# HEALTH AND PHYSICAL EDUCATION
## Years 1 to 10 Syllabus

QUEENSLAND
SCHOOL
CURRICULUM
COUNCIL

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# *R*ationale

## Nature of the key learning area

The Years 1–10 Health and Physical Education key learning area reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society.

The key learning area provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

The key learning area offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- promoting the health of individuals and communities;
- developing concepts and skills for physical activity;
- enhancing personal development.

Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others' health and wellbeing.

Active engagement in physical activity is a major emphasis in the key learning area. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time in the key learning area should be allocated to learning experiences that actively engage students in physical activity.

The key learning area emphasises the social justice principles of diversity, equity and supportive environments. These principles underpin the syllabus and guide curriculum design and delivery; they are embraced in the tenets of an inclusive curriculum which seeks to maximise educational opportunities for all students. An understanding of social justice principles supports students in applying the knowledge, processes, skills and attitudes needed to participate effectively in the promotion of equitable outcomes with respect to health, physical activity and personal development.

The scope of the Years 1–10 Health and Physical Education key learning area embraces learnings that traditionally may have been included in subjects such as health education, home economics, human relationships education, lifeskills, outdoor education, personal development, physical education and sport education.

## Contribution of the key learning area to lifelong learning

The Queensland school curriculum is designed to assist students to become lifelong learners. The overall learning outcomes of the curriculum contain elements common to all key learning areas and collectively describe the valued attributes of a lifelong learner.

A lifelong learner is:

- a knowledgeable person with deep understanding;
- a complex thinker;
- a creative person;
- an active investigator;
- an effective communicator;
- a participant in an interdependent world;
- a reflective and self-directed learner.

The Years 1–10 Health and Physical Education key learning area provides many opportunities for students to develop the valued attributes of lifelong learners.

### Knowledgeable person with deep understanding

Learners understand the need for, and can use knowledge, processes and skills to make decisions about:

- promoting health;
- participating in games, sports and physical activities;
- enhancing their personal development.

They understand concepts such as safety, movement and relationships as these concepts apply in health, physical activity and personal development.

### Complex thinker

Learners draw conclusions, solve problems and make informed decisions about health, physical activity and personal development by:

- comparing information from a number of sources;
- using a variety of critical and complex reasoning strategies;
- judging the adequacy, accuracy and worth of information;
- recognising patterns in health-related data;
- using data patterns to make predictions and infer preferred health behaviours.

### Creative person

Learners use their creativity to demonstrate ways of considering and resolving issues of health, physical activity and personal development. They explore options and consequences of their choices, and describe their preferred futures. They take into account group dynamics and think laterally in:

- developing offensive and defensive tactics and strategies in games, sports and physical activities;
- recognising opportunities in game play;
- creating dance and gymnastic sequences.

### Active investigator

Learners use a variety of information-processing techniques to analyse ways in which factors such as diet, drugs and physical activity affect health. They:

- pose problems, develop hypotheses and initiate and answer questions based on evidence about health, physical activity and personal development;
- develop skills in appropriate application of investigative processes about specific issues and populations;
- initiate activities which contribute to equitable access to health services;
- review investigations and possible alternative solutions.

### Effective communicator

Learners practise effective communication skills as they:

- compose and comprehend a range of written, spoken and visual texts that convey information about their health, participation in physical activity and personal development;
- explore ideas critically and express them clearly for a variety of purposes;
- use individual and group performances to explore and express ideas, thoughts, feelings and understandings.

### Participant in an interdependent world

Through engaging in physical activities, learners have opportunities to develop the knowledge, processes, skills and attitudes leading to lifelong participation in physical activity. Their growth and development are enhanced by activities which give them enjoyment and a sense of competence and accomplishment. Learners develop and practise effective interpersonal skills so they can perform confidently, act responsibly as self-directed individuals, and contribute effectively to groups and teams.

Learners develop a sense of responsibility for the wellbeing of themselves, of others and of the environment. They develop an understanding of social justice principles by:

- learning about the values and views of other groups;
- planning ways and developing skills to redress inequities.

### Reflective and self-directed learner

Learners critically reflect on ways in which sociocultural factors shape personal identity, relationships and participation in physical activity, and consider ways to manage these influences. Learners investigating issues of health, physical activity and personal development reflect on:

- what they have learned;
- how they have learned;
- how they can transfer what they have learned to new situations;
- the impact of their actions on themselves, others and the environment.

They critically evaluate assumptions and viewpoints, and give reasons to justify conclusions and assertions. They plan, monitor the effectiveness of their plans, and use their conclusions as a basis for further action towards the promotion of health and personal development and participation in physical activity.

## Cross-curricular priorities

The Years 1–10 Health and Physical Education key learning area incorporates the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective.

### Literacy

Literacy involves an understanding of how language works, and an ability to apply language skills in a range of school and everyday social situations. Students develop literacy skills through reading, writing, speaking, viewing and listening. They seek and critically appraise information, make choices and acquire independence in learning. Students are encouraged to become critical consumers of texts, to view texts from a variety of perspectives and to interpret various levels of meaning. They understand that literacy is a means for shaping how people view themselves, their identities and their environments.

In the Health and Physical Education key learning area, students use appropriate language conventions and learning-area-specific language to communicate understandings of health, physical activity and personal development. Students learn to listen, to interact with others and to express their feelings on topics such as the use of health products and services, the portrayal of relationships and the benefits of physical activity. They practise assertive behaviours in issues of physical and emotional safety, drug use and physical activities. They read, listen to and create stories about relationships and discuss different types of relationships. They identify and practise the communication skills required to maintain healthy relationships, clarify values and justify decisions.

### Numeracy

Numeracy involves the ability to choose from known mathematical concepts and skills and to apply them in order to cope with the mathematical demands of schoolwork and everyday life. Numeracy skills are developed as students solve problems by applying numerical and spatial concepts and techniques.

