SA Curriculum
for public education

SA Curriculum: Health and Physical Education R to 10 focus areas

The SA Curriculum: Health and Physical Education must be taught through 12 focus areas. The focus areas provide the breadth of learning across reception to year 10 that learners require to demonstrate the knowledge, capabilities and dispositions described in the learning standard for each band.

The focus areas are taught as interrelated contexts that help learners understand and apply concepts such as identity, change, relationships, decision making and movement. This integrated approach supports learners to develop dispositions, capabilities and active citizenship, preparing them to lead healthy, active and fulfilling lives.

Decisions about the specific timing of individual aspects of each focus area being taught are the responsibility of schools and educators. Planning decisions should consider local needs, available resources, learner readiness and community priorities.

Alcohol and other drugs (AD)

This focus area supports learners to understand how personal decisions and social influences shape health behaviours and outcomes. It addresses safe practices in relation to a range of drugs. In early primary years, safe practices related to medication, prescription drugs and household poisons are introduced. Learners progress to learning about safe practices in relation to natural and alternative medicines, energy drinks and caffeine. When appropriate, learners progress to learning about tobacco, alcohol, e-cigarettes and other synthetic drugs, cocaine, ecstasy and methamphetamines. When teaching about alcohol and other drugs, it is important to challenge learners' perceptions that substance use is the norm among other young people. The prevalence of substance use in learners' age groups can be examined using large, high-quality national surveys.

It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will learn about:

- safe medicine use
- alternatives to taking medicines
- the effects of drugs on the body (including energy drinks and caffeine)
- factors that influence using different types of drugs
- the impacts of drug use on individuals and communities
- making informed decisions about drugs (assertive behaviour, peer influence, harm minimisation, awareness of blood-borne viruses).

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Food and nutrition (FN)

This focus area explores how food choices relate to identity, culture and health, and empowers learners to make informed decisions about nutrition. It addresses the role of food and nutrition in enhancing health and wellbeing. Learners explore the contextual factors that influence eating habits and food choices.

It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will learn about:

- personal, social, economic and cultural influences on food choices and eating habits
- strategies for planning and maintaining healthy, balanced nutrition (including serving sizes and recommendations for daily intakes)
- healthy and sustainable options for snacks, meals and drinks
- quality of food and diet (food groups and variety, processed versus real foods, sustainable production practices, food miles).
- food groups and recommendations for healthy eating (including The Australian Guide to Healthy Eating and Aboriginal and Torres Strait Islander Guide to Healthy Eating).

Health benefits of physical activity (HBPA)

This focus area encourages learners to recognise how movement supports physical, emotional and social wellbeing, motivating lifelong participation.

It addresses the impact regular physical activity participation has on individual and community health and wellbeing. The content supports learners to develop knowledge, understanding and skills to make active choices. Learners explore influences on physical activity participation and choices.

It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will learn about:

- physical benefits of participating in physical activities (including health-related and skill-related components of fitness)
- benefits of physical activities based on intensity, nature, duration and frequency
- social, emotional and cognitive benefits of regular physical activity
- social, cultural and environmental influences on physical activity participation
- sedentary behaviours and their impact on health and wellbeing
- strategies for minimising sedentary behaviour and including moderate physical activity in daily routines.

Mental health and wellbeing (MH)

This focus area develops awareness of emotional growth, resilience, and the factors that support mental wellbeing and connection. It addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content teaches learners to maintain and enhance their own mental health and wellbeing, and to support that of others.

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It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will learn about:

- identity and belonging
- emotional awareness
- emotional regulation
- mental health promotion
- strategies for enhancing mental health and wellbeing, including perseverance, adaptability, positive self-talk, mindfulness, meditation and connecting with others
- destigmatising mental illness in the community
- the impact of physical, social, spiritual and emotional health on wellbeing
- body image and self-worth, and their impact on mental health and wellbeing
- resilience and skills that support resilient behaviour
- coping skills, help-seeking strategies and community support resources
- support networks for promoting mental health and wellbeing and critiquing health information.

Relationships and sexuality (RS)

This focus area builds understanding of self and others, appreciating our body and developing respectful and inclusive relationships. It addresses physical, social and emotional changes that occur over time. The content supports learners to establish and manage respectful relationships. It also supports them to develop positive and respectful practices in relation to their reproductive and sexual health and their identities. In doing so, learners gain understanding of the factors that influence gender and sexual identities.

It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will learn about:

- puberty and how the body changes over time
- practices that support reproductive and sexual health (contraception, negotiating consent, and prevention of sexually transmitted infections and blood-borne viruses)
- the nature of consent, seeking permission and setting boundaries, and understanding the harm that can be caused when consent isn't gained or is ignored
- health information and hygiene practices, normalising menstruation, challenging stigma, and supporting wellbeing during bodily changes and transitions
- the impact of power and coercion on boundary setting in relationships
- establishing and managing changing relationships offline and online
- strategies for dealing with relationships when there is an imbalance of power (including seeking help when wanting to end a relationship)
- bullying, harassment, discrimination and violence (including discrimination based on race, gender and sexuality)
- understanding the nature of gender-based violence and the beliefs and attitudes that drive this behaviour.

