribute to their own and others’ health, safety, relationships and wellbeing  AC9HP4P10 |  |  |  |  |  | | | | |

# Years 5–6

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | [By the end of Year 6, students explain how different factors influence identities.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They propose strategies to manage emotions, developmental changes and transitions.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They propose strategies to demonstrate respect, 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offline.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They analyse health information to refine strategies to enhance their own and others’ health, safety, relationships and wellbeing.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [Students refine and modify movement skills and apply movement concepts across a range of 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wellbeing.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) | | [By the end of Year 6, students explain how different factors influence identities.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They propose strategies to manage emotions, developmental changes and transitions.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They propose strategies to demonstrate respect, empathy and inclusion.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They explain how stereotypes influence roles and responsibilities.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They analyse health information to refine strategies to enhance their own and others’ health, safety, relationships and wellbeing.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [Students refine and modify movement skills and apply movement concepts across a range of situations.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They transfer movement strategies between situations and evaluate the impact on movement outcomes.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Personal, social and community health | 1 | 2 | 3 | 4 | Movement and physical activity | 1 | 2 | 3 | 4 |
| **Identities and change**  explain how identities can be influenced by people and places, and how we can create positive self-identities  AC9HP6P01 |  |  |  |  | **Moving our bodies**  adapt and modify movement skills across a variety of situations  AC9HP6M01 |  |  |  |  |
| investigate resources and strategies to manage changes and transitions, including changes associated with puberty  AC9HP6P02 |  |  |  |  | transfer familiar movement strategies to different movement situations  AC9HP6M02 |  |  |  |  |
| investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes  AC9HP6P03 |  |  |  |  | investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes  AC9HP6M03 |  |  |  |  |
| **Interacting with others**  describe and demonstrate how respect and empathy can be expressed to positively influence relationships  AC9HP6P04 |  |  |  |  | **Making active choices**  participate in physical activities to investigate the body’s reaction to different levels of intensity  AC9HP6M04 |  |  |  |  |
| describe and implement strategies to value diversity in their communities  AC9HP6P05 |  |  |  |  | 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 |  |  |  |  |
| apply strategies to manage emotions and analyse how emotional responses influence interactions  AC9HP6P06 |  |  |  |  | propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives  AC9HP6M06 |  |  |  |  |
| describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully  AC9HP6P07 |  |  |  |  | **Learning through movement**  predict and test the effectiveness of applying different skills and strategies in a range of movement situations  AC9HP6M07 |  |  |  |  |
| **Making healthy and safe choices**  analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations  AC9HP6P08 |  |  |  |  | devise and test alternative rules and game modifications to support fair play and inclusive participation  AC9HP6M08 |  |  |  |  |
| investigate different sources and types of health information and how these apply to their own and others’ health choices  AC9HP6P09 |  |  |  |  | participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities  AC9HP6M09 |  |  |  |  |
| analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities  AC9HP6P10 |  |  |  |  |  | | | | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus areas |  | | | |
|  | 1 | 2 | 3 | 4 |
| Alcohol and other drugs |  |  |  |  |
| Food and nutrition |  |  |  |  |
| Health benefits of physical activity |  |  |  |  |
| Mental health and wellbeing |  |  |  |  |
| Relationships and sexuality |  |  |  |  |
| Safety |  |  |  |  |
| Active play and minor games |  |  |  |  |
| Challenge and adventure activities |  |  |  |  |
| Fundamental movement skills |  |  |  |  |
| Games and sports |  |  |  |  |
| Lifelong physical activities |  |  |  |  |
| Rhythmic and expressive activities |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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