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|  | Years 5–6 band plan — Australian Curriculum: Health and Physical Education |

## Implementation year: School name:

This band plan has been developed in consultation with the Curriculum into the Classroom project team.

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| Identify curriculum | Phase curriculum focus[[1]](#footnote-1) | **Year 3–6 curriculum focus**  As students move through primary school, the focus broadens to include the knowledge, understanding, and skills required to support and enhance their own health, safety and wellbeing and that of their family and friends. Students are progressively more connected to their world and their peers. Personal and social skills take on an increasing importance and students become more aware of gender expectations and stereotypes. They look to family, peers, the media, the Internet and the community for role models. Students in Year 3 to Year 6 further develop and refine their fundamental movement skills, learn about the common features of games and expand their understanding of movement concepts and strategies to engage more confidently in a broad range of physical activities.  The Health and Physical Education curriculum in Year 3 – Year 6 provides explicit learning opportunities to develop communication skills, social skills and behaviours required to work effectively with others in different environments and contexts. The curriculum allows students to experience a range of movement activities and to further develop movement competence and confidence. It also supports and encourages lifelong physical activity participation. |
| Year level descriptions1 | The Years 5 and 6 curriculum further develops students’ knowledge, understanding and skills in relation to their health and wellbeing. In these years students develop skills to manage their emotions, understand the physical and social changes that are beginning to occur for them and examine how the nature of their relationships change over time. They develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others’ health, wellbeing, safety and physical activity participation.  The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and wellbeing.  Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Year 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.  The areas of learning to be addressed in Years 5 and 6 include, but are not limited to:   * alcohol and other drugs (AD) * food and nutrition (FN) * health benefits of physical activity (HBPA) * mental health and wellbeing (MH) * relationships and sexuality (RS) * safety (S) * challenge and adventure activities (CA) * fundamental movement skills (FMS) * games and sports (GS) * lifelong physical activities (LLPA) * rhythmic and expressive movement activities (RE). |
| Achievement standard1 | By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding.  Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision making and problem solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences. |

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|  | Course organisation | The *Australian Curriculum: Health and Physical Education* is organised in two content strands: Personal, social and community health, and Movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands.  *In the Australian Curriculum: Health and Physical Education (F–10), the two strands, Personal, social and community health and Movement and physical activity are interrelated and inform and support each other. Both strands of the Health and Physical Education curriculum must be taught in each year from Foundation to Year 10.*  *Health and Physical Education lessons will provide students with the opportunity to participate in physical activity on a weekly basis as a minimum.*  *When developing teaching and learning programs, teachers are encouraged to combine content descriptions from across sub-strands to provide students with learning experiences that meet their needs, interests, abilities and local contexts.*  The plan for Years 5 and 6 band Health and Physical Education is organised to:   * provide flexibility when making decisions about how the subject will be implemented, based on the local context and needs of students in schools; for example, being implemented in a range of ways and through a number of different methods, such as classroom teacher and health and physical education specialist, home economics or outdoor education * align with *the Australian Curriculum: Health and Physical Education*, which is organised in year level bands for the achievement standards and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to year levels, and developed using *the Australian Curriculum: Health and Physical Education* content descriptions and achievement standards * practical application enhances the development of knowledge and understanding across health and movement contexts. | | | |
| Teaching and learning | Year 5 unit overviews | Units are paired. That is, one from Personal, social and community health and one from Movement and physical activity, are paired and taught concurrently. | | | |
| Personal, social and community health | Unit 1 — Emotional interactions | Unit 2 — Healthy habits | Unit 3 — Growing up | Unit 4 — Multicultural Australia |
