

Health and Physical Education (HPE)

Reception to year 10

Version 1.0



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Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.



SA Curriculum Framework: Essential Learning summary

Why Health and Physical Education

Learning in Health and Physical Education strengthens our sense of self, relationships and motivation to lead active, healthy and safe lives. Through Health and Physical Education, we develop movement competence to become confident in a range of physical activities. By becoming critical consumers of information, we take responsibility for our wellbeing and contribute to the wellbeing of those around us and our environments.

Dispositions

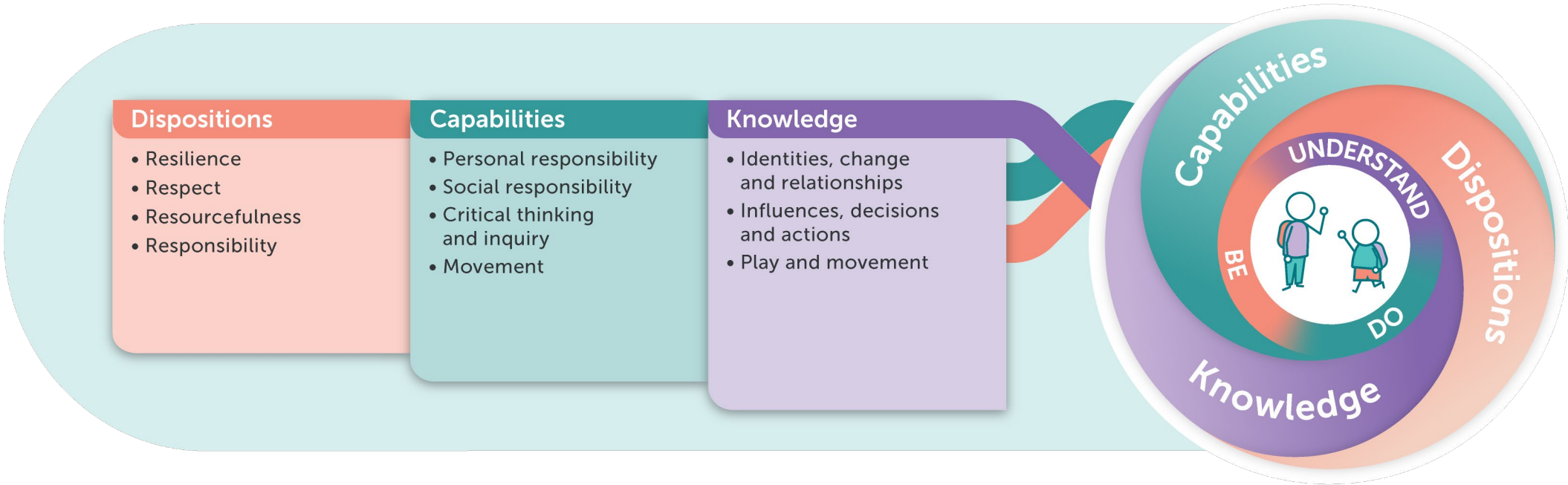
Resilience	Respect	Resourcefulness	Responsibility
What it is: Persevering and adapting in the face of challenges. Why it matters: Being resilient helps learners to adapt to health and movement challenges, persist through setbacks and build confidence, supporting lifelong wellbeing and healthy, active lifestyles.	What it is: Acknowledging each other’s beliefs, values and experiences while honouring the rights of self, others and the environment. Why it matters: Being respectful fosters positive, safe relationships and care for self and environments. It promotes inclusion and fairness in both health and movement contexts.	What it is: Making the most of what is available to find effective ways to navigate challenges. Why it matters: Being resourceful helps learners adapt, solve problems and make the most of their opportunities, supporting learning, teamwork, wellbeing and lifelong health, safety and physical activity.	What it is: Being accountable for your actions, fulfilling your commitments and considering how your choices affect yourself, others and the environment. Why it matters: Being responsible guides us to make safe choices and informed decisions. By taking thoughtful action to care for ourselves, others and the environment, we contribute to the lifelong physical activity, health, safety and wellbeing of our communities.

Capabilities

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
What it is: Self-awareness, accepting accountability for one’s actions, and making thoughtful decisions that positively impact health and wellbeing. Why it matters: Personal responsibility empowers learners to make informed and safe choices, develop healthy habits, and actively contribute to the wellbeing of themselves and their communities.	What it is: The commitment to act ethically and respectfully towards others and the environment. Why it matters: Taking social responsibility builds respect, fairness and teamwork, supports safe and inclusive participation and enhances the health and wellbeing of communities.	What it is: Analysing, evaluating and questioning health and movement information, situations or experiences. Why it matters: Critical thinking and inquiry develops learners’ ability to solve problems, make informed decisions and creatively adapt strategies across diverse contexts to support health, safety and physical activity.	What it is: Developing, applying and adapting physical skills, strategies and understandings to participate, create and respond in a range of movement contexts. Why it matters: Movement competence leads to learners being confident in a range of physical activities, supporting lifelong participation.