In the Health and Physical Education key learning area, students use statistical information about health issues such as nutrition, safety and growth rates to:

- make comparisons;
- predict patterns and trends;
- develop and implement surveys;
- make calculations.

Students apply numerical techniques in scoring, timing, umpiring and measuring game areas and use navigational skills in outdoor activities. They use measurement tools and skills to monitor heart rate, pulse and nutritional information and to administer some elements of first aid.

Students apply spatial concepts such as direction, pathways, levels, and relationship to others when creating movement sequences. They learn about angles and geometric relationships, patterns and rhythm through movement in dance, gymnastics, sport, play and games.

### Lifeskills

'Lifeskills' is a term used to describe the mix of knowledge, processes, skills and attitudes that are considered necessary for people to function adequately in their contemporary and changing life roles and situations. Demonstration of lifeskills takes place in two overlapping dimensions: practical performance of, and critical reflection on, those skills.

It is possible to identify at least four sets of lifeskills which enable students to participate in the four life roles. The lifeskills, and related life roles, are:

- personal development skills — growing and developing as an individual;
- social skills — living with and relating to other people;
- self-management skills — managing resources;
- citizenship skills — receiving from and contributing to local, state, national and global communities.

The Health and Physical Education key learning area provides a range of contexts for students to practise and develop these lifeskills.

### Futures perspective

'Futures' involves a variety of methodologies that aid the development of insights and knowledge about the past and present, leading to consideration of the consequences of personal and collective actions. The promotion of a futures perspective assists students to identify possible, probable and preferred individual and communal futures.

Skills developed through a learner-centred approach provide a sound basis for the problem solving, decision making and strategic planning required to create a preferred future. Students are encouraged to take responsibility for their actions and decisions, to think ahead and to enact, with optimism, their visions of preferred futures.

In the Health and Physical Education key learning area, students consider the effects of, and their roles and responsibilities in relation to, technological changes which may affect their health, lifestyle, relationships, physical performance and leisure.

The sociocultural perspective and social justice principles underpinning the syllabus encourage students to consider social and cultural developments which may affect themselves and others, now and in the future.

## Understandings about learners and learning

### Learners and learning

The following assumptions about learners and learning are made in the Years 1–10 Health and Physical Education key learning area:

**Learners**
- Learners learn through the unique medium of physical activity.
- Learners are unique individuals with divergent views about the world.
- Learners have a broad range of knowledge and experience, shaped by their gender, socioeconomic status and geographical location, and by other aspects of their background, which form part of their learning environment.
- Learners learn in different ways, in different settings and at different rates.
- Learners grow and develop at different rates.

**Learning**

- Learning is a lifelong process.
- Learning occurs within particular social and cultural contexts.
- Learning is most effective when it involves active partnerships, focusing on students, with collaboration and negotiation between parents and carers, teachers, school and community members.
- Learning contexts should acknowledge social justice principles by being inclusive and supportive and by celebrating diversity.
- Learning requires active construction of meaning and is most effective when it is developed in meaningful contexts and accommodates, acknowledges and builds on prior knowledge.
- Investigative and learner-centred strategies are most effective in enabling learners to make informed choices and to take actions that support their own and others' health and wellbeing.
- Learning is enhanced by the use of a range of technologies.
- Learning can be demonstrated through physical activity.

## Inclusive curriculum

In an inclusive curriculum, the learning process should be accessible to all students. This involves identifying and overcoming barriers that limit students' participation in and benefits from schooling. Learning should be based on the contributions of a full range of social and cultural groups and acknowledge diversity both within and among groups. Students should be empowered to critically analyse and question disadvantage in social structures, to challenge injustice and to participate in society as equals.

The syllabus provides a basis for teachers to design learning experiences and assessment tasks that encourage students to understand and appreciate difference and diversity, and to value and respect people with particular needs. It is important that students have opportunities to develop awareness of, and sensitivity to, differences between, or special needs of, all groups — girls; boys; students with an Aboriginal or Torres Strait Islander background; students from different cultural or linguistic backgrounds; students from low socioeconomic backgrounds; students with disabilities; students who are geographically isolated; and students who are gifted and talented or who have particular learning needs.

## Learner-centred approach

A learner-centred approach to learning and teaching views learning as the active construction of meaning, and teaching as the act of guiding and facilitating learning. This approach sees knowledge as being ever-changing and built on prior experience.

The learner-centred approach in the Health and Physical Education key learning area provides opportunities for students to practise critical and creative thinking, problem solving and decision making. These involve the use of skills and processes such as recall, application, analysis, synthesis, prediction and evaluation, all of which contribute to the development and enhancement of conceptual understandings. A learner-centred approach also encourages students to reflect on and monitor their thinking as they make decisions and take action.

# Outcomes

## Framework

This syllabus provides a framework for planning learning experiences and assessment tasks through which students have opportunities to demonstrate what they know and can do in the Years 1–10 Health and Physical Education key learning area.

### Key learning area outcomes

The key learning area outcomes highlight the uniqueness of the Health and Physical Education key learning area and its particular contribution to lifelong learning. During the compulsory years of schooling in the Health and Physical Education key learning area, students develop the knowledge, processes, skills and attitudes necessary to:

- select and use information and apply problem-solving and decision-making strategies to:
  - make informed decisions about health, physical activity and personal development;
  - evaluate their own actions and the actions of others;
- develop a strong commitment to promoting equity, acknowledging diversity and establishing supportive environments with respect to health, physical activity and personal development;
- reflect on and evaluate the influence of biological, social, cultural and environmental factors on:
  - their own and others' health and personal development;
  - their own and others' attitudes towards, and participation in, physical activity;
- promote the health of themselves, others and their communities;
- accept their responsibility as an individual member of a group or community to create and maintain environments supportive of optimum health;
- develop and refine motor skills necessary for participation in physical activity, and acquire and apply movement concepts to enhance performance;
- develop positive attitudes towards participation in regular physical activity and an appreciation of the benefits of physical activity and of the aesthetic and technical qualities of movement;
- enhance their own and others' self-concept and self-esteem, and develop the skills for creating and maintaining positive interactions and relationships.