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Safety (S)

This focus area strengthens learners' capacity to assess risk and behave in ways that protect and support personal and community wellbeing. It addresses safety issues that learners may encounter in their daily lives and supports them to develop strategies to protect their own safety and that of others.

It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will learn about:

- safe practices at school and home, in road or transport environments, in the outdoors and near water
- strategies for dealing with unsafe or uncomfortable situations
- protective behaviours and help-seeking strategies (saying no assertively, leaving situations that are unsafe or uncomfortable, telling a trusted adult, accessing credible information, seeking advice from a trusted friend, accessing services that support young people)
- safe practices when using digital tools and online services, including dealing with cyberbullying
- managing personal safety
- first aid and emergency care, including safe blood practices
- safety when participating in physical activity, including sports safety, sun safety, use of protective equipment and modifying rules
- relationships and dating safety.

Active play and minor games (AP)

This focus area supports learners to be physically active and develop creativity, persistence, negotiation, problem solving, planning and cooperation through inclusive play and movement experiences.

It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will participate in:

- active play – can occur indoors or outdoors, alone or with others, and can be structured, unstructured or spontaneous
- imaginative play – developing creativity through activities involving movement
- role-play – activities where learners act out or perform allocated roles to develop skills and understandings
- small group games – games played with 2 to 6 players that focus on developing skills such as problem solving, planning and cooperation
- minor games – games with few rules, designed to allow learners to practise skills, tactics and strategies in a challenging situation
- lead-up games – games that isolate one or more of the skills, rules or strategies used to play the actual sport it mimics.

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Challenge and adventure activities (CA)

This focus area encourages learners to engage in both outdoor and indoor experiences that develop resilience, leadership and teamwork. It focuses on how individuals participate in a variety of physical activities that challenge them physiologically, behaviourally and socially in diverse environments. The content supports learners to assess hazards, manage risks and develop environmental awareness.

It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will participate in:

- initiative games
- movement challenges that focus on developing personal and social capabilities (as individuals and in teams or groups)
- recreational activities in natural and outdoor settings
- physical activities that promote wellbeing, environmental connection, inclusion and sustainable engagement with outdoor settings
- navigational challenges.

Fundamental movement skills (FMS)

This area focuses on developing fundamental movement skills that support competent and confident participation in a range of physical activities.

It is expected that all learners, at appropriate times across the continuum of learning reception to year 10, will practise and refine fundamental movement skills.

Locomotor and non-locomotor skills:

- Rolling
- Balancing
- Sliding
- Jogging
- Running
- Leaping
- Jumping
- Hopping
- Dodging
- Galloping
- Skipping
- Floating and moving the body through water

Object control skills:

- Bouncing
- Dribbling
- Throwing

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- Catching
- Kicking
- Striking

Games and sports (GS)

This focus area enhances problem solving, teamwork and fair play while deepening understanding of rules, strategy and inclusion. It focuses on developing movement skills, concepts and strategies through play in a variety of games and sports. This content builds on learning in active play, minor games and fundamental movement skills.

It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will participate in:

- modified games
- traditional games or sports
- culturally significant games and sports (such as traditional games of Aboriginal people and games of significance from the Asia region)
- non-traditional games and sports (including learner-designed games and player-officiated games such as ultimate frisbee).

Lifelong physical activities (LLPA)

This focus area encourages lifelong engagement in play and movement experiences to support personal and collective health and wellbeing and social connection. It highlights how participation in physical activity enhances fitness and promotes wellbeing across all stages of life.

It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will participate in:

- individual and group activities (such as movement circuits, activity stations, skipping activities and playground games)
- active recreation activities, which could include but are not limited to:
    - street walks
    - park runs
    - orienteering
    - scootering or skateboarding
    - swimming for performance, fitness or recreation
    - tai chi, yoga, Pilates
    - bushwalking
    - recreational or competitive cycling, mountain biking, BMX
    - gym classes, strength and resistance training.

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Rhythmic and expressive movement activities (RE)

This focus area supports self-expression, cultural understanding and emotional connection through movement. It focuses on how movement can be composed and performed in response to equipment, beats and sounds, images, words and themes.

It is expected that all learners, at appropriate times across the continuum of learning from reception to year 10, will participate in learning experiences that address:

- creative movement
- movement exploration
- dance styles and dance elements.

Schools could also offer the following activities:

- Circus skills
- Rhythmic gymnastics
- Educational gymnastics
- Tai chi, yoga

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