| Year 5 unit descriptions | In this unit, students review the information they know about establishing and keeping relationships. They explore their roles in relationships and why they may change over time. Students explore differing opinions and understand assertive behaviours, as well as exploring bullying and harassment and how to prevent or stop bullying.  Students will:   * recognise the influence of emotions on behaviours and discuss how people interact * describe their own and other’s contributions to health, safety and wellbeing and demonstrate the skills to work collaboratively * understand relationships and how they operate * understand the different types of relationships that exist in society * examine the factors that influence our behaviour on a daily basis * investigate different points of view and opinions; they will identify positive and negative interactions amongst their peers and their friendship groups * recognise and understand how some negative interactions may lead to bullying and harassment * develop a definition of safety, identify risks and justify practices to keep themselves healthy, safe and well in a variety of situations. | In this unit, students explore the concept of health and the importance of food and activity. They identify good habits and the concept of mental fitness. They identify how activity and good food contribute to overall health and mental fitness.  Students will:   * identify what is meant by the term ‘preventative health’ * explore the concept of health and the importance of food and activity and identify the characteristics of a healthy person * identify community resources that are available to assist with good health * explore habits that they have and how they are developed * identify which are good habits * explore how physical activity supports wellbeing and cultural understanding * explore the concept of mental fitness – (mental fitness refers to a person’s capacity to be self-determined; self-determination refers to a person’s capacity to think about, plan and act on personal decisions that contribute to emotional, social and physical development) * identify how activity and good food contribute to mental fitness and isolate the mental fitness, food and activity habits. | In this unit, students identify changes that happen to the body as they grow older. They explore cultural beliefs regarding coming of age and investigate the resources available to assist them with the transition. They evaluate the resources and their reliability.  Students will:   * explore the changes that are happening to the body as they grow older * identify what it means to grow up * explore the cultural beliefs regarding coming of age, rituals for males and females * investigate the resources/products that are available to support the changes * examine the resources and their uses * evaluate the resources to ascertain their reliability. | In this unit, students identify the cultural groups in Australia and their habits, celebrations, cultural foods, and how these foods comply to the Australian Guide to Healthy Eating.  Students will:   * identify the cultures that are found within the Australian community and the parts of the world that these cultures originate * explore the cultures represented in the room/Australia and investigate the cultures and the foods that are specific to each culture – indigenous culture and bush tucker foods * identify some of the habits that are peculiar to these cultures * investigate what shapes our food culture – diversity, environment * identify how they celebrate various occasions over time * review the Australian Guide to Healthy Eating and investigate the nutritive value of the cultural foods and how healthy their diet is, and suggest modifications * investigate a particular culture and explore their traditional foods, suggest modifications to the way they are cooked or the types of foods to find a celebration meal that is healthy and complies with the Australian Guide to Healthy Eating. |

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| Teaching and learning | Movement and physical activity | Unit 1 — Play2Rhythm | Unit 2 — Faster, stronger, higher | Unit 3 — Master blaster | Unit 4 — Tchoukball |
| Year 5 unit descriptions | In this unit, students develop specialised football skills and create and perform a sequence of these skills to music.  Students will:   * develop specialised football skills * explore performing movements to a musical beat * perform football skills in sequences to the beat of the music * design and perform a sequence of football skills to music. | In this unit, students develop specialised movement skills and explore the benefits of flexibility within the context of athletics.  Students will:   * discuss the impact regular participation can have on health and wellbeing * participate in physical activities designed to enhance fitness * develop and practise fundamental movement skills to perform shot put, discuss, long jump, high jump and sprinting * examine the role the sport of athletics plays in different countries and how intercultural connections may be made, for example, through the Olympics. | In this unit, students develop fundamental movement skills within the context of modified cricket. They work collaboratively and apply concepts of fair play while participating in physical activity.  Students will:   * develop the specialised movement skills of bowling, batting, catching and fielding * apply specialised movement skills in different contexts within modern variations of cricket * perform different roles, such as umpire, scorer or captain, within a modern variation of cricket * apply principles of fair play within the game of cricket. | In this unit, students develop the specialised movement skills identified in the game of tchoukball. They explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities.  Students will:   * practice and apply the object control skills of catching and throwing to tchoukball * identify strategies to be achieve successful tchoukball outcomes * demonstrate critical and creative thinking to create team strategies * propose and apply defensive and attacking strategies tchoukball * apply fair-play strategies with in a team. |