Knowledge

Identities, change and relationships	Influences, decisions and actions	Play and movement
What it is: An evolving understanding of who we are, where we belong and how experiences and connections shape us. Why it matters: Understanding the factors that shape our lives supports our sense of self, the development of meaningful relationships and our ability to navigate change.	What it is: Ethical and informed choices and behaviours that are shaped by influences, options and predicted outcomes. Why it matters: By understanding the influences around us we are empowered to make informed decisions and advocate for the health, safety and wellbeing of ourselves, others and our community.	What it is: Purposeful and enjoyable physical activities through which learners explore, practice and apply movement concepts, strategies and skills in meaningful and inclusive ways. Why it matters: Engaging in educative play and movement experiences builds our competence, confidence and social connection for lifelong participation in physical activity.



The dispositions, capabilities and knowledge embedded in the SA Curriculum: Health and Physical Education

Health and Physical Education – Reception

Essential Learning

Dispositions

Resilience	Respect	Resourcefulness	Responsibility
This disposition may be evident when learners, for example: - re-engage after setbacks in play, games and physical activity - reassure themselves of their ability to contribute to team play when they feel unsure or experience a setback - persist when change or transitions disrupt their regular health routines or participation.	This disposition may be evident when learners, for example: - consider the needs of others when choosing how to speak or act during play or group activities - include everyone fairly in play, games and group activities to support their right to participate - recognise and respond appropriately to the personal space and boundaries of others during movement and group activities.	This disposition may be evident when learners, for example: - seek help or ideas from others to support their participation in play, games or physical activity - use prompts, feedback or familiar strategies to help them adjust how they participate in a movement activity - use a familiar movement skill or strategy to help them participate in a new game or physical activity.	This disposition may be evident when learners, for example: - consider possible risks to themselves and others when making choices during play, games and physical activity - recognise when their actions have affected another person and adjust what they do next - use equipment, facilities and shared spaces in ways that take into account their safety and the safety of others, and act accordingly.

Capabilities

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
Learners develop this capability by, for example: - describing interests and strengths that shape happiness and wellbeing - following agreed rules for the safe use of digital tools, using age-appropriate online devices and seeking help from trusted adults when feeling unsafe - using constructive feedback to enhance co-created health and movement goals - recognising their own emotions and how they express their emotions in different situations - reflecting on how they feel when participating in a range of physical activities, sharing which ones they enjoy and why.	Learners develop this capability by, for example: - playing the traditional games of Aboriginal people and discussing which ones they enjoy and why - demonstrating appropriate verbal and non-verbal language when interacting with others - demonstrating turn-taking and sharing equipment when participating in active play and minor games - showing fairness and respect when playing and working with others, and recognising when something is fair or unfair	Learners develop this capability by, for example: - asking questions to stimulate curiosity, exploring information from different sources to make healthy choices - exploring how they feel when participating in play and games - participating in physical activities and reflecting on how their own and others' strengths and ideas contribute to successful outcomes.	Learners develop this capability by, for example: - practising and applying fundamental movement skills when participating in a variety of minor games and active play - demonstrating how their body moves in relation to others, in various spaces and in response to different stimuli - experimenting with movement options in play and games, noticing what is effective.

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
	- organising and encouraging peers in a team game, recognising when to step forward to give direction or step back to allow others to contribute - experiencing play and movement in a range of natural and outdoor environments and recognising what makes physical activity in these spaces enjoyable.		

Knowledge

Identities, change and relationships	Influences, decisions and actions	Play and movement
Conceptual understandings and supporting content descriptions		
Knowing and respecting ourselves helps us understand who we are, and how we grow and change. Learners: - investigate who they are and the people in their world AC9HPFP01 - describe how their body is growing and changing^ - describing how the human body keeps people healthy, including signalling hunger and thirst† - explaining how their body feels when they move† - reflecting on movement and physical development.† Showing respect and sharing our feelings builds safe and healthy relationships. Learners: - practise personal and social skills to interact respectfully with others AC9HPFP02 - express and describe emotions they experience AC9HPFP03 - explore how to seek, give or deny permission respectfully when sharing possessions or personal space. AC9HPFP04	Understanding health messages informs our behaviours and helps us to stay safe and healthy. Learners: - demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe AC9HPFP05 - identify health symbols, messages and strategies in their community that support their health and safety. AC9HPFP06 Knowing the benefits of physical activity and experiencing joy and success while participating in physical activity, motivates us to be active. Learners: - participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active. AC9HPFM03	Exploration and participation in play and games builds confidence in physical activity. Learners: - practise fundamental movement skills in minor game and play situations. AC9HPFM01 Play enhances problem solving and creativity. Learners: - experiment with different ways of moving their body safely and manipulating objects and space. AC9HPFM02 Fair play promotes inclusion and safety and enhances the enjoyment of play and movement experiences. Learners: - follow rules to promote fair play and safety in a range of physical activities.* AC9HPFM04