## Strands of the key learning area

The concepts of the key learning area are organised into strands. Each of these strands makes an equivalent contribution to the Health and Physical Education key learning area. Students develop their understanding of the fundamental concepts in the strands throughout the compulsory years of schooling.

There are three strands in the Health and Physical Education key learning area:

- Promoting the Health of Individuals and Communities;
- Developing Concepts and Skills for Physical Activity;
- Enhancing Personal Development.

### Promoting the Health of Individuals and Communities

This strand acknowledges that health has a number of dimensions — physical, social, emotional, mental and spiritual — and that health is maintained and enhanced by both individual action and the combined actions of community members. The strand focuses on:

- acquiring information, developing skills and implementing strategies to promote personal, group and community health and safety;
- examining issues related to the selection and use of health products, services and information;
- investigating how health is linked to individual behaviours and to the interaction between people and their social, cultural and physical environments.

### Developing Concepts and Skills for Physical Activity

This strand highlights the acquisition of understandings about physical activities, and the motor skills required for participation in them. It focuses on:

- enhancing physical performance in games, sports and other physical activities through:
  - monitoring and evaluating movement sequences;
  - applying basic movement concepts;
- improving strategic awareness in games, sports and other physical activities.

The strand examines a range of factors that influence attitudes towards, and participation in, physical activity. This strand also provides opportunities for participation in activities that develop understandings and skills in relation to health-related fitness.

### Enhancing Personal Development

This strand acknowledges that personal identity, relationships, and growth and development are key aspects of an individual's development and that these influence health. It focuses on developing:

- personal and interpersonal skills needed to function in a range of groups and settings;
- strategies to promote positive relationships;
- knowledge and understandings necessary to enhance growth and development.

This strand also examines how personal development is influenced by a range of physical, social and cultural factors.

## Levels

The levels outlined on the following pages indicate progressions of increasing sophistication and complexity in learning outcomes. A level statement is included for each level of each strand of the syllabus. The level statement summarises learning outcomes at each level and provides the conceptual framework for developing the core and discretionary learning outcomes.

The level statements at Foundation Level have been developed for students demonstrating a level of understanding before that of Level 1. These statements can be used to develop a range of specific learning outcomes which are tailored to the individual needs of students with disabilities and related to their individualised curriculum programs.

## Core and discretionary learning outcomes

### Core

Core learning outcomes describe those learnings which are considered essential for all students. They describe what students know and can do as a result of planned learning experiences. The core learning outcomes are presented in order of increasing complexity from Levels 1 to 6.

All students must be provided with opportunities to demonstrate the core learning outcomes during the compulsory years of schooling.

### Discretionary

Discretionary learning outcomes describe what students know and can do beyond what is considered essential at a particular level. They indicate additional contexts or areas of learning and are considered desirable. It is not expected that these discretionary learning outcomes will be demonstrated by all students. The discretionary outcomes are included to assist teachers in broadening the understandings of those students who have already demonstrated the requirements of the core learning outcomes. Additional discretionary learning outcomes could be developed by schools or teachers.

At Beyond Level 6 all learning outcomes are discretionary.

The core and discretionary learning outcomes for the strands of the Health and Physical Education key learning area are presented on the following pages.

## *L*earning outcomes

## Promoting the Health of Individuals and Communities

| Foundation Level | Level 1 |
|---|---|
| **Level statement** | **Level statement** |
| *Students are developing an understanding of their physical health and safety and can demonstrate actions they can take to promote their health and safety. They recognise familiar health-care workers available to them and request assistance from appropriate personnel when required. Students are also developing an understanding of the variety of environments in which people live, work and play and can identify places that are special to them.* | *Students understand that a range of basic health needs must be met to maintain or promote their health and can demonstrate everyday actions to meet these needs. They understand that there are people and products that can help them meet their health needs. Students understand that elements of different environments influence their health and safety.* |

Foundation Level statements have been developed for students demonstrating a level of understanding before that of Level 1. These statements can be used to develop a range of specific learning outcomes which are tailored to the individual needs of students with disabilities and related to their individualised curriculum programs.

**Core learning outcomes**

1.1  Students describe and demonstrate everyday actions that they can take in a range of situations to promote their health.

1.2  Students recommend healthy eating practices and demonstrate making healthy choices from a range of foods.

1.3  Students decide which people and things make environments and activities safe.

1.4  Students explain how health products and people in the community help them meet their health needs.

1.5  Students explain how elements of different environments, in which people live, work and play, affect health.

**Discretionary learning outcome**

D1. 6  Students explain how adherence to rules can promote health.

## Learning outcomes

## Promoting the Health of Individuals and Communities

| Level 2 | Level 3 |
|---|---|
| **Level statement** | **Level statement** |
| *Students understand that there are different dimensions of health and can demonstrate ways to promote the health and safety of themselves and others. They understand that health products and services may be obtained from a number of places and that people have different reasons for the choices they make from the available range. Students understand how caring for their environment promotes and protects their health, and can identify ways to achieve this.* | *Students understand that health is influenced by their own and others' behaviours and can take personal and group action to promote health and safety. They understand that information is available about health products and services from a range of sources and that the reliability of this information varies. Students understand that their health is influenced by features of environments in which they live, work and play.* |
| **Core learning outcomes** | **Core learning outcomes** |
| 2.1　Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others. | 3.1　Students describe the impact of their own and others' behaviours on health, and propose personal and group actions which promote the dimensions of health. |
| 2.2　Students explain the benefits of eating a variety of nutritious foods and plan ways to increase the range of nutritious foods in their diets. | 3.2　Students explain how eating behaviours affect health and take action on a food-related goal which promotes health. |
| 2.3　Students propose and demonstrate ways to promote personal safety and the safety of others. | 3.3　Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations. |
| 2.4　Students identify places where health products and services may be obtained and suggest reasons why people choose to use different health products and services. | 3.4　Students assess the reliability of sources of information relating to health products and services. |
| 2.5　Students recommend ways they can care for their environments to promote and protect their health. | 3.5　Students describe features of places where they live, work and play that influence the health of themselves and others, and propose ways they can help the people who are responsible for keeping these places healthy. |
| **Discretionary learning outcome** | **Discretionary learning outcome** |
| D2.6　Students describe health services and how these contribute to the promotion of the dimensions of health. | D3.6　Students classify a range of actions, behaviours and attitudes as contributing positively or negatively to their health, and explain their reasons. |

