SA Curriculum
for public education

SA Curriculum: Health and Physical Education R to 10 propositions

The Health and Physical Education (HPE) learning area is shaped by 5 propositions that are informed by a strong and diverse research base supporting a futures-oriented curriculum that:

- focuses on educative purpose
- takes a strengths-based approach
- values movement
- develops health literacy
- includes a critical inquiry approach.

These interrelated propositions provide a framework for exploring the learning described in HPE in a way that is inclusive, relevant and meaningful for all learners. Individually and collectively, these propositions guide learning and teaching.

Focus on educative purpose

HPE emphasises the importance of learning opportunities that explicitly teach the knowledge, dispositions and capabilities described in the learning standards and conceptual understandings through authentic and meaningful learning contexts. Educators should be able to articulate what knowledge, understanding and skills they are developing, reinforcing or applying during a lesson, unit or assessment.

When this proposition is considered as part of the planning process, classroom programs:

- include purposeful learning experiences
- are developmentally appropriate and clearly articulate how the learning is aligned to learning standards, conceptual understandings and content.

This proposition guides educators to focus on the learning driven by the conceptual understandings and learning standards and offers a check point when reviewing programs.

Take a strengths-based approach

A strengths-based approach recognises that learners have varying levels of access to personal skills, strengths, assets and community resources to maintain and promote their own and others' wellbeing. HPE recognises that contextual factors impact people's decisions and behaviours in relation to their health, safety, wellbeing and participation in physical activity.

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This proposition focuses on personal skills and community resources that can build learners' agency in various health and movement contexts. It recognises that the skills, resources and capacities each learner has available to them will differ. However, all learners, no matter their background or life situation, have capacities that can be drawn on to support them to make healthy, safe and active choices. Applying a strengths-based approach requires educators to view health and physical activity participation as processes that learners need to make sense of for themselves, rather than a single outcome learners need to achieve.

When this proposition is considered as part of the planning process, classroom programs:

- support learners to find solutions and plans of action that work for them as individuals rather than promoting a "one-size-fits-all" approach to being healthy, safe or active
- explore strategies to access community resources and the role individuals play in contributing to the health, safety and wellbeing of their families and communities.

Value movement

Valuing movement promotes appreciation of how movement in all its forms is central to daily life. Movement meets functional requirements and provides opportunities for active living. Valuing movement means acknowledging participation in physical activity and sport as significant social practices. HPE develops physical literacy through meaningful movement experiences to support ongoing participation in physical activity across the lifespan. It emphasises developing, transferring and adapting movement skills and understandings within and across different movement contexts. When planning movement experiences, educators must consider how their decisions may value some movement skills and contexts over others and unintentionally privilege or marginalise some learners in the process.

When this proposition is considered as part of the planning process:

- movement is identified as content to be taught and context for learning
- programs explore and value diverse ways of moving and reasons for moving
- programs engage and challenge all learners.

Develop health literacy

Health literacy is an individual's ability to access, understand, interrogate and use health information and services to promote their own and others' health and wellbeing. Consistent with a strengths-based approach, health literacy is a personal and community asset to be developed, evaluated, enriched and communicated. HPE focuses on developing knowledge, understanding and skills related to 3 dimensions of health literacy – functional, interactive and critical. The SA Curriculum promotes the progressive development of health literacy skills. First, learners can access and apply information to respond to a health-related question. Then, they can independently apply new information to changing health circumstances. Finally, they can selectively access, analyse, evaluate and synthesise health information from a variety of sources to actively promote their own and others' health and wellbeing.

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When this proposition is considered as part of the planning process, classroom programs:

- help learners become critical consumers of health information, able to critique the reliability of published content from traditional and less-traditional sources
- provide opportunities to access, critique and use relevant and meaningful health information and support networks
- encourage learners to apply their health knowledge and skills in a variety of complex and meaningful contexts.

Include a critical inquiry approach

HPE promotes a critical inquiry approach to examining information, ideas and views that are commonly expressed in the media and society. HPE recognises that contextual factors, which are often out of individuals' control, influence decision making, behaviours and actions in relation to health and wellbeing. This proposition encourages developing skills in researching, analysing, applying and appraising knowledge to investigate meaningful, "real-life" situations and problems, and respond with creative solutions or alternatives. A critical inquiry approach develops and refines the skills needed to make sense of social, cultural and political issues from personal perspectives based on lived experiences.

When this proposition is considered as part of the planning process, classroom programs:

- provide frequent opportunities for learners to challenge, question and interrogate knowledge and assumptions in the health and movement fields
- encourage learners to use a critical lens when interrogating information and ideas commonly expressed in society
- recognise that being and staying healthy, safe, well and active are shaped by a range of contextual factors, some of which are out of an individual's control.

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