* Supporting content description adapted for the SA Curriculum
 ^ Supporting content description created for the SA Curriculum
 † Elaboration created for the SA Curriculum

Health and Physical Education – Years 1 to 2

Essential Learning

Dispositions

Resilience	Respect	Resourcefulness	Responsibility
This disposition may be evident when learners, for example: - re-engage after setbacks in play, games and physical activity - reassure themselves of their ability to contribute to team play when they feel unsure or experience a setback - persist when change or transitions disrupt their regular health routines or participation.	This disposition may be evident when learners, for example: - consider the needs of others when choosing how to speak or act during play or group activities - include everyone fairly in play, games and group activities to support their right to participate - recognise and respond appropriately to the personal space and boundaries of others during movement and group activities.	This disposition may be evident when learners, for example: - seek help or ideas from others to support their participation in play, games or physical activity - use prompts, feedback or familiar strategies to help them adjust how they participate in a movement activity - use a familiar movement skill or strategy to help them participate in a new game or physical activity.	This disposition may be evident when learners, for example: - consider possible risks to themselves and others when making choices during play, games and physical activity - recognise when their actions have affected another person and adjust what they do next - use equipment, facilities and shared spaces in ways that take into account their safety and the safety of others, and act accordingly.

Capabilities

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
Learners develop this capability by, for example: - describing interests and strengths that shape happiness and wellbeing - following agreed rules for the safe use of digital tools, using age-appropriate online devices and seeking help from trusted adults when feeling unsafe - using constructive feedback to enhance co-created health and movement goals - recognising their own emotions and how they express their emotions in different situations - reflecting on how they feel when participating in a range of physical activities, sharing which ones they enjoy and why.	Learners develop this capability by, for example: - playing the traditional games of Aboriginal people and discussing which ones they enjoy and why - demonstrating appropriate verbal and non-verbal language when interacting with others - demonstrating turn-taking and sharing equipment when participating in active play and minor games - showing fairness and respect when playing and working with others, and recognising when something is fair or unfair	Learners develop this capability by, for example: - asking questions to stimulate curiosity, exploring information from different sources to make healthy choices - exploring how they feel when participating in play and games - participating in physical activities and reflecting on how their own and others’ strengths and ideas contribute to successful outcomes.	Learners develop this capability by, for example: - practising and applying fundamental movement skills when participating in a variety of minor games and active play - demonstrating how their body moves in relation to others, in various spaces and in response to different stimuli - experimenting with movement options in play and games, noticing what is effective.

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
	- organising and encouraging peers in a team game, recognising when to step forward to give direction or step back to allow others to contribute - experiencing play and movement in a range of natural and outdoor environments and recognising what makes physical activity in these spaces enjoyable.		

Knowledge

Identities, change and relationships	Influences, decisions and actions	Play and movement
Conceptual understandings and supporting content descriptions		
Knowing and respecting our own and others’ qualities, and understanding how we grow and change, strengthens our sense of identity. Learners: - describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01 - describe physical and social changes that occur as they grow older^ - identifying and describing significant relationships in their lives and how these have evolved or changed over time[†] - discussing tasks they are allowed to do by themselves and noticing how these have changed since they were younger[†] - participating in movement experiences and recognising and describing changes in physical development and ability[†] - identifying when they need to move their bodies more or need a movement break.[†] Interacting respectfully and understanding emotions builds and maintains safe and healthy relationships. Learners:	Exploring health messages supports our behaviours and helps us make choices that keep ourselves and others safe and healthy. Learners: - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - investigate a range of health messages and practices in their community and discuss their purposes. AC9HP2P06 Noticing how physical activity benefits wellbeing and experiencing joy and success while participating in physical activity, motivates us to be active. Learners: - participate in a range of physical activities in natural and outdoor settings and investigate factors and settings that make physical activity enjoyable. AC9HP2M03	Applying fundamental movement skills in play and games strengthens the confidence to participate in physical activities. Learners: - practise fundamental movement skills and apply them in a variety of movement situations. AC9HP2M01 Play and modified games enhance problem solving and creativity. Learners: - investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness. AC9HP2M02 Fair play and collaboration promote inclusion and safety and enhance the enjoyment of play and movement experiences. Learners: - co-construct and apply rules to promote fair play in a range of physical activities AC9HP2M04 - apply strategies to work collaboratively when participating in physical activities. AC9HP2M05

