



## HEALTH AND PHYSICAL EDUCATION – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Attitudes and values</b>	Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.						
<b>Personal, social and community health</b>							
<b>Being healthy, safe and active</b>	<p>Personal strengths of individuals</p> <p>The different parts of the body and where they are located</p> <p>Protective behaviours to keep safe and healthy:</p> <ul style="list-style-type: none"> <li>saying 'no'</li> <li>moving away</li> <li>telling an adult</li> <li>asking for help</li> </ul> <p>Trusted people in the community who can help individuals feel safe</p>	<p>Personal strengths and how these change over time</p> <p>The strengths of others and how they contribute to positive outcomes, such as games and physical activities</p> <p>Ways in which the body changes as individuals grow older</p> <p>Strategies to use when help is needed, such as:</p> <ul style="list-style-type: none"> <li>dialling 000 in an emergency</li> <li>reading basic safety signs</li> <li>accessing a safety house or a trusted network</li> <li>asking a trusted adult</li> </ul> <p>The benefits of healthy eating and regular physical activity on health and wellbeing</p>	<p>Personal strengths and achievements and how they contribute to personal identities</p> <p>Changes in relationships and responsibilities as individuals grow older</p> <p>Strategies to use when help is needed:</p> <ul style="list-style-type: none"> <li>procedure and practice for dialling 000 in an emergency</li> <li>locating safety houses and trusted networks in the local community</li> </ul> <p>Strategies and behaviours that promote health and wellbeing:</p> <ul style="list-style-type: none"> <li>personal hygiene practices</li> <li>healthy eating</li> <li>sufficient sleep</li> <li>staying hydrated</li> <li>regular physical activity</li> </ul>	<p>Factors that strengthen personal identities, such as the influence of:</p> <ul style="list-style-type: none"> <li>family</li> <li>friends</li> <li>school</li> </ul> <p>Physical, social and emotional changes that occur as individuals grow older, such as changes to:</p> <ul style="list-style-type: none"> <li>the body</li> <li>friendships</li> <li>feelings</li> </ul> <p>Assertive behaviours and communication skills to respond to unsafe situations, such as:</p> <ul style="list-style-type: none"> <li>keeping calm</li> <li>using appropriate non-verbal communication skills</li> <li>seeking help</li> </ul> <p>Actions in daily routines that promote health, safety and wellbeing:</p> <ul style="list-style-type: none"> <li>healthy eating</li> <li>appropriate levels of physical activity</li> </ul>	<p>Use of persistence and resilience as tools to respond positively to challenges and failure, such as:</p> <ul style="list-style-type: none"> <li>using self-talk</li> <li>seeking help</li> <li>thinking optimistically</li> </ul> <p>Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:</p> <ul style="list-style-type: none"> <li>positive self-talk</li> <li>assertiveness</li> <li>seeking help</li> <li>sharing responsibilities</li> </ul> <p>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:</p> <ul style="list-style-type: none"> <li>being alert and aware of unsafe situations</li> <li>using assertive behaviour and language</li> </ul>	<p>Ways that individuals and groups adapt to different contexts and situations</p> <p>Changes associated with puberty which vary with individuals:</p> <ul style="list-style-type: none"> <li>physical</li> <li>mental</li> <li>emotional</li> </ul> <p>Reliable sources of information that inform health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> <li>internet-based information</li> <li>community health organisations</li> <li>publications and other media</li> </ul> <p>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>comparing food labels on products</li> <li>increased physical activity</li> <li>practising sun safety</li> </ul>	<p>Ways that personal identities change over time</p> <p>Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:</p> <ul style="list-style-type: none"> <li>minimising and managing conflict</li> <li>recognising and building self-esteem</li> <li>selecting and managing relationships</li> </ul> <p>Criteria that can be applied to sources of information to assess their credibility</p> <p>Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>refusing medicines, tobacco, alcohol or other drugs</li> <li>improving the nutritional value in meals</li> </ul>

