| **Health & Physical Education** (HPE) | |  | |  |
| --- | --- | --- | --- | --- |
| By the end of **Year 3** | By the end of **Year 5** | | By the end of **Year 7** | By the end of **Year 9** |
| Health **Health is multidimensional and influenced by everyday actions and environments.**  • The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings)  *e.g. working cooperatively with peers in active recreational pursuits can improve relationships and physical health and make people feel contented.*  • Health behaviours and choices are influenced by personal factors, people and environments  *e.g. personal likes and dislikes, and family, influence what people eat and when; community facilities and geographic location influence the types of activities that people participate in.*  • Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety  *e.g. wearing a helmet when cycling and crossing the road sensibly; using protective actions such as “no, go, tell’ in situations that don’t feel right; wearing a hat and sunscreen when outdoors are SunSmart strategies; always swimming with a buddy.*  • A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing  *e.g. eating a variety of fresh foods every day, as suggested in the Australian Guide to Healthy Eating, can promote healthy teeth and bone growth, and boost energy.* | Health **Health is multidimensional and influenced by individual and group actions and environments.**  • Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions  *e.g. thinking a situation through rather than acting impulsively can help make choices that have better health outcomes.*  • Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity  *e.g. eating a particular food because people like the taste, their friends eat it and their family buys it; people participating in a sporting or recreational activity because people enjoy it, their friends participate, it is culturally accepted, they can access facilities, and participation makes them feel energetic.*  • Individual and group action can promote health and wellbeing, including safety  *e.g. being active for 30 minutes per day; wearing a bicycle helmet when cycling to protect the head from injury; providing playground shade structures to protect children from sunburn.*  • Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels.  *e.g. eating vegetables, fruit, dairy products, cereals, legumes and meats in appropriate amounts, and limiting “extra” foods.* | | Health **Health is multidimensional and influenced by individual, group and community actions, and environments.**  • Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated  *e.g. a system of beliefs can create a sense of calm and a less anxious response in social and emotional situations, which impacts positively on health.*  • Family, peers and the media influence health behaviours  *e.g. advertisements and celebrity endorsements can influence adolescents to eat a food product or join a sports program.*  • Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks  *e.g. individuals using assertive refusal skills if offered drugs;*  *communities advocating for and implementing smoking bans;*  *provision of “kids help” lines*.  • Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence  *e.g. puberty is a time of significant change when individuals have different energy and food needs, specific to gender and activity levels, which can be met through eating a balanced diet;*  *adolescents need to eat specified quantities of fruit and vegetables every day, because these foods are rich in vitamins, minerals and fibre.* | Health **Health is multidimensional and dynamic, and influenced by actions and environments.**  • Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent  *e.g. social experiences can trigger emotional and cognitive responses that impact on physical health; an individual’s health and wellbeing status can fluctuate.*  • The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices  *e.g. the media, marketing and social trends can influence adolescent choices when selecting where to eat and what to do when socialising with friends; historical, social and cultural influences have impacted on the health of Aboriginal people and Torres Strait Islander people.*  • Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety  *e.g. strategies advocated in drug, anti-violence and sexual health campaigns, and access to resources and support, can help people manage health risks.*  • Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines  *e.g. adolescents should select foods that deliver the essential nutrients needed for bone formation and density, skin growth and repair, normal body function, metabolism and growth; saturated fats, total fats and sugar intake should be limited.* |
| Physical activity **Fundamental movement skills are foundations of physical activity.**  • Development of body and spatial awareness improves movement and confidence in a variety of physical activities  *e.g. using simple movements to “make a triangle” or “crouch low and then spin to the sky” involves knowing how, where and at what level and which body parts to move.*  • Development of locomotor and non-locomotor movements and manipulative skills can improve the quality of physical performance and support participation in physical activities  *e.g. experiencing movement and manipulative skills such as twisting and turning, throwing a bean bag up and catching it, kicking a ball at a target or striking a balloon to keep it afloat, enables movement from place to place, and makes activity fun.*  • Regular participation in physical activity develops movement capacity and promotes health and wellbeing  *e.g. playing games every day helps develop movement skills for an active life, have fun with peers and develop confidence.* | Physical activity **Fundamental and simple specialised movement skills are elements of physical activity.**  • Application of appropriate techniques for fundamental and simple specialised movement skills can enhance physical performance and participation in physical activities  *e.g. running efficiently, throwing competently, gripping a bat or racquet correctly and landing safely after jumping facilitates active inclusion in games.*  • Working cooperatively, and being aware of others and fair play, can enhance the experience of physical activities for individuals and groups  *e.g. demonstrating respect for others, being inclusive and playing by the agreed rules make games and recreational activities enjoyable.*  • Regular participation in physical activity can improve movement capacities, personal development and health and wellbeing  *e.g. walking to school, learning to dance and playing games can provide opportunities to make friends, develop confidence in movement skills for an active life and build strong bones and muscles.* | | Physical activity **Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.**  • Modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities  *e.g. transferring weight appropriately when batting enables the batter to hit the ball with greater force.*  • Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity  *e.g. coordinating timing when paddling a canoe or dancing, in team defence in touch football or water polo, and in offensive passing in tag ball, makes the activity more enjoyable.*  • Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing  *e.g. surfing or skateboarding for an hour a day can improve skill performance, increase energy to undertake everyday tasks and provide an opportunity to relax and have fun with friends.* | Physical activity **Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals.**  • Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities  *e.g. developing controlled, coordinated and efficient movement specific to aerobics or swimming enables more active participation and increases health benefits.*  • Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities  *e.g. encouraging, communicating and coordinating with a partner or team in orienteering or rock-climbing can make participation more enjoyable.*  • Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing  *e.g. choosing physical activities that are personally enjoyable sustains motivation to be active;  the frequency, intensity, duration and type of physical activity or work-out influence health and wellbeing outcomes.* |
| Personal development **Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.**  • Identity is shaped by personal characteristics and experiences  *e.g. gaining satisfaction from completing a task; having a sense of belonging from being a part of a group or team.*  • Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences  *e.g. listening, sharing and showing concern, being kind and patient, and respecting rules, customs and traditions, help people to get along with peers.*  • Everyday experiences and relationships give rise to different emotions in self and others  *e.g. having friends can foster happiness; feeling left out can cause sadness.* | Personal development **Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.**  • Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments  *e.g. having positive experiences with others, fulfilling responsibilities and achieving aspirations enhance self-image and self-esteem.*  • Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others  *e.g. stereotypical images influence the way boys and girls think they should express emotions.*  • Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups  *e.g. interactions with others can be enhanced by being assertive without being aggressive, by expressing feelings in a manner that does not offend or bully, and by respecting cultural celebrations.* | | Personal development **Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.**  • Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture  *e.g. dressing and other behaviours to achieve an image or to conform with or rebel against expectations.*  • Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem  *e.g. looking after younger siblings, mentoring peers, learning leadership skills and contributing to a team effort are experiences that help students develop confidence and a positive image of self.*  • Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources  *e.g. family and friends can help students manage the transition from primary to secondary school;  beliefs can give meaning to life events such as the death of a loved one.* | Personal development **Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.**  • Identity, health and wellbeing are interdependent and influenced by social and cultural factors  *e.g. the interaction between social experiences and the way a person perceives their place in the world can influence emotional and physical wellbeing.*  • Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships  *e.g. when composing an email, careful consideration of the impact on all recipients may prevent misinterpretation of the tone or intent causing offence.*  • Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations  *e.g. negotiation strategies are used in the classroom to establish guidelines for smooth functioning and to facilitate discussion.* |