Health and Physical Education – Years 3 to 4

Essential Learning

Dispositions

Resilience	Respect	Resourcefulness	Responsibility
This disposition may be evident when learners, for example: • adjust how they participate when changing weather, terrain or environmental conditions make their original approach difficult or unsafe • modify a strategy when it is not working as intended and continue working towards successful gameplay • re-engage in a game after disappointment or an unsuccessful attempt affects their willingness to participate.	This disposition may be evident when learners, for example: • consider the needs and perspectives of others alongside their own when making choices in games or physical activity • take into account the differences in identity, ability or perspective when interacting with others in physical activity • honour agreed rules, rights and boundaries in games or physical activity, even when doing so might cause a competitive disadvantage.	This disposition may be evident when learners, for example: • draw on trusted people or supports to help maintain safe and respectful relationships • use available space, equipment or others' ideas to find alternative ways to participate in a movement activity • draw on and combine familiar movement skills or strategies when a new movement challenge requires a different approach.	This disposition may be evident when learners, for example: • consider how their choices may affect their own or others' health, safety and wellbeing before deciding what to do • recognise the purpose of agreed safety procedures, follow them to reduce risks to themselves and others, and speak up when they notice a safety concern • notice when their actions are affecting others and adjust their behaviour to reduce negative impacts.

Capabilities

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
Learners develop this capability by, for example: • discussing influences on personal qualities and how these contribute to happiness, health and wellbeing • following an agreed code of conduct for the safe and responsible use of digital tools and recognising when they feel uncomfortable or unsafe in online environments • using constructive feedback and self-assessment to create health and movement goals • recognising how the depth and strength of emotional responses vary in different situations	Learners develop this capability by, for example: • participating in the traditional games of Aboriginal people and discussing connections between these games and those played today • applying respectful verbal and non-verbal communication skills when responding to others • working cooperatively with team members to complete a movement task or solve a movement challenge • sharing strategies that promote fairness and inclusion in online and offline environments • providing direction in team games, while considering how these decisions impact	Learners develop this capability by, for example: • asking clarifying questions to build understanding of health and movement situations • examining relevant information from a variety of sources to make informed decisions that support personal health and wellbeing • investigating opportunities to support the wellbeing of themselves and their peers by implementing a range of physical activities in school break times • drawing on past movement experiences to creatively apply strategies that improve movement outcomes.	Learners develop this capability by, for example: • exploring and practising different techniques when applying fundamental movement skills in new movement situations • demonstrating acceleration, deceleration and changing direction of movement in a variety of movement situations • selecting and applying strategies in a range of games, adjusting actions as the game changes • noticing the position of teammates and opponents and moving to support their team.

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
monitoring how their body responds when engaging in physical activity and the benefits of regular movement and play.	- outcomes and the confidence and inclusion of others - exploring different outdoor and natural areas that can be accessed in their local environment.		

Knowledge

Identities, change and relationships	Influences, decisions and actions	Play and movement
Conceptual understandings and supporting content descriptions		
Our identities, resilience and wellbeing are strengthened when we navigate change and seek support. Learners: - investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts AC9HP4P01 - plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty, including menstruation* AC9HP4P02 - identifying bodily changes that may occur as we grow older and exploring resources to identify physical symptoms that may occur during these changes[†] - examining how gender equality contributes to a positive sense of self and an appreciation of the human body as it changes and transitions.[†] Interacting respectfully and reflecting on emotional responses strengthens safe and healthy relationships, both online and offline. Learners: - select, use and refine personal and social skills to establish, manage and strengthen relationships AC9HP4P04 - explain how and why emotional responses can vary and practise strategies to manage their emotions AC9HP4P06 - rehearse and refine strategies for seeking, giving and denying permission respectfully and describe both online and offline situations when permission is required.* AC9HP4P07	Our behaviours and the choices we make in online and offline environments contribute to the health, safety and wellbeing of ourselves and others. Learners: - describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations AC9HP4P08 - investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing. AC9HP4P10 Using and understanding health information helps us to make informed choices and set goals that support our health, safety and wellbeing. Learners: - interpret the nature and intention of health information and messages and reflect on how they influence personal decisions and behaviours. AC9HP4P09 Engaging in regular physical activities and recognising that joy and success influences participation in physical activities supports the health and wellbeing of ourselves and others. Learners: - participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well AC9HP4M04 - participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation AC9HP4M05	Refining fundamental movement skills and applying concepts and strategies in play and modified games enhances the confidence to participate in physical activities. Learners: - refine and apply fundamental movement skills in new movement situations AC9HP4M01 - apply and adapt movement strategies to achieve movement outcomes. AC9HP4M02 Playing small-sided and minor games encourages problem solving, creativity and critical thinking. Learners: - demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences AC9HP4M03 - apply creative thinking when designing movement sequences and solving movement problems. AC9HP4M07 Fair play, collaboration, inclusion and safe participation enhances the social enjoyment in play and movement experiences. Learners: - apply rules and scoring systems to promote fair play when participating or designing physical activities AC9HP4M08 - perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities. AC9HP4M09