*L*earning outcomes

## Promoting the Health of Individuals and Communities

| Level 4 | Level 5 |
|---|---|
| **Level statement** | **Level statement** |
| *Students understand that health behaviours are influenced by a range of factors and can take action to promote the health of themselves and others. They understand that health products and services can be selected to best meet their health needs. Students understand that aspects of their social and physical environments can enhance, or pose threats to, their health and safety. They also assess options and consequences in responding to situations and behaviours which may influence health and safety.* | *Students understand that there are short- and long-term consequences of health behaviours and can demonstrate actions and behaviours to promote their health and safety, now and in the future. They understand that a range of factors influences access to health information, products and services. Students also understand how human behaviours can cause changes to the environment which influence health.* |
| **Core learning outcomes** | **Core learning outcomes** |
| 4.1　Students recommend actions they can take to promote their health in response to social, biological or environmental factors. | 5.1　Students predict the short- and long-term consequences of health behaviours on the health of themselves and others, and propose actions to promote health, now and in the future. |
| 4.2　Students develop and implement strategies for optimising personal diet based on identified nutritional needs for growth, energy and health. | 5.2　Students devise and implement for themselves and others health-promoting strategies which recognise the influence of a range of factors on personal dietary behaviours, now and in the future. |
| 4.3　Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences. | 5.3　Students demonstrate behaviours and actions to provide care or manage risk in responding to unsafe or risky situations and behaviours. |
| 4.4　Students justify the selection of health products and services that best meet their health needs. | 5.4　Students analyse the impact of factors on their own and others' ability to access and effectively use health information, products and services. |
| 4.5　Students identify aspects of their social and physical environments that enhance, or pose threats to, their health, and plan strategies for achieving healthy environments for themselves and others. | 5.5　Students examine the health-related impact of behaviours on our social and physical environments, and propose ways to promote health-enhancing social and physical environments. |
| **Discretionary learning outcome** | **Discretionary learning outcome** |
| D4.6　Students identify laws and policies that apply to their behaviours and discuss the impact of these on their health and safety. | D5.6　Students explain the rights and responsibilities of consumers of health-related services and products. |

*L*earning outcomes

## Promoting the Health of Individuals and Communities

| Level 6 | Beyond Level 6 |
|---|---|
| **Level statement** | **Level statement** |
| *Students understand that there are social, cultural and environmental factors which influence health and safety and can take action towards meeting health needs. They understand that individual and community health needs change over time. Students also understand that rules, laws and policies can promote healthy environments.* | *Students understand that community health is influenced by a range of factors and can take action to improve health. They understand that consumers of health services and products have rights. Students understand the role of the community in promoting a safe and healthy environment.* |
| **Core learning outcomes** | **Discretionary learning outcomes** |
| 6.1  Students investigate the social, cultural and environmental factors associated with a health concern of young adults in order to propose strategies that promote the health of themselves and others. | DB6.1  Students analyse factors that shape community health initiatives and propose strategies that recognise the influence of these factors and meet health concerns of young adults. |
| 6.2  Students propose and implement strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets. | DB6.2  Students analyse and evaluate the influence of a range of social factors on the nutritional status of specific population groups. |
| 6.3  Students devise personal and community strategies to respond to potentially unsafe situations and behaviours. | DB6.3  Students identify and evaluate community initiatives to promote safety. |
| 6.4  Students propose a combination of products and services required to accommodate their health needs, now and in the future. | DB6.4  Students investigate how the rights of consumers influence selection and use of health products and services, and develop strategies to overcome problems encountered in using or selecting a product or service. |
| 6.5  Students assess the impact of rules, laws and policies in promoting healthy social and physical environments. | DB6.5  Students develop plans to promote community involvement in environmental health initiatives. |

## *L*earning outcomes

## Developing Concepts and Skills for Physical Activity

| Foundation Level | Level 1 |
|---|---|
| **Level statement**<br><br>*Students participate in physical activities to develop manipulative, locomotor and non-locomotor movements. Through experiences in a range of physical activity environments, they explore movement and recognise its role in their daily lives. Students recognise a variety of equipment and areas available for their use for physical activity and can identify activities they like and dislike.* | **Level statement**<br><br>*Students understand that their bodies are capable of moving in different ways and can demonstrate a variety of fundamental movement skills. They understand that changes occur to their bodies during and after exercise. Students also understand that there is a range of physical activities which people watch and play.* |
| Foundation Level statements have been developed for students demonstrating a level of understanding before that of Level 1. These statements can be used to develop a range of specific learning outcomes which are tailored to the individual needs of students with disabilities and related to their individualised curriculum programs. | **Core learning outcomes**<br><br>1.1　Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space.<br><br>1.2　Students demonstrate a variety of manipulative skills using a range of implements and different parts of the body.<br><br>1.3　Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities.<br><br>1.4　Students categorise the physical activities that they and others watch or play.<br><br>**Discretionary learning outcome**<br><br>D1.5　Students respond to movement stimuli to create their own movement patterns in order to communicate ideas and feelings. |

