

# Years 5–6 Health and Physical Education Curriculum and assessment plan

## Example

Level description	Context and cohort considerations
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Years 5–6 is a time for significant growth and changes. Students become more connected to their peers, who can potentially influence their health and safety.</p> <p>Students in Years 5–6 study Health and Physical Education for two lessons per week. Classroom teachers and Health and Physical Education specialist teachers share the teaching and assessment of each unit.</p> <p>Where possible, teaching and learning allows for the strands of Personal, social and community health and Movement and physical activity to be authentically integrated. This emphasises the interrelated nature of health and movement concepts developing knowledge, understanding and skills to enhance and advocate for lifelong health, safety, wellbeing and physical activity participation.</p> <p>As a banded learning area, the assessment focus is spread evenly between the strands and year levels with one strand assessed per unit. Personal, social and community health is assessed in Unit 2 and 3 (Year 5), and Unit 6 and 8 (Year 6). Movement and physical activity are assessed in Unit 1 and 4 (Year 5) and Unit 6 and 7 (Year 6).</p>

Unit 1 — Splash fit	Unit 2 — Empowering identities for belonging	Unit 3 — Developing protective behaviours	Unit 4 — Lunchtime legends
<p><b>Timing: Year 5</b> <b>Duration: Term 1, 10 weeks</b></p> <p>Physical activity participation benefits the body, nurtures social and emotional health and leads to holistic wellbeing. In this unit, students explore physical, social and emotional benefits of physical activity in aquatic environments beyond traditional swimming. They identify natural and built aquatic environments and different types of activities that can be undertaken in each. Students also explain ways that aquatic environments can be used to enhance social interactions.</p> <p>In an aquatic environment such as a pool, students experience activities of different intensities, e.g. floating, treading water, water running. They quantify how their body responds physically (e.g. heart rate, breathing rate) as well as observing how they feel (e.g. relaxed, exhausted in response to the activities). Students identify and examine the effects of different intensity levels and their personal preferences. Using teacher-provided research, they reflect on the effects of different intensities on health and wellbeing.</p> <p>In small groups, students lead an activity at a particular intensity level before proposing the physical benefits, as well as the social and emotional benefits, of regular participation. In a short speech to the local pool manager, students pitch the promotion of water-based fitness activities for improved physical, social and emotional health for participants</p>	<p><b>Timing: Year 5</b> <b>Duration: Term 2, 10 weeks</b></p> <p>In this unit, students explore how personal strengths, family, peers and popular culture can influence their choices (e.g. clothing, activities, music) and contribute to the development of their identity. They share cultural practices (e.g. location of language, connection to Country/Place, stories and values) that contribute to their identity and explain how the ability to appreciate other cultures and backgrounds assists in the development of social awareness. Students explore ways the school and the local community celebrate culture and examine how showing empathy during intercultural experiences shapes identities and supports relationship building, cultural resilience and sustains respectful interactions.</p> <p>Students examine values, beliefs and cultural practices and expressions of Aboriginal cultures and Torres Strait Islander cultures with connection to 'Country/Place' (e.g. language use, kinship systems, hunting and gathering food, ceremonial gatherings, traditional dress, storytelling and games) and how this conveys meaning and influences Aboriginal Peoples and Torres Strait Islander Peoples' sense of identity and belonging. They reflect on ways that different groups use cultural practices and expressions to represent themselves. Students participate in traditional Aboriginal games and Torres Strait Islander games using the Australian Government <a href="#">Yulunga Traditional Indigenous Games</a> resource, acknowledging the traditional language location of where the game originates from and where it is being introduced. They investigate ways the games foster respectful interactions between community members and value connections to land, sea, sky and waterways.</p> <p>Students select a group who signify their identity through colour/s, dress and/or symbol/s and propose a way to celebrate the group in their local community.</p> <p><b>Note:</b> Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, e.g. languages, totem constructions, traditional dance.</p>	<p><b>Timing: Year 5</b> <b>Duration: Term 3, 10 weeks</b></p> <p>In this unit, students learn protective behaviours and -help-seeking strategies to help navigate physical, social and emotional changes associated with puberty.</p> <p>In the first part of the unit, students identify the physical changes associated with puberty and discuss how experiences can vary for individuals. They identify and examine relevant health information, resources and reviews on products available to manage puberty, including those for managing personal hygiene and menstruation. Students compare verifiable information and opinions about identified products with their preferences. They identify who they can talk to when they need help or support to manage the changes that occur as a result of puberty. Using a set of class co-created criteria, students draw conclusions and provide reasons for selecting health information, products and/or resources suitable for a variety of scenarios.</p> <p>In the second part of this unit, students research social changes experienced online (e.g. how pre-teens spend their time online and who with) and the subsequent emotional changes that may occur (e.g. conflicting thoughts, feelings). They describe how relationships between their values, rights and responsibilities and ethical norms influence responses and decisions. Students consider protective behaviours (e.g. not sharing videos/images) and help-seeking strategies (e.g. talking to someone) that allow them to be safe offline and online. They explore scenarios, offline and online, identifying safety requirements and roleplay effective communication skills, protective behaviours and help-seeking strategies.</p> <p>The unit culminates with students analysing a scenario to explain the protective behaviours and help-seeking strategies used by characters to stay safe.</p>	<p><b>Timing: Year 5</b> <b>Duration: Term 4, 10 weeks</b></p> <p>Through participation in striking games (e.g. cricket, softball, rounders, tee-ball) students describe contributions they can make as a team member to support fair play and inclusivity (e.g. encourage teammates, follow rules).</p> <p>They practise sending, controlling and receiving objects, transitioning between speeds, levels and directions (e.g. fielding a ground ball, throwing to a base or wicket, pitching or bowling) and transfer those skills in a variety of games and activities. Students recognise the challenges of the movement skills and propose ways to modify and adapt the activity for better participation and enjoyment (e.g. choice of equipment, modifying rules).</p> <p>Students negotiate the shared responsibilities and contributions to setting up a lunchtime club where Year 5 students mentor younger students. They explain how they would create and promote an inclusive environment for maximum participation and enjoyment, including developing rules for engagement, a name for the club, activities for lunchtime engagement, adapting activities for different skill levels, offering a range of equipment, fostering positive communication.</p>