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<b>Being healthy, safe and active</b>					<ul style="list-style-type: none"> <li>knowing who or where to go for help in the community</li> </ul> <p>Strategies to ensure safety and wellbeing at home and at school, such as:</p> <ul style="list-style-type: none"> <li>following school rules</li> <li>identifying and choosing healthier foods for themselves</li> </ul>		<ul style="list-style-type: none"> <li>increasing physical activity</li> <li>being safe in an online environment</li> </ul>
<b>Communicating and interacting for health and wellbeing</b>	<p>Personal and social skills to interact with others:</p> <ul style="list-style-type: none"> <li>expressing needs, wants and feelings</li> <li>active listening</li> <li>self-discipline</li> </ul> <p>Emotional responses individuals may experience in different situations, such as feeling:</p> <ul style="list-style-type: none"> <li>happy</li> <li>sad</li> <li>excited</li> <li>tired</li> <li>angry</li> <li>scared</li> <li>confused</li> </ul> <p>Appropriate language and actions to communicate feelings in different situations</p>	<p>Appreciation and encouragement of the behaviour of others through the use of:</p> <ul style="list-style-type: none"> <li>manners</li> <li>positive language</li> <li>praise</li> </ul> <p>Positive ways to react to their own emotions in different situations, such as:</p> <ul style="list-style-type: none"> <li>walking away</li> <li>seeking help</li> <li>remaining calm</li> </ul> <p>Ways health messages are communicated on:</p> <ul style="list-style-type: none"> <li>television</li> <li>posters</li> <li>radio</li> </ul>	<p>Strategies to include others in activities and games</p> <p>Ways to interpret the feelings of others in different situations, such as:</p> <ul style="list-style-type: none"> <li>words other people use</li> <li>facial expressions</li> <li>body language</li> </ul> <p>Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap'</p>	<p>Behaviours that show empathy and respect for others</p> <p>Circumstances that can influence the level of emotional response to situations</p> <p>Choices and behaviours conveyed in health information and messages</p>	<p>The positive influence of respect, empathy and the valuing of differences in relationships</p> <p>Strategies to identify and manage emotions before reacting</p> <p>Strategies to cope with adverse situations and the demands of others</p> <p>Ways in which health information and messages can influence health decisions and behaviours</p>	<p>Skills and strategies to establish and manage relationships over time, such as:</p> <ul style="list-style-type: none"> <li>exploring why relationships change</li> <li>assessing the impact of changing relationships on health and wellbeing</li> <li>building new friendships</li> <li>dealing with bullying and harassment</li> </ul> <p>Ways in which inappropriate emotional responses impact on relationships, such as:</p> <ul style="list-style-type: none"> <li>loss of trust</li> <li>fear</li> <li>loss of respect</li> </ul>	<p>Skills to establish and manage positive relationships, such as:</p> <ul style="list-style-type: none"> <li>showing respect and empathy</li> <li>being cooperative</li> <li>actively listening</li> <li>being trustworthy</li> <li>accepting differences</li> </ul> <p>Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> <li>in peer group</li> <li>with friends</li> <li>with family</li> <li>during sporting or physical activities</li> </ul>

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<b>Contributing to healthy and active communities</b>	<p>Actions that promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> <li>• eating healthy food</li> <li>• practising appropriate personal hygiene routines</li> <li>• identifying household substances that can be dangerous</li> <li>• following safety symbols and procedures</li> </ul> <p>Safe active play in outdoor settings and the natural environment</p>	<p>Actions that support a safe classroom, such as:</p> <ul style="list-style-type: none"> <li>• moving around safely</li> <li>• sharing appropriately</li> <li>• following class rules</li> </ul> <p>Physical activities that can take place in natural and built settings in the local community</p>	<p>Actions that keep people safe and healthy in and outside the classroom, such as:</p> <ul style="list-style-type: none"> <li>• staying hydrated</li> <li>• being sun smart</li> <li>• following school rules</li> </ul>	<p>Ways to be active in natural environments</p>	<p>Ways in which regular physical activity in natural and built environments promotes health</p>	<p>Preventive health measures that promote and maintain an individual’s health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> <li>• bicycle safety</li> <li>• sun safety</li> </ul>	<p>Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> <li>• creating social connections for better mental health</li> <li>• meeting physical activity recommendations</li> </ul>