## Learning outcomes

### Developing Concepts and Skills for Physical Activity

| Level 2 | Level 3 |
|---|---|
| **Level statement** | **Level statement** |
| *Students understand the basic body actions of fundamental movement skills, and can perform simple combinations of these. They understand that physical activities of varying intensities have different effects on the body. Students understand that people choose to participate in physical activities for a variety of reasons.* | *Students understand that fundamental movement skills can be used in a range of activities, and can demonstrate these skills to meet the requirements of selected activities. They understand what it means to be fit and the types of physical activities that can promote fitness. Students also understand that choices relating to physical activities are influenced by people and the availability of facilities.* |
| **Core learning outcomes** | **Core learning outcomes** |
| 2.1 Students demonstrate simple combinations of locomotor and non-locomotor skills. | 3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks. |
| 2.2 Students demonstrate basic movement skills using equipment in play and simple games. | 3.2 Students observe rules and demonstrate an awareness of others in play and simple games. |
| 2.3 Students compare the effects on the body of participating in physical activities of varying intensities. | 3.3 Students describe what it means to be fit and demonstrate activities that promote health-related fitness. |
| 2.4 Students identify physical activities in which they, their friends and their family participate, and suggest reasons for different choices. | 3.4 Students suggest how people and the availability of facilities influence choices relating to physical activities. |
| **Discretionary learning outcome** | **Discretionary learning outcome** |
| D2.5 Students compare their choices of physical activities with those of people from other cultures and, where culturally appropriate, investigate and perform physical activities associated with different cultures. | D3.5 Students perform physical activities in simulated situations to experience the challenges faced by people with disabilities. |

## *L*earning outcomes

## Developing Concepts and Skills for Physical Activity

| Level 4 | Level 5 |
|---|---|
| **Level statement** | **Level statement** |
| *Students understand that there are a number of ways to enhance performance in physical activities, and can implement ways to improve their own and others' performances in physical activities. They understand that there are components of health-related fitness and the types of physical activities that support particular components. Students understand that social and cultural images of physical activity influence their own and others' participation in, and attitudes towards, physical activities.* | *Students understand that the application of strategies and basic movement concepts can improve performance, and can apply strategies and movement concepts to performances in physical activity. They understand the principles of training that support the development of effective programs for health-related fitness. Students understand how individual and social influences affect their own and others' understandings and beliefs about being a physically active person.* |
| **Core learning outcomes** | **Core learning outcomes** |
| 4.1　Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others' performances. | 5.1　Students perform games, sports or other physical activities in ways which reflect their ability to modify movement skills and sequences using basic movement concepts. |
| 4.2　Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities. | 5.2　Students demonstrate a range of tactics and strategies to achieve an identified goal in games, sports or other physical activities. |
| 4.3　Students identify and take part in a variety of physical activities that contribute to the development of particular components of health-related fitness. | 5.3　Students devise and implement a health-related fitness program applying principles of training. |
| 4.4　Students explain how images of physical activity influence their own and others' participation in, and attitudes towards, physical activities. | 5.4　Students explain how individual and social factors influence their own and others' attitudes towards, and participation in, physical activities. |
| **Discretionary learning outcome** | **Discretionary learning outcome** |
| D4.5　Students engage in a range of competitive games, sports or other physical activities, and describe how competition can affect people's behaviour and participation. | D5.5　Students demonstrate strategies to encourage participation in games, sports or other physical activities. |

*L*earning outcomes

## Developing Concepts and Skills for Physical Activity

| Level 6 | Beyond Level 6 |
|---|---|
| **Level statement** | **Level statement** |
| *Students understand how to evaluate performance in physical activities, and can select and implement strategies to improve their own and others' performances. They understand the relationship between physical activity, health and physical performance, and that individual fitness goals and priorities vary. Students understand that inequities exist with respect to participation in physical activity.* | *Students understand how to analyse and evaluate different levels of performance, and can use this information to design and implement strategies to improve their own and others' performances. They understand that fitness can be measured in a variety of ways. Students understand that there is a range of programs in place to meet the needs of different groups in the community.* |
| **Core learning outcomes** | **Discretionary learning outcomes** |
| 6.1 Students evaluate their own and others' performances in order to plan and implement ways of improving performance in games, sports or other physical activities. | DB6.1 Students design and implement ways to improve performance in games, sports or other physical activities by analysing and contrasting their own and others' movement patterns with those of elite performers. |
| 6.2 Students select and implement individual or group tactics and strategies in games, sports or other physical activities to respond to environmental conditions or opposing players. | DB6.2 Students develop and implement individual and group tactics and strategies in games, sports or other physical activities, recognising the different abilities of group members. |
| 6.3 Students design and implement a fitness program that reflects personal priorities and goals. | DB6.3 Students evaluate their results from a variety of fitness tests to determine the relevance of these to health-related fitness outcomes. |
| 6.4 Students plan strategies to overcome inequities relating to participation in physical activities. | DB6.4 Students evaluate the success of community programs developed to encourage various groups with differing needs to participate in physical activity. |

## *L*earning outcomes

## Enhancing Personal Development

| Foundation Level | Level 1 |
|---|---|
| **Level statement** | **Level statement** |
| *Students understand who they are and can recognise themselves in response to different stimuli and descriptions. They understand that they are part of a family or group and can identify significant people in their lives with whom they interact. Students demonstrate appropriate communication skills and cooperative behaviours when interacting with significant others.* | *Students understand that they can be described in personal, family and community terms. They understand how they change as they grow and develop. Students understand that the ways they interact with and relate to others differ. They demonstrate the basic skills to communicate and work effectively with others.* |
| Foundation Level statements have been developed for students demonstrating a level of understanding before that of Level 1. These statements can be used to develop a range of specific learning outcomes which are tailored to the individual needs of students with disabilities and related to their individualised curriculum programs. | **Core learning outcomes**<br><br>1.1 Students describe themselves in personal, family and community terms, including the activities and achievements that give them positive feelings.<br><br>1.2 Students identify relationships they experience in their daily lives, and can demonstrate the behaviours appropriate for these.<br><br>1.3 Students describe how they have changed as they have grown and developed.<br><br>1.4 Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.<br><br>**Discretionary learning outcome**<br><br>D1.5 Students discuss ideas and feelings about actions and behaviours they or others regard as right or wrong. |