	Unit 1		Unit 2		Unit 3		Unit 4	
	Assessment — Splash fit	Timing	Assessment — Empowering identities for belonging	Timing	Assessment — Developing protective behaviours	Timing	Assessment — Lunchtime legends	Timing
Assessment	<p><b>Description:</b> Students present a proposal for the inclusion of water-based fitness activities at the local pool. Each student delivers their proposal in a short speech to the local pool manager, highlighting that the promotion of physical activity participation benefits physical, social and emotional health.</p> <p><b>Technique:</b> Investigation</p> <p><b>Mode:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>spoken/signed response</li> <li>1–2 minutes</li> </ul>	Term 1 Week 8	<p><b>Description:</b> Students view scenarios and propose ways to demonstrate respect, empathy and inclusion. They select a group which signifies their identity through colour/s, dress and/or symbols (e.g. sports team, recreational group, cultural group) and propose a strategy to celebrate the group at the school's wellbeing festival. They demonstrate how colour/s, dress and/or symbols are used to convey meaning and how these symbols connect to the group's identity, history, and beliefs.</p> <p><b>Technique:</b> Project</p> <p><b>Mode:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>short response items</li> <li>1–2 minutes, comprising 20–30 seconds per item</li> </ul>	Term 2 Week 9	<p><b>Description:</b> In response to a teacher-provided scenario associated with pre-teens' physical, social and/or emotional changes (e.g. online usage, changing schools), students analyse health information and propose a strategy to manage change using protective behaviours.</p> <p><b>Technique:</b> Investigation</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>written response</li> <li>200–300 words</li> </ul>	Term 3 Weeks 7–9	<p><b>Description:</b> In a group discussion, each student describes their individual contribution as a group member to the planning and execution of a lunchtime club to mentor younger students. The student provides examples of how they contributed to support fair play and inclusion for the younger students in a range of movement contexts.</p> <p><b>Technique:</b> Project</p> <p><b>Mode:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>short response items</li> <li>1–2 minutes, comprising 20–30 seconds per item</li> </ul>	Term 4 Weeks 7–8
Achievement standard	<p>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.</p>		<p>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.</p>		<p>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.</p>		<p>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.</p>	
Moderation	<p><b>Consensus</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>		<p><b>Consensus</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>		<p><b>Consensus</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>		<p><b>Calibration</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	