Identities, change and relationships	Influences, decisions and actions	Play and movement
Recognising stereotypes and valuing diversity influences inclusion, safety and the wellbeing of self and others. Learners: • describe how choices and actions can be influenced by stereotypes AC9HP4P03 • describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities. AC9HP4P05	• explore recommendations about physical activity and sedentary behaviours and discuss strategies to achieve the recommendations. AC9HP4M06	

* Supporting content description adapted for the SA Curriculum
† Elaboration created for the SA Curriculum

Health and Physical Education – Years 5 to 6

Essential Learning

Dispositions

Resilience	Respect	Resourcefulness	Responsibility
This disposition may be evident when learners, for example: • adapt goals, strategies or decisions when feedback reveals that their current approach is not working as they had hoped • recommit to learning about unfamiliar or sensitive health topics in response to unresolved or internal tensions • sustain effort when success is delayed in movement practice and gameplay.	This disposition may be evident when learners, for example: • take into account others’ right to fair participation when making choices during games or movement challenges • challenge choices or behaviours that may compromise the safety or dignity of others in health and movement contexts • consider perspectives different from their own when decisions about physical activity may affect others’ needs or participation.	This disposition may be evident when learners, for example: • draw on different movement strategies when changes to space, equipment or team numbers require another approach • seek out and draw on reliable health information when they need support to make informed health or activity choices • draw on prior experience, feedback or knowledge to respond to an unfamiliar health or movement situation.	This disposition may be evident when learners, for example: • monitor how their actions and responses affect others during games, physical activity or health learning and adjust them when needed • take into account agreed responsibilities when their role or decisions affect how safely or fairly others can participate • reconsider a decision when changing conditions introduce new risks during play or physical activity.

Capabilities

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
Learners develop this capability by, for example: • exploring how choices build personal qualities, and analysing how these qualities support happiness, health and wellbeing • following an agreed code of conduct for the safe and responsible use of digital tools, considering their impact on wellbeing and recognising when to step away from negative online interactions • seeking constructive feedback to monitor and refine health and movement goals	Learners develop this capability by, for example: • participating in the traditional games played in the local area by Aboriginal people and discussing their origins • exploring clear and respectful communication and applying this when expressing intentions and responding to others • contributing positively to team outcomes by exploring and performing different team roles • discussing strategies that promote fairness and inclusion, and positively contributing to safe and respectful online and offline environments	Learners develop this capability by, for example: • developing and asking questions to explore familiar and new health and movement situations • gathering information from digital and non-digital sources and investigating relevant practices to make informed decisions that support their own and others’ health and wellbeing • exploring strategies they can use to increase the daily physical activity and wellbeing of their school community	Learners develop this capability by, for example: • transitioning from one movement skill or technique to another in a variety of movement situations • adjusting the force and speed of an object to improve accuracy and control • applying a range of movement strategies that have been successful in one game to another game • recognising patterns of play and anticipating opponents’ movement in game situations.

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
- exploring when emotional responses can be intense or unpredictable, recognising the influence of these on interactions - investigating how regular physical activity supports sleep quality, concentration, wellbeing and overall health.	- exploring and performing different leadership approaches that promote positive outcomes for all in physical activities - discussing how access to and care for natural and outdoor environments influences participation in physical activity.	reflecting on successful movement strategies and creatively adapting them to enhance participation and outcomes in another game, situation or setting.	

Knowledge

Identities, change and relationships	Influences, decisions and actions	Play and movement
Conceptual understandings and supporting content descriptions		
Our identities and responses to change are enhanced by recognising influences, accessing support and using reliable resources. Learners: - explain how identities can be influenced by people and places, and how we can create positive self-identities AC9HP6P01 - investigate resources and strategies to navigate changes and transitions, such as the changes associated with puberty, including menstruation* AC9HP6P02 - describing the menstrual cycle and identifying the various physical symptoms and feelings that may occur during this time[†] - identifying credible online and community resources that can support individuals and groups to navigate bodily changes[†] - discussing ethical and inclusive strategies and behaviours that support themselves and others to feel positive about changes and transitions.[†] Behaving respectfully and regulating emotional responses helps us maintain safe and healthy relationships, both online and offline. Learners: - describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04 - apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06	Our behaviours and the choices we make in online and offline environments influence the health, safety and wellbeing of ourselves and others. Learners: - analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08 - analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities. AC9HP6P10 Investigating health information helps us to make informed decisions and set goals that support our own and others' health, safety and wellbeing. Learners: - investigate different sources and types of health information and how these apply to their own and others' health choices. AC9HP6P09 Valuing participation and experiencing joy and success in a variety of physical activities supports the health and wellbeing of ourselves and others. Learners: - participate in physical activities to investigate the body's reaction to different levels of intensity AC9HP6M04	The development of movement competence in a variety of play and movement experiences enhances the confidence to participate in physical activities. Learners: - adapt and modify movement skills across a variety of situations AC9HP6M01 - investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes. AC9HP6M03 Responding to movement situations using familiar ideas to improve outcomes enhances problem solving, creativity and critical thinking. Learners: - transfer familiar movement strategies to different movement situations AC9HP6M02 - predict and test the effectiveness of applying different skills and strategies in a range of movement situations. AC9HP6M07 Fair play, inclusion and contributing to teams enhances safety, social connection and enjoyment in play and movement experiences. Learners: - devise and test alternative rules and game modifications to support fair play and inclusive participation AC9HP6M08 - participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities. AC9HP6M09