## Learning outcomes

## Enhancing Personal Development

| Level 2 | Level 3 |
|---|---|
| **Level statement** | **Level statement** |
| *Students understand that individuals not only are unique but also have characteristics similar to others. They understand that they interact differently with a range of people and that they can take action to promote positive interactions. Students demonstrate skills to express ideas, needs and feelings in a variety of situations.* | *Students understand that different ways of describing people influence their own and others' identities and relationships. They understand that there are ways to promote different dimensions of growth and development. Students demonstrate skills to assist in decision making and to work cooperatively.* |
| **Core learning outcomes** | **Core learning outcomes** |
| 2.1 Students describe what they like about themselves, the ways in which they are special, how individuals are unique and how each of us has characteristics similar to those of other people. | 3.1 Students explain how different ways of describing people, including stereotyping of males and females, influence the way people value and treat themselves and others. |
| 2.2 Students suggest and demonstrate actions, behaviours and attitudes that support positive interactions with family, special people and friends. | 3.2 Students develop and implement strategies, including codes of behaviour, to promote relationships in various groups and situations. |
| 2.3 Students compare similarities and differences between people at different stages of life. | 3.3 Students identify physical, social, intellectual and emotional changes associated with growth and development, and recommend ways to promote their own growth and development. |
| 2.4 Students demonstrate verbal and nonverbal skills to express ideas, needs and feelings and to show consideration of others. | 3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations. |
| **Discretionary learning outcome** | **Discretionary learning outcome** |
| D2.5 Students explain why there are particular rules about what is right or wrong, and about good or bad behaviour for different groups and situations. | D3.5 Students explore how expectations which are placed on girls and boys influence their choices and options. |

*L*earning outcomes

## Enhancing Personal Development

| Level 4 | Level 5 |
|---|---|
| **Level statement** | **Level statement** |
| *Students understand that behaviours influence their own and others' identities and relationships, and that standards of behaviour change in different situations. They understand that their growth and development are influenced by a range of factors. Students demonstrate skills and actions to support the rights and feelings of others.* | *Students understand that the beliefs, values, attitudes and behaviours of different individuals and groups influence their own and others' identities and relationships. They understand that significant transitions in their own lives influence growth and development. Students demonstrate skills to cope effectively with challenge and conflict in interactions and relationships.* |
| **Core learning outcomes** | **Core learning outcomes** |
| 4.1 Students evaluate the influence on self-concept and self-esteem of their own and others' behaviours, including recognition of achievement and changes in responsibilities. | 5.1 Students evaluate the influence of different beliefs and values, including those related to sex, sexuality and gender, on their own and others' self-concept and self-esteem. |
| 4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships. | 5.2 Students develop strategies to manage the influence of individuals and groups on attitudes towards, behaviours in, and expectations of, relationships. |
| 4.3 Students explain how factors, including challenges and inherited characteristics, influence physical, social and emotional growth and development. | 5.3 Students predict how changes associated with significant transitions in their lives, including pubertal changes, may influence physical, social and emotional growth and development. |
| 4.4 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities. | 5.4 Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations. |
| **Discretionary learning outcome** | **Discretionary learning outcome** |
| D4.5 Students describe the impact of sexual maturation and puberty on relationships and self-esteem. | D5.5 Students demonstrate ways of maintaining personal beliefs and standards when among people with different beliefs and standards. |

*L*earning outcomes

## Enhancing Personal Development

| Level 6 | Beyond Level 6 |
|---|---|
| **Level statement** | **Level statement** |
| *Students understand that a range of factors affect identity, relationships, growth and development. They understand that the impact of these factors varies at different stages of life. Students demonstrate skills needed to implement decisions and to function effectively in relationships.* | *Students understand the influence of interpersonal and intercultural relations and expectations on identity, growth and development. They understand that differences between personal and community values, attitudes and beliefs affect relationships. Students demonstrate skills to assert their independence within a framework of personal and social responsibility.* |
| **Core learning outcomes** | **Discretionary learning outcomes** |
| 6.1 Students evaluate the influence of sociocultural factors on their own and others' self-concept and self-esteem. | DB6.1 Students analyse how ideas about gender, cultural identity and national stereotypes influence, and are influenced by, interpersonal and intercultural relations. |
| 6.2 Students evaluate the influence of sociocultural factors, including community expectations of behaviours, on relationships between individuals and between individuals and the family at different stages of life. | DB6.2 Students explore the impact on relationships of conflicts between personal and community values, attitudes and beliefs. |
| 6.3 Students evaluate the influence of personal behaviours and social and physical environments on growth and development, and propose actions to enhance their own and others' growth and development. | DB6.3 Students examine the influence on growth and development of various social and cultural expectations related to stages of the life span. |
| 6.4 Students demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships. | DB6.4 Students demonstrate effective communication skills to assert independence and individuality in different situations. |

## Using outcomes for planning and assessment

Outcomes of the syllabus provide a framework for planning and assessment by describing what it is that students should know and be able to do. Using outcomes for planning and assessment involves:

- adopting a learner-centred approach to learning and teaching;
- assisting students to work towards being able to demonstrate the outcomes;
- planning learning experiences and assessment tasks at the same time;
- establishing clear expectations of student performance as a basis for monitoring the progress of student learning.

The core learning outcomes are sequenced conceptually in six progressive levels. This conceptual development is represented in the level statement for each strand.

An outcome at one level is continuous with, but qualitatively different from, the outcomes at the levels before and after. This sequencing across levels assists teachers in planning learning experiences to cater for the range of students' abilities.

When planning units of work, teachers could select learning outcomes from within a strand, across strands within a key learning area, across levels within a key learning area, or across key learning areas. Assessment tasks may address more than one learning outcome.

Multiple opportunities for the demonstration of learning outcomes should be planned. A range of activities incorporating contents and contexts should be utilised to provide these opportunities.

Planning at Foundation Level may involve outcomes that teachers have written using a broad interpretation of the level statements; however, the intent of the statements should be retained.

### Physical activity

Teachers should plan to:

- allocate a significant amount of time for the engagement of students in physical activity;
- utilise physical activity as a medium for learning and for demonstrations of learning outcomes.