Unit 5 — Stereotypes on the sideline	Unit 6 — Movement and effort awareness	Unit 7 — Invasion game strategies	Unit 8 — Navigating new horizons
<p><b>Timing: Year 6</b> <b>Duration: Term 1, 10 weeks</b></p> <p>In this unit, students build on their understanding of stereotypes from Year 4. They analyse how stereotypes shape opportunities for physical activity participation. Students develop an understanding of how stereotypes may influence the wellbeing of themselves and others.</p> <p>Students explore sources of messaging about what girls and boys 'prefer' to do. They identify social and cultural norms for men, women, boys and girls, as well as age-related stereotypes and career-related stereotypes. Students discuss the influence on what we see and hear in relation to how we think and act.</p> <p>Students describe ethical concepts in context (e.g. honesty, empathy, respect) by explaining how perceptions and assumptions may vary according to experiences when participating in physical activities such as sport aerobics and martial arts. They record behaviours they demonstrate before, during and after participation and discuss the effects it had on their willingness to participate in physical activities.</p>	<p><b>Timing: Year 6</b> <b>Duration: Term 2, 10 weeks</b></p> <p>Individuals gather information to refine and modify movement skills for an enhanced movement performance. In this unit, students take on the role of athlete-coach to investigate the movement concept of effort awareness (e.g. force or speed) and its application to an individual athletics event for an improved movement outcome.</p> <p>Students practise movement sequences in a variety of running, throwing and jumping movement skills (e.g. run up, take off, flight, landing) in long jump. They choose to perform either a 100-metre sprint, long jump or shot-put and make a decision about their performance of the movement skill. Students identify a movement sequence they can refine and modify, by applying force or speed, for an enhanced movement outcome.</p> <p>Students predict and test the application of force or speed in a variety of conditions (e.g. run-up distance, speed) for long jump. They identify the relationship between the application of force or speed and movement outcomes.</p> <p>After performing the refined and modified movement skill, students explain the impact of applying force or speed to a selected movement sequence for an enhanced movement outcome.</p>	<p><b>Timing: Year 6</b> <b>Duration: Term 3, 10 weeks</b></p> <p>Mastering movement skills and concepts empowers individuals to move confidently, problem solve and engage effectively in physical activities. In this unit, students participate in a variety of invasion games, such as Ultimate disc, European handball, Australian Football League (AFL) and Gaelic football to demonstrate movement skills and investigate how the movement concepts of space, effort and people can be applied to improve movement outcomes.</p> <p>Guided by structured class activities, students investigate offensive and defensive movement strategies such as creating space in offence and employing zonal defence, that have proven successful in one game. Using critical thinking skills, they examine and demonstrate how these strategies can be transferred to another invasion game by applying aspects of knowledge and skills gained in one context to a new or unrelated context. Throughout this process, students analyse personal abilities, seek feedback and refine goals for further improvement. They make judgments about the effectiveness of transferring strategies and evaluate how this impacts movement outcomes. Students build an understanding of the strategic interconnectedness across different invasion games.</p>	<p><b>Timing: Year 6</b> <b>Duration: Term 4, 10 weeks</b></p> <p>The transition from primary to secondary school can be both an exciting and challenging time. This involves various changes such as in the physical environment, new rules and procedures, and in relationships that often coincide with biological and emotional changes associated with puberty. Students investigate resources and strategies to manage these changes in the transition to secondary school. They roleplay responses to 'What if?' scenarios, exploring and practising different ways to respond to peer pressure and common concerns in both online and offline environments. Students then unpack the steps of seeking, giving or denying consent (e.g. asking, responding, listening and reacting) and practise how to communicate their intentions effectively at each step.</p> <p>Students explore ways to normalise help-seeking behaviour. They create a safe environment in the classroom for daily discussions that identify what help they require with the transition to secondary school. They discuss scenarios where they may need to access resources for themselves or others to feel more comfortable and confident to seek help when needed. Students identify available resources that are common in secondary schools (e.g. guidance counsellor, year level coordinator, school handbook, older siblings, family friends) and investigate how to access these.</p> <p>Students also participate in a range of physical activities for mental wellbeing (e.g. yoga, bushwalking, lawn games, such as bocce, quoits). They explain which activities they enjoy and how they might continue to participate in these activities as they transition to secondary school.</p> <p>Throughout the unit, students customise a 'Secondary school action plan' and select strategies they feel are useful for a successful transition to high school.</p>