| Year 6 unit overviews | Units are paired. That is, one from Personal, social and community health and one from Movement and physical activity, are paired and taught concurrently. | | | |
| Personal, social and community health | Unit 1 — Who influences me? | Unit 2 — Let’s all be active | Unit 3 — What am I drinking? | Unit 4 — Transitioning |
| Year 6 unit descriptions | In this unit, students explore how the media and important people in their lives can influence health behaviour.  Students will:   * understand how personal qualities shape identity * investigate the differences between the terms celebrity, hero and role model and their influences on identity * investigate the use of high profile people as health messengers and the different influences on personal choices * access and interpret health information from media sources to create a health message for their age group. | In this unit, students review sedentary behaviour and physical activity and the reasons why people participate in physical activity. They identify how various technologies could be used to increase participation in physical activity and connections to the environment.  Students will:   * review sedentary behaviour and physical activity and explore the reason for sedentary behaviour occurring – increased technology * investigate the types of activity, the reasons why people participate, and the impact regular participation has on health and wellbeing * identify how the foods eaten can influence levels of physical activity * explore the different levels of physical activity, in particular, groups within the class, such as boys, girls, cultural groups, and reasons why and how physical activity supports wellbeing and cultural understanding * identify how various technologies could be used to increase participation in physical activity, such as apps * explore the outdoor activities that are participated in – particularly in connection to special places, and how connection to the local community, environment or special places can influence personal and community health * identify how access to the natural and built environments can help or hinder participation in physical activities; for example, living near a well-equipped park or living in a concrete jungle. | In this unit, students explore the food and drink items that contribute to a person being healthy, with a focus on soft drinks, energy drinks and fruit juice, the effects they have on the body, and alternatives available.  Students will:   * describe and explain the characteristics of a healthy person * explore the food and drink items that contribute to a person being healthy * examine the place of soft drinks, energy drinks and fruit juice in our diet * examine the place of paracetamol, alcohol and tobacco in a healthy diet * identify alternatives to drinking soft drinks, energy drinks and fruit juice, as well as alternatives to using paracetamol, alcohol and tobacco * investigate strategies to be able to make wise decisions regarding these items * investigate how to help a friend or person they know who is using these products. | In this unit, students explore the concept of transitioning to high school, the challenges, the feelings, the issues that are typically encountered, and how the transition can be smoothly facilitated.  Students will:   * explore the concept of transitioning – the movement from one part of life to another – so the change from primary to high school * explore the feelings that students are experiencing as they prepare for high school * identify the challenges that are involved in going to high school – moving rooms, older kids or bullies, finding their way around a bigger school, losing friends who do not go to the new school or making new friends * explore the issues that are typically encountered – lower self-esteem, fears of new social situations, managing time, coping with increased academic stress, peer relationships, new routines and procedures * identify ways they can be helped to transition – academic preparation and time management/ organisation, emotional stability, family situation, ability to make friends, sense of belonging, family/school cooperation, and resilience * explore ways to help students transition by addressing the above. |
| Teaching and learning | Movement and physical activity | Unit 1 — Surf or turf | Unit 2 — Fitness fun | Unit 3 — Ultimate football | Unit 4 — Games of the east |
| Year 6 unit descriptions | **Junior lifesaver**  In this context, students practice specialised movement skills, including swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue and real-life situations. Students apply critical and creative thinking processes in order to generate and assess solutions to lifesaving challenges.  Students will:   * develop and extend swimming strokes * develop and demonstrate lifesaving skills of stride entry, treading water and rope rescue in different movement challenges * perform freestyle, backstroke, breaststroke and survival backstroke * perform lifesaving skills and strategies to solve challenges in lifesaving scenarios.   OR  **People in motion**  In this context, students develop specialised movement skills of free running, including running, jumping, landing, balancing and safety rolls. They apply and combine the above skills in different movement situations. Students apply critical and creative thinking processes in order to generate and assess solutions to movement challenges within a free running environment.  