

Achievement standard

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

Personal, social and community health	Movement and physical activity
<p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ➤ Identify personal strengths ➤ Name parts of the body and describe how their body is growing and changing ➤ Identify people and demonstrate protective behaviours that help keep themselves safe and healthy 	<p>Moving our body</p> <ul style="list-style-type: none"> ➤ Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli ➤ Participate in games with and without equipment
<p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ➤ Practise personal and social skills to interact with and include others ➤ Identify and describe emotional responses people may experience in different situations 	<p>Understanding movement</p> <ul style="list-style-type: none"> ➤ Explore how regular physical activity keeps individuals healthy and well ➤ Identify and describe