Identities, change and relationships	Influences, decisions and actions	Play and movement
• describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully, both online and offline.* AC9HP6P07 Understanding stereotypes and valuing diversity influences inclusive, safe and respectful relationships and communities. Learners: • investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes AC9HP6P03 • describe and implement strategies to value diversity in their communities. AC9HP6P05	• participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation AC9HP6M05 • propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives. AC9HP6M06	

* Supporting content description adapted for the SA Curriculum

† Elaborations created for the SA Curriculum

Health and Physical Education – Years 7 to 8

Essential Learning

Dispositions

Resilience	Respect	Resourcefulness	Responsibility
This disposition may be evident when learners, for example: - persevere through skill errors by reframing them as an opportunity to practise and improve - adapt strategies to continue making progress in response to frustrations with health, movement or wellbeing challenges - reengage with a movement challenge after an unsuccessful attempt.	This disposition may be evident when learners, for example: - advocate for fair and inclusive participation in physical activity in response to existing practices or arrangements that may disadvantage or harm others - consider others’ need for safe and equitable access when using shared spaces during physical activity - take into account others’ strengths and needs when adapting their contribution so that everyone has an equal opportunity to participate.	This disposition may be evident when learners, for example: - select from class, peer or community supports to inform decisions about health and wellbeing - draw on the strengths, opportunities or supports available within a team to solve a gameplay challenge - use alternative rules, roles or equipment to modify a game when existing arrangements limit inclusion or participation.	This disposition may be evident when learners, for example: - consider how their behaviour may affect another person’s emotional wellbeing and adjust their actions to reduce potential harm - act when they recognise a risk to health or safety by choosing protective action or seeking appropriate help - consider how choices made during shared physical activity may affect the group beyond their own immediate participation, and act accordingly.

Capabilities

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
Learners develop this capability by, for example: - developing strategies to navigate change and evaluating how this supports their own and others’ happiness, safety, health and wellbeing - sharing strategies that support the safe and responsible use of digital tools while recognising both the benefits and risks of being online - applying constructive feedback from various sources and previous experiences to refine strategies to enhance health and movement goals	Learners develop this capability by, for example: - researching and playing traditional Aboriginal games and discussing their origins and heritage - practicing and refining skills and strategies needed to communicate assertively and respectfully in relationships - contributing effectively to a team and appreciating how diverse perspectives in a range of collaborative health and movement contexts improves outcomes	Learners develop this capability by, for example: - questioning health and movement situations to develop understanding of how decisions and actions influence outcomes - researching and evaluating the accuracy and relevance of information from digital and non-digital sources to make informed decisions and promote their own and others’ health and wellbeing - exploring new and unique solutions and ideas to use local spaces and promote community health, wellbeing and physical activity	Learners develop this capability by, for example: - applying feedback from their teachers and peers to refine movement skills - applying factors that enhance the flow of movement when performing different movement sequences - selecting suitable movement strategies to respond effectively to various movement scenarios - recognising and anticipating common patterns of play in movement situations

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
- analysing how and why emotional responses vary between people and situations, and the impact these responses can have on behaviour and relationships - examining how regular physical activity, adequate sleep, good nutrition and limited screen time supports health and wellbeing.	- discussing the importance of values, rights and responsibilities in promoting equity, fairness and respect in both online and offline environments - adopting roles and responsibilities that enhance team cohesion and evaluating different leadership approaches in the process - discussing and promoting ways to minimise the environmental impact of recreational activities.	applying strategies and creatively adapting responses to movement situations and evaluating outcomes to improve decisions and actions.	creating and defending space in a variety of movement contexts.