Students will:   * develop and demonstrate free running skills of landing, balancing, rolling, running and jumping * perform landing, balancing, rolling, running and jumping * perform free running skills and strategies to solve challenges in movement scenarios. | In this unit, students develop specialised movement skills within different fitness contexts. They participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.  Students will:   * describe the impact that participation in regular physical activity can have on your health and wellbeing * participate in different fitness activities to develop an understanding of health-related fitness and it’s components * develop and perform specialised movement skills * design a fitness circuit to develop a health-related fitness component. | In this unit, students develop fundamental movement skills involved in ultimate football.  Students will:   * develop specialised movement skills to propel and receive a ball in a range of contexts * practice and apply specialised movement skills in a range of contexts * develop attacking and defensive strategies in a range of contexts * apply attacking and defensive strategies to ultimate football. | In this unit, students demonstrate specialised movement skills and concepts within a changing Asian games environment.  Students will:   * develop the specialised movement skills and concepts of Asian net games * apply the specialised movement skills and concepts of Asian net games to Sepak takraw * participate positively in groups and teams * implement a new rule/s to enhance an Asian net game * compare Asian net games to games played in their community * perform specialised movements to solve movement challenges. |
| General capabilities and cross-curriculum priorities | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_sust |
| Key | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_ethical Ethical understanding  Description: Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | | | |
| Develop assessment | Assessment | Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. | | | |
| Personal, social and community health | Unit 1 — Emotional interactions | Unit 2 — Healthy habits | Unit 3 — Growing up | Unit 4 — Multicultural Australia |
| Year 5 assessment | **Research**  Students complete an assignment. They respond to a series of questions and scenarios about emotional responses and interactions with others.  The assessment will gather evidence of the student’s ability to:   * recognise the influence of emotions on behaviours and discuss factors that influence how people interact * describe their own and others’ contributions to health, physical activity, safety and wellbeing * demonstrate skills to work collaboratively. | **Research**  Students complete a multimodal presentation. They investigate a school procedure and rules related to health and wellbeing, and prepare a multimodal presentation to highlight the importance of these practices as healthy habits.  The assessment will gather evidence of the student’s ability to:   * describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing * examine how physical activity supports community wellbeing and cultural understanding * access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. | **Research**  Students complete a journal. They conduct an investigation to write an advice column on a specific resource or campaign related to growing up.  The assessment will gather evidence of the student’s ability to:   * investigate developmental changes and transitions * examine the changing nature of personal and cultural identities * access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. | **Research**  Students complete an assignment. They investigate a particular culture and explore their traditional foods, suggest modifications that could be made to preparing the foods to ensure they meet the Australian Guide to Healthy Eating, and present the virtual foods at a virtual street stall.  The assessment will gather evidence of the student’s ability to:   * examine the changing nature of personal and cultural identities * demonstrate skills to work collaboratively. |
| Movement and physical activity | Unit 1 — Play2Rhythm | Unit 2 — Faster, stronger, higher | Unit 3 — Master blaster | Unit 4 — Tchoukball |
| Year 5 assessment | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * perform specialised movement skills * apply the elements of movement when composing and creating movement sequences. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing * perform specialised movement skills * propose and combine movement concepts and strategies to achieve movement outcomes. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * demonstrate skills to work collaboratively and play fairly * perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes * solve movement challenges. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * demonstrate skills to work collaboratively and play fairly * propose and combine movement concepts and strategies to achieve movement outcomes * solve movement challenges. |

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| Develop assessment | Personal, social and community health | Unit 1 — Who influences me? | Unit 2 — Let’s all be active | Unit 3 — What am I drinking? | Unit 4 — Transitioning |