Physical activity involves moderate to vigorous whole-body movements and the development of locomotor and non-locomotor skills, body management and object-control skills in free and structured settings. Physical activity contributes to the development of health-related fitness including aerobic fitness, muscular strength and endurance, flexibility and desirable levels of body fat, as well as promoting high peak bone density.

Physical activity ranges from simple locomotion to highly institutionalised and formalised physical activities and includes play, games, sports, gymnastics, aquatics, dance, adventure pursuits and other active recreation.

## Core content

A range of contents and contexts to be used in planning is provided for each of the strands of the key learning area. While it is required that the core content of each strand be addressed during Years 1–10, the sequencing and amount of time allocated are the responsibilities of school authorities. Students will engage with the core content when they are provided with opportunities to demonstrate the core learning outcomes in the syllabus.

In the Health and Physical Education key learning area, there is an overlap of core content across strands. For example, safety is in the core content for the Promoting the Health of Individuals and Communities strand, but is also relevant to the other two strands.

The core content of each strand is identified on the following pages.

## Core content
# Promoting the Health of Individuals and Communities

*States of health*

**Factors influencing health:**
- growth and development
- nutrition
- physical activity
- society, culture, biology, environment
- individual and group actions and behaviours

**Health-promoting behaviours of individuals and groups related to:**
- physical, social, mental, emotional and spiritual wellbeing
- tobacco, alcohol and other drug use
- communicable and non-communicable illness and disease, including sexually transmitted infections

**Strategies to promote personal and community health**

*Challenge, risk and safety*

**Behaviours that promote personal and group safety related to:**
- aquatic environments
- the sun
- road and transport use
- personal hygiene
- fire

**Safe, unsafe, risky and challenging behaviours in:**
- physical activities
- relationships
- physical dares and risks

**Preventive, protective and treatment actions in emergencies:**
- risk assessment
- risk management
- first aid

*Nutrition*

**Relationship between food, growth and development and health:**
- impact of eating behaviours on health
- choosing nutritious foods
- role of food types in meeting nutritional needs
- planning diets based on nutritional needs for growth, energy and health
- energy requirements for physical activity

*Health resources*

**Issues related to the selection of health products, services and information:**
- health needs of self and others
- access and availability
- effective use
- reliability of information

*Social and physical environments*

**Health effects of human behaviours on social and physical environments including home, work and recreation:**
- pollution
- harassment, bullying, racism

**Creation and maintenance of environments that promote and protect health:**
- role of individuals
- role of communities
- impact of rules, laws and policies

*C*ore content
# Developing Concepts and Skills for Physical Activity

| | |
|---|---|
| *Movement skills* | **Fundamental movement skills:**<br>• locomotor<br>• non-locomotor<br>• manipulative<br><br>**Specialised skills for movement:**<br>• individual games, sports and other physical activities<br>• team games, sports and other physical activities<br>• dance and other rhythmic activities<br>• adventure and challenge activities<br>• swimming and water safety |
| *Movement concepts* | **Components of movement:**<br>• body awareness<br>• space awareness<br>• effort<br>• relationships with people and objects<br><br>**Principles of movement:**<br>• stability<br>• force<br>• projectiles<br><br>**Skills acquisition:**<br>• practice<br>• monitoring, analysing and evaluating feedback<br><br>**Exercise physiology:**<br>• energy systems<br>• principles of training |
| *Safety* | **Safe behaviours in physical activities** |
| *Strategic awareness* | **Strategies for individual and team games, sports and other physical activities:**<br>• offensive strategies<br>• defensive strategies<br>• use of space<br>• selection of skills<br>• cooperation, teamwork |
| *Health-related fitness* | **Relationship between health, physical activity and fitness:**<br>• benefits of health-related fitness<br>• components of fitness<br>• principles of fitness<br>• skills for participation in fitness activities |
| *Sociocultural perspectives* | **Factors that influence attitudes towards, and participation in, physical activities:**<br>• access to and availability of facilities<br>• community attitudes<br>• personal characteristics including growth and development, perceived abilities, skill levels, disabilities and physical fitness<br>• cultural beliefs and values<br>• media and popular culture<br>• notions of ideal body shapes and gender differences<br>• codes of behaviour<br>• role-models, family |

## Core content
## Enhancing Personal Development

*Identity and relationships*

**Aspects of identity:**
- self-concept
- self-esteem
- gender identity
- sexual identity
- cultural identity

**Relationships in families, friendships and groups:**
- roles, rights and responsibilities
- enhancing and managing relationships

**Factors influencing identity and relationships:**
- group affiliation
- stereotyping
- media and popular culture
- values, attitudes and beliefs
- change
- interactions with others
- personal behaviours
- stages of growth and development
- cultural inheritance
- inequities in relationships

*Cooperation and communication*

**Interpersonal skills:**
- communication including rules of conversation, listening and responding
- assertiveness
- conflict resolution
- negotiation
- cooperation
- expressing feelings, ideas and emotions
- making decisions and solving problems

*Growth and development*

**Aspects of growth and development:**
- stages of growth and development
- factors influencing growth and development
- strategies to enhance growth and development
- clarifying values, goal setting, stress management

### Relationship of outcome levels to year levels

For the purposes of planning and assessment, outcome levels typically relate to year levels as follows:

- students demonstrating Level 2 outcomes are at the end of Year 3;
- students demonstrating Level 3 outcomes are at the end of Year 5;
- students demonstrating Level 4 outcomes are at the end of Year 7;
- students demonstrating Level 6 outcomes are at the end of Year 10.

During the compulsory years of schooling, most students will demonstrate the core learning outcomes at each level for each strand. Some students will, however, achieve beyond the typical levels described above. Similarly, not all students will reach these levels as they will progress at a slower rate than their peers, and will require an extended period of time to demonstrate the core learning outcomes.