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<b>Movement and physical activity</b>							
<b>Moving our body</b>	<p>Body management skills:</p> <ul style="list-style-type: none"> <li>static balance (one foot)</li> <li>line walk</li> </ul> <p>Locomotor skills:</p> <ul style="list-style-type: none"> <li>run</li> <li>jump (two foot)</li> <li>hop</li> <li>gallop</li> </ul> <p>Object control skills:</p> <ul style="list-style-type: none"> <li>kick off the ground</li> <li>catch</li> </ul> <p>Fundamental movement skills in simple games with or without equipment</p>	<p>Body management skills:</p> <ul style="list-style-type: none"> <li>side roll (pencil)</li> </ul> <p>Locomotor skills:</p> <ul style="list-style-type: none"> <li>jump (one foot)</li> <li>dodge</li> <li>skip</li> </ul> <p>Object control skills:</p> <ul style="list-style-type: none"> <li>underarm throw</li> <li>ball bounce</li> </ul> <p>Fundamental movement skills involving the control of objects and simple games:</p> <ul style="list-style-type: none"> <li>kick</li> <li>catch</li> <li>bounce</li> </ul>	<p>Body management skills:</p> <ul style="list-style-type: none"> <li>forward roll</li> </ul> <p>Locomotor skills:</p> <ul style="list-style-type: none"> <li>jump for height</li> </ul> <p>Object control skills:</p> <ul style="list-style-type: none"> <li>overarm throw</li> <li>punt</li> <li>two-hand side strike</li> </ul> <p>Fundamental movement skills involving the control of objects and simple games:</p> <ul style="list-style-type: none"> <li>overarm throw</li> <li>kick</li> </ul> <p>Simple games that use a combination of movement skills</p>	<p>Fundamental movement skills:</p> <ul style="list-style-type: none"> <li>kick</li> <li>catch</li> <li>underarm throw</li> <li>overarm throw</li> <li>bounce</li> </ul> <p>Combination of locomotor and object control skills in minor games</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> <li>run</li> <li>jump</li> <li>hop</li> <li>dodge</li> </ul> <p>Ways to maintain a balanced position when performing locomotor and object control skills</p> <p>Movement skills and tactics to achieve an outcome:</p> <ul style="list-style-type: none"> <li>gaining possession</li> <li>navigating an obstacle course</li> </ul>	<p>Fundamental movement skills:</p> <ul style="list-style-type: none"> <li>kick</li> <li>catch</li> <li>underarm throw</li> <li>overarm throw</li> <li>bounce</li> <li>forehand strike</li> </ul> <p>Combination of locomotor and object control skills in minor games</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> <li>run</li> <li>jump</li> <li>dodge</li> </ul> <p>Ways to maintain a balanced position when connecting movements</p> <p>Movement skills and tactics to achieve an outcome:</p> <ul style="list-style-type: none"> <li>creating scoring opportunities</li> <li>problem solving to achieve an outcome</li> </ul>	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Basic strategies and tactics to successfully achieve a movement outcome or goal:</p> <ul style="list-style-type: none"> <li>body awareness</li> <li>spatial awareness</li> <li>relationship to and with objects, people and space</li> </ul>	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:</p> <ul style="list-style-type: none"> <li>use of appropriate skills</li> <li>spatial awareness</li> <li>relationship to and with objects, people and space</li> </ul>

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<b>Understanding movement</b>	<p>The ways in which regular physical activity keeps individuals healthy and well</p> <p>Ways to maintain a balanced position when walking, running, hopping and jumping</p>	<p>Physical changes to the body when exercising, such as:</p> <ul style="list-style-type: none"> <li>raised heart rate</li> <li>increased breathing rate</li> </ul> <p>Ways to maintain a balanced position while performing various skills, such as throwing or running</p>	<p>Positive responses to physical activity, such as a feeling of wellbeing</p> <p>Ways in which the body reacts during physical activity</p> <p>Ways to maintain a balanced position while performing various skills</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> <li>maintenance of a healthy weight</li> <li>prevention of some diseases</li> </ul> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> <li>improved sleep</li> <li>social contact</li> </ul> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing:</p> <ul style="list-style-type: none"> <li>control of blood pressure</li> <li>reduced risk of heart disease</li> <li>reduced stress</li> <li>improved concentration</li> </ul> <p>Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> <li>control of weight and blood fats, such as cholesterol</li> <li>improved concentration</li> </ul> <p>The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</p>
<b>Learning through movement</b>	<p>Cooperation with others when participating in physical activities, including partners, small groups and whole class</p> <p>Rules when participating in physical activities:</p> <ul style="list-style-type: none"> <li>use of boundaries</li> <li>safe use of appropriate equipment</li> <li>responding to a whistle and commands/ instructions</li> </ul>	<p>Strategies that will assist with involving everyone in games</p> <p>Cooperation skills in partner and group work during physical activity practices</p> <p>Alternative ways in which tasks can be performed when solving movement challenges</p> <p>Simple rules and fair play in partner, group activities and minor games</p>	<p>Positive choices when participating in group activities, such as:</p> <ul style="list-style-type: none"> <li>dealing with winning and losing</li> <li>encouraging team-mates</li> </ul> <p>Alternatives and their effectiveness when solving movement challenges, such as:</p> <ul style="list-style-type: none"> <li>gaining possession</li> <li>scoring</li> <li>changing positions</li> <li>use of equipment</li> </ul> <p>Importance of rules and fair play in partner, group activities and minor games</p>	<p>Cooperation skills to ensure everyone is included in all physical activities</p> <p>Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p>	<p>Cooperation skills and practices to ensure everyone is included in all physical activities</p> <p>Transfer of skills and knowledge to solve movement challenges</p> <p>Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Responsibilities of different roles in a range of physical activities, such as:</p> <ul style="list-style-type: none"> <li>player</li> <li>coach</li> <li>referee/umpire</li> </ul> <p>Ethical behaviour in applying rules in all game situations</p>	<p>Interpersonal skills in physical activities, such as:</p> <ul style="list-style-type: none"> <li>encouragement of others</li> <li>negotiation and sharing roles and responsibilities</li> <li>dealing with conflicts and disagreements</li> </ul> <p>Solutions to movement challenges through the use of basic strategies and tactics</p> <p>Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p>