	Unit 5		Unit 6		Unit 7		Unit 8	
	Assessment — Stereotypes on the sideline	Term/ week	Assessment — Movement and effort analysis	Term/ week	Assessment — Invasion game strategies	Term/ week	Assessment — Navigating new horizons	Term/ week
Assessment	<p><b>Description:</b> In a podcast, students explain stereotypes that influence individuals' participation in sport aerobics or martial arts, using examples from their experiences in movement activities during class.</p> <p><b>Technique:</b> Investigation</p> <p><b>Mode:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• short response items</li> <li>• 1–2 minutes, comprising 20–30 seconds per item</li> </ul>	Term 1 Weeks 5–9	<p><b>Description:</b> Students identify movement skills, in a selected athletics event, to apply the movement concepts of force or speed for an enhanced movement performance.</p> <p>Using the data gathered and recorded initially, students select either force or speed to apply to a movement sequence to enhance their movement performance.</p> <p>Students then perform a refined and modified movement skill for the teacher. In an interview with the teacher, the student uses the data sets to explain if the refinements and modifications contributed to an enhanced movement outcome.</p> <p><b>Technique:</b> Project</p> <p><b>Mode:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• short response items</li> <li>• 1–2 minutes, comprising 20–30 seconds per item</li> </ul>	Term 2 Week 9	<p><b>Description:</b> Students demonstrate their ability to refine and modify movement skills and apply movement concepts of space, effort and people across a variety of invasion games. They demonstrate their ability to transfer an offensive and defensive strategy across invasion games.</p> <p>In an interview with the teacher, students evaluate their ability to apply offensive and defensive movement strategies when transitioning from one game to another and list any adjustments they needed to make. They identify a situation where they had to make a tactical decision during a game and how their decision impacted a movement outcome.</p> <p><b>Part A</b></p> <p><b>Technique:</b> Performance</p> <p><b>Mode:</b> Practical</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• observed by the teacher during class time</li> </ul> <p><b>Part B</b></p> <p><b>Technique:</b> Investigation</p> <p><b>Mode:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 1–2 minutes</li> </ul>	Term 3 Week 8	<p><b>Description:</b> Students customise a 'Secondary school action plan' for managing their transition to secondary school. They analyse resources to document strategies and responses to the changes, in both online and offline environments, associated with the transition to secondary school. They explain how the strategies will support their own and others' health, safety, relationships and wellbeing.</p> <p><b>Technique:</b> Project</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• short response items</li> <li>• 300–400 words, comprising 40–60 words per item</li> </ul>	Term 4 Week 8



	Unit 5	Unit 6	Unit 7	Unit 8
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. 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. 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. 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.
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Content descriptions	Units								Content descriptions	Units							
Personal, social and community health	1	2	3	4	5	6	7	8	Movement and physical activity	1	2	3	4	5	6	7	8
<b>Identities and change</b> explain how identities can be influenced by people and places, and how we can create positive self-identities AC9HP6P01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Moving our bodies</b> adapt and modify movement skills across a variety of situations AC9HP6M01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
investigate resources and strategies to manage changes and transitions, including changes associated with puberty AC9HP6P02	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	transfer familiar movement strategies to different movement situations AC9HP6M02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes AC9HP6P03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes AC9HP6M03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Interacting with others</b> describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Making active choices</b> participate in physical activities to investigate the body's reaction to different levels of intensity AC9HP6M04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describe and implement strategies to value diversity in their communities AC9HP6P05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives AC9HP6M06	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully AC9HP6P07	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Learning through movement</b> predict and test the effectiveness of applying different skills and strategies in a range of movement situations AC9HP6M07	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Making healthy and safe choices</b> analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	devise and test alternative rules and game modifications to support fair play and inclusive participation AC9HP6M08	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities AC9HP6M09	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									

Focus areas	Units							
	1	2	3	4	5	6	7	8
Alcohol and other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food and nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health benefits of physical activity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mental health and wellbeing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Relationships and sexuality	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Active play and minor games	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge and adventure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundamental movement skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Games and sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lifelong physical activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhythmic and expressive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General capabilities	Units							
	1	2	3	4	5	6	7	8
Critical and creative thinking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units							
	1	2	3	4	5	6	7	8
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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