### Indicative time allocations

Indicative time allocations are based on an estimate of the minimum time needed to provide students with opportunities to demonstrate the core learning outcomes. The following have been used to guide the design and development of the syllabus for the Years 1–10 Health and Physical Education key learning area:

- **Years 1–3:** 180 hours across the three years;
- **Years 4–7:** 240 hours across the four years;
- **Years 8–10:** 180 hours across the three years.

# Assessment

Assessment within an outcomes framework is the purposeful, systematic and ongoing collection of information about students' demonstrations of learning outcomes. In this syllabus, core learning outcomes are presented in levels progressively increasing in sophistication and complexity to form a continuum of learning. This is represented by the level statement of each syllabus strand. Students' progress in the key learning area can be monitored by their demonstrations of the core learning outcomes.

Teachers use assessment information to monitor student progress and to make professional judgments in order to:

- inform students, parents, carers and schools about demonstrations of learning outcomes;
- make decisions about student needs, the learning and teaching processes and resource requirements;
- set learning goals with students, parents and carers;
- guide the planning of school and class curriculum programs.

## Principles of assessment

For assessment to be effective, it should:

- focus on students' demonstrations of learning outcomes;
- be comprehensive;
- develop students' capacities to monitor their own progress;
- reflect current knowledge of child and adolescent development;
- be an integral part of the learning process;
- be valid and reliable;
- reflect social justice principles.

### Demonstrations of learning outcomes

Within an outcomes framework, assessment focuses on students' demonstrations of learning outcomes. When assessment is focused on learning outcomes, students are aware of what is being assessed, the assessment techniques being used, and the criteria by which their demonstrations of learning outcomes will be judged. Teachers may then use information from assessment to plan and direct students' further learning.

## Comprehensive range

Using a comprehensive range of assessment techniques and related instruments allows students multiple opportunities and a range of contexts in which to demonstrate learning outcomes. A variety of assessment instruments supports different learning styles. The assessment tasks developed in specific situations provide opportunities for students to negotiate assessment and approach assessment in different ways.

At any one period in their schooling, students could demonstrate their learning in different ways, and at different levels, across the range of learning outcomes. Assessment techniques must take into account that each student will progress at a different rate across and within the key learning areas.

## Student monitoring of own progress

Students need to develop skills in self-monitoring and to reflect on the processes in which they engage, the skills they use and the products of their learning experiences. Self-monitoring enables students to gather important information that they can use to set goals and monitor their progress towards particular learning outcomes. Student self-monitoring also provides valuable information to help teachers, parents and carers make decisions about future learning and teaching.

## Current knowledge of child and adolescent development

Assessment that reflects current knowledge of child and adolescent development considers the ways children and adolescents behave, grow, think, interact and learn. These are important elements in the planning, development and implementation of assessment techniques.

## Integral part of the learning process

Assessment is an integral part of the learning process. As they plan learning experiences, teachers should also plan how they will monitor student progress. Authentic assessment tasks should match the students' learning experiences and the teaching methods they have experienced. Assessment tasks should also reflect real-life situations, where this is appropriate.

## Valid and reliable information

Assessment should provide valid and reliable information that relates directly to specific learning outcomes. Assessment tasks should accurately test what they are supposed to test and provide students with opportunities to demonstrate one or more of the learning outcomes.

## Social justice principles

Assessment based on the principles of social justice allows students to demonstrate learning outcomes in ways which are sensitive to, and inclusive of, the circumstances of every student. Assessment tasks should be planned to take into account students' learning styles, culture, ethnicity, abilities, disabilities, gender, sexual identity, geographical location, socioeconomic status and linguistic backgrounds.

## Techniques for gathering information

A variety of techniques should be used to gather information about students' performances in the Health and Physical Education key learning area. This variety of techniques will provide a comprehensive body of information from which teachers can draw valid and reliable conclusions about students' demonstrations of learning outcomes, or the reasons they have not been demonstrated.

Techniques for gathering assessment information could include observation, consultation and focused analysis of students' demonstrations of learning outcomes. Self- and peer-assessment can also provide opportunities for students to reflect on their own and others' performances.

In the Health and Physical Education key learning area, assessment could include demonstrations in a range of forms, including written, oral or practical — for example:

**Written**
- Pictures or sketches
- Journal entries
- Posters
- Brochures
- Concept maps
- Structured questions
- Short answers
- Research projects
- Logbooks
- Action plans

**Oral**
- Presentation of data and implications
- Class discussion
- Small group/team discussion
- Debates
- Interviews
- Role-plays
- Peer tutoring
- Recorded narration

**Practical**
- Games, sports and other physical activities
- Skill drills
- Peer tutoring
- Role-plays
- Videotapes
- Group performances
- Creation of movement sequences

## Making judgments and reporting

Within an outcomes framework, the outcomes to be demonstrated are made explicit to students so that they can plan for, and demonstrate, the learning outcomes. Evidence of demonstrations of learning outcomes can be drawn from ongoing observation of performance or from assessment tasks specifically designed to allow students to demonstrate learning outcomes. Teachers can make judgments about students' demonstrations of learning outcomes when they are satisfied that they have sufficient evidence of such demonstrations.

Decisions about a student's demonstrations of learning outcomes preferably should be made without reference to the performance of other students. It is important that each outcome be demonstrated consistently, to a high standard and in a range of contexts.

The exercise of each teacher's professional judgment is fundamental to assessment and reporting processes. Decisions should be based on explicit criteria, using a range of evidence to determine demonstrations of learning outcomes. The criteria should be made known to students so that the basis for judgment is clear.

Materials and processes to support the consistency of teachers' judgments within and among schools can be developed through:

- shared understandings;
- descriptions of ideal responses;
- criteria sheets;
- common planning and assessment tasks;
- examination of student folios;
- progress maps;
- moderation processes (formal and informal).

Students, parents and carers need timely and accurate information from teachers about the student's progress along the learning continuum. Reporting of student progress in terms of demonstrated learning outcomes can be provided in a variety of ways including progress charts, verbal feedback, the results of formal assessment and formal reporting.