



# Health & Physical Education (HPE)

Essential Learnings by the end of **Year 5**

## Learning and assessment focus

Students use their enthusiasm for physical activity and curiosity about health and personal development to explore how the dimensions of health are influenced by personal, social, cultural and environmental factors. They understand that health, physical activity and personal development are influenced by individual and group actions and by environments. They are aware that people of all ages and backgrounds engage in work related to health, physical activity and personal development.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively make decisions, take action and apply skills to promote health and wellbeing, movement capacities and personal development of individuals and groups. They reflect on their learning and their own and others' behaviours and actions relating to health and physical education.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting.

# Ways of working

Students are able to:

- pose and refine questions or issues, and plan activities
- collect, organise and evaluate information and evidence
- draw conclusions and make decisions by identifying connections
- propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development
- apply fundamental and simple specialised movement skills when participating in physical activities
- create and perform movement sequences by selecting and combining movement skills
- apply personal development skills and strategies in team and group situations
- identify and apply safe practices
- reflect on and identify how their own and others' behaviours, skills and actions influence health and wellbeing, movement capacities and personal development
- reflect on learning to identify new understandings and future applications.

# Knowledge and understanding

## 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.*

## 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.*

## 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.*