| Year 6 assessment | **Research**  Students complete an assignment. They investigate role models and celebrities associated with delivering health messages and the circles of influence they project on the individual.  The assessment will gather evidence of the student’s ability to:   * examine the changing nature of personal and cultural identities * access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. | **Research**  Students complete an assignment. They investigate how physical activity and technology are used concurrently, and how to use technology to increase people’s participation in physical activity.  The assessment will gather evidence of the student’s ability to:   * describe their own and others’ contributions to health, physical activity, safety and wellbeing * describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing * examine how physical activity supports community wellbeing and cultural understanding. | **Research**  Students complete a multimodal presentation. They research various drinks, such as energy drinks and soft drinks, and advise others about the effects these have on health and wellbeing.  The assessment will gather evidence of the student’s ability to:   * describe their own and others’ contributions to health, physical activity, safety and wellbeing * access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. | **Research**  Students complete a reflective journal. They reflect on how they have kept safe throughout their schools years and formulate strategies to continue to stay safe and active in secondary school.  The assessment will gather evidence of the student’s ability to:   * investigate developmental changes and transitions * examine the changing nature of personal and cultural identities * recognise the influence of emotions on behaviours and discuss factors that influence how people interact. |
| Movement and physical activity | Unit 1 — Surf or turf | Unit 2 — Fitness fun | Unit 3 — Ultimate football | Unit 4 — Games of the east |
| Year 6 assessment | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes * solve movement challenges. | **Physical performance**  Physical performances are based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing * perform specialised movement skills * apply the elements of movement when composing and creating movement sequences. | **Physical performance**  Physical performances are based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * perform specialised movement skills * propose and combine movement concepts and strategies to achieve movement outcomes. | **Physical performance**  Physical performances are based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * demonstrate skills to work collaboratively and play fairly * perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes * solve movement challenges. |
| Making judgments and feedback | Consistency of teacher judgments | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. |

**Content descriptions for Years 5–6 Health and Physical Education**

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| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Personal, social and community health | Year 5 | | | | Year 6 | | | | | Units | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | Being healthy, safe and active | | | | | | | | | | Explore personal and cultural identities and how they change and adapt to different contexts and situations (ACPPS051) | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ | | Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052) |  |  | ✓ |  |  |  |  | ✓ | | Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053) |  | ✓ |  |  |  |  | ✓ | ✓ | | Plan and practise strategies to promote health, safety and wellbeing (ACPPS054) | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  | | Communicating and interacting for health and wellbeing | | | | | | | | | | Practise skills to establish and manage relationships (ACPPS055) | ✓ |  |  |  |  |  |  | ✓ | | Examine the influence of emotional responses on behaviour and relationships (ACPPS056) | ✓ |  |  |  |  |  |  | ✓ | | Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057) |  |  |  | ✓ | ✓ |  |  |  | | Contributing to healthy and active communities | | | | | | | | | | Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058) |  | ✓ |  |  |  |  | ✓ |  | | Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059) |  | ✓ |  |  |  | ✓ | ✓ |  | | Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060) |  |  |  | ✓ |  | ✓ |  | ✓ | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Movement and physical activity** | **Year 5** | | | | **Year 6** | | | | | Units | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | Moving our body | | | | | | | | | | Practise specialised movement skills and apply them in different movement situations (ACPMP061) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Design and perform a variety of movement sequences (ACPMP062) | ✓ |  |  |  |  | ✓ |  |  | | Propose and apply movement concepts and strategies (ACPMP063) |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | | Understanding movement | | | | | | | | | | Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064) |  | ✓ |  |  |  | ✓ |  |  | | Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (ACPMP065) | ✓ |  |  |  |  | ✓ |  |  | | Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMP066) |  | ✓ |  |  |  |  |  | ✓ | | Learning through movement | | | | | | | | | | Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) | ✓ |  | ✓ | ✓ |  |  |  | ✓ | | Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068) |  |  | ✓ | ✓ | ✓ |  |  | ✓ | | Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPMP069) |  |  | ✓ | ✓ |  |  |  | ✓ | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Health and Physical Education*, <http://www.australiancurriculum.edu.au/healthandphysicaleducation/Curriculum/F-10>. [↑](#footnote-ref-1)