Knowledge

Identities, change and relationships	Influences, decisions and actions	Play and movement
Conceptual understandings and supporting content descriptions		
Our identities and strategies for change are enhanced by recognising the impact of influences, accessing support and using credible resources. Learners: - analyse and reflect on the influence of values and beliefs on the development of identities and examine the impact of technology on body image and self-concept* AC9HP8P01 - examining how technology, particularly social media, can shape conversations, such as empowering diverse self-expression and fostering self-acceptance while also promoting marginalisation and unrealistic expectations[†] - examine the impact of changes and transitions on wellbeing and societal perceptions and stigmas about bodily changes, including menstruation, and devise strategies to support themselves and others* AC9HP8P02 - highlighting the growing role of education and media in fostering awareness, challenging misconceptions and normalising bodily changes[†] - investigating the role of initiatives such as free menstrual products, marketing campaigns and education.[†]	Our behaviour, responses and support strategies in online and offline environments influence the health, safety and wellbeing of ourselves and others. Learners: - refine protective behaviours and evaluate community resources to seek help for themselves and others in a range of online and offline situations.* AC9HP8P08 Analysing the impact of health information and influences on attitudes and behaviours helps us make informed decisions and set goals that enhance the health, safety, relationships and wellbeing of ourselves and others. Learners: - investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing AC9HP8P09 - plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing. AC9HP8P10	Movement competence in increasingly complex gameplay and movement experiences enhances confidence in physical activities. Learners: - analyse, refine and transfer movement skills in a variety of movement situations AC9HP8M01 - design and demonstrate how movement strategies can be manipulated to improve movement outcomes. AC9HP8M02 Improving outcomes of increasingly complex gameplay and movement situations enhances problem solving, creativity and critical thinking. Learners: - demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes AC9HP8M03 - propose and evaluate movement strategies and skills that would be most effective in different movement situations. AC9HP8M07

Identities, change and relationships	Influences, decisions and actions	Play and movement
Behaving respectfully, regulating emotional responses and understanding how these affect relationships helps us develop safe and healthy relationships, both online and offline. Learners: - analyse factors that influence emotional responses and devise strategies to self-manage emotions AC9HP8P06 - explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent, both online and offline.* AC9HP8P07 Understanding stereotypes and valuing diversity influences inclusive, safe and respectful relationships and communities. Learners: - examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes AC9HP8P03 - examine the roles of respect, empathy, power and coercion in developing respectful relationships AC9HP8P04 - investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities. AC9HP8P05	Valuing physical activity and experiencing the joy and success it brings supports regular participation in physical activity in our own and others' lives, enhancing personal and community wellbeing. Learners: - participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing AC9HP8M04 - participate in physical activities that utilise community spaces and outdoor settings, and evaluate strategies to support increased use of these spaces AC9HP8M05 - design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomes. AC9HP8M06	Fair play, inclusion and collaboration in teams enhances safety, social connection and enjoyment in play and movement experiences. Learners: - investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation AC9HP8M08 - practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities. AC9HP8M09

* Supporting content description adapted for the SA Curriculum

† Elaborations created for the SA Curriculum

Health and Physical Education – Years 9 to 10

Essential Learning

Dispositions

Resilience	Respect	Resourcefulness	Responsibility
This disposition may be evident when learners, for example: • sustain or adapt their approach when unfamiliar or complex movement situations disrupt straightforward progress • adapt their approach to gameplay when uncertainty or repeated unsuccessful attempts make continued participation challenging • maintain engagement after receiving feedback on mistakes in games, physical activity or movement practice.	This disposition may be evident when learners, for example: • consider differences in needs, preferences and abilities when planning or adapting games to enable fair and inclusive participation • challenge stereotypes that could diminish or constrain others’ participation in health or movement contexts • negotiate expectations in health or movement contexts in ways that take into consideration each person’s rights, needs and boundaries.	This disposition may be evident when learners, for example: • select and apply available strategies, supports or adaptations to maintain participation when circumstances make physical activity difficult • select from and apply conflict-management strategies and supports to respond to disagreement in group activities • combine or repurpose available equipment, spaces or other resources to support active participation, safety or inclusion.	This disposition may be evident when learners, for example: • evaluate possible effects on their health and wellbeing when making decisions about participation in physical activity • follow through on agreed roles and commitments when others are relying on them in sport and physical activity • consider the environmental impact of their actions in natural or outdoor settings and adjust their practices to reduce harm.

Capabilities

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
Learners develop this capability by, for example: • communicating and justifying evidence-based strategies that are personally relevant to promote and support their own and others’ happiness, safety, health and wellbeing • engaging in safe and responsible online behaviour, and managing interactions and digital tool use while being aware of the benefits and risks of anonymity • applying constructive feedback from various sources, adapting strategies to enhance health and movement goals and evaluating the suitability and effectiveness of the strategies	Learners develop this capability by, for example: • researching the significance of traditional Aboriginal games and then creating new versions to apply in a contemporary context • refining strategies to communicate clearly, make respectful choices and understand the needs and opinions of others in different relationships • working effectively within a team, building on the perspectives, experiences and capabilities of each group member to achieve health and movement outcomes	Learners develop this capability by, for example: • critically questioning health and movement situations and analysing how influences, decisions and actions impact outcomes • critically analysing health information and opinions from digital and non-digital sources and assessing bias and reliability to make informed decisions • researching effective school and wider community initiatives to suggest new ideas that positively influence the health, wellbeing and physical activity of their communities	Learners develop this capability by, for example: • collecting, analysing and applying movement data and evidence to self-correct skills and enhance performance • applying movement concepts to enhance the complexity, flow and skill of movement compositions • identifying a movement strategy that works in one sport and applying it effectively in another sport • analysing and anticipating play and responding to complex movement situations

Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement
- reflecting on emotional responses to a range of challenging situations, while developing and evaluating strategies for regulating emotions - evaluating how lifestyle factors including physical activity, sleep, nutrition and screen time affect stress, energy, cognitive function and overall health and wellbeing.	discussing and evaluating how the decisions and actions of people and organisations can influence the safety, fairness and inclusion of individuals and groups in online and offline communities - collaboratively responding to movement challenges or initiatives, identifying and critiquing how leadership and group dynamics contributed to the outcome - discussing access, inclusion and the environmental impact of physical activity in natural and outdoor environments.	developing strategies and creatively adapting responses to movement situations by analysing, considering options, predicting outcomes and reflecting on decisions.	selecting, trialling and evaluating strategies to effectively respond to challenge or initiative activities.

Knowledge

Identities, change and relationships	Influences, decisions and actions	Play and movement
Conceptual understandings and supporting content descriptions		
Evaluating influences and resources and accessing support strengthens our identities and ability to refine strategies for change. Learners: - analyse and evaluate factors that shape identities, how individuals influence the identities of others and the impact of technology on body image and self-concept* AC9HP10P01 - evaluating how social media represents body image and can lead to unrealistic expectations, body dissatisfaction and low self-esteem, especially among young people[†] - examining how social media can empower individuals by promoting body appreciation, diversity and self-acceptance, offering supportive networks and mental health resources[†] - analyse societal perceptions and positive initiatives and challenge stigmas about bodily changes, including menstruation, and evaluate and refine strategies for navigating changes and transitions* AC9HP10P02	Our attitudes, values and behaviours in online and offline environments influence our strategies to manage risks to health, safety and wellbeing. Learners: - plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk in a range of online and offline situations.* AC9HP10P08 Critically evaluating health information and media influences helps us plan and justify strategies that promote the health, safety and wellbeing of self, others and the community. Learners: - critique health information, services and media messaging about bodily changes, relationships and balanced lifestyle choices and behaviours to evaluate their influence on individual attitudes and actions* AC9HP10P09 - critiquing health information and services that provide accessible and personalised care for bodily changes[†]	Movement competence in new and challenging gameplay and movement experiences enhances confidence in physical activities, leading to lifelong participation. Learners: - analyse, adapt and refine their own and others' movement skills in a range of challenging movement situations to enhance performance AC9HP10M01 - create and refine movement strategies to achieve successful outcomes across a range of challenging movement situations. AC9HP10M02 Responding to challenging and unfamiliar gameplay and movement situations to improve outcomes enhances problem solving, creativity and critical thinking. Learners: - apply movement concepts in new or challenging movement situations and analyse the impact each concept has on movement outcomes AC9HP10M03

Identities, change and relationships	Influences, decisions and actions	Play and movement
- examining cultural and societal views on bodily changes such as menstruation, from traditional beliefs to modern attitudes, including stereotypes, taboos and global efforts to reshape perceptions and normalise bodily changes through education and awareness[†] - examining how gender equality contributes to a positive sense of self and appreciation of their body when they experience changes and transitions.[†] Behaving respectfully, regulating emotional responses and supporting others to demonstrate respectful behaviours contributes to safe and positive online and offline communities. Learners: - evaluate emotional responses in different situations to refine strategies for managing emotions AC9HP10P06 - examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships, both online and offline.* AC9HP10P07 Promoting positive attitudes and beliefs about gender equality, respect and diversity contributes to the development of inclusive, equitable and safe relationships and communities. Learners: - investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships AC9HP10P03 - evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships AC9HP10P04 - propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities. AC9HP10P05	- plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing. AC9HP10P10 Advocating for, actively participating in, and promoting the joy of movement encourages regular physical activity for ourselves and others, strengthening lifelong personal health and community wellbeing. Learners: - participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives AC9HP10M04 - participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others AC9HP10M05 - participate in physical activities in natural and outdoor settings, and evaluate strategies to support participation and environmental sustainability[^] - examining how nature-based physical activities can impact on personal growth, promote wellbeing, enhance environmental and Country/Place awareness and sustainable living practices[†] - investigating factors that positively impact participation in nature-based physical activities including community, access, safety, education and resources and considering barriers that impact participation particularly for diverse participants[†] - investigating the impact of nature-based physical activities on natural environments and ways to support responsible engagement and conservation and reduce ecological and carbon footprints[†] - design, implement and evaluate personalised plans for improving or maintaining their own or others' physical activity levels to achieve fitness, health and wellbeing outcomes. AC9HP10M06	- transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situations. AC9HP10M07 Leadership, teamwork and ethical behaviour promotes inclusion and equity and enhances safety, social connection and enjoyment in play and movement experiences. Learners: - demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups AC9HP10M08 - devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills. AC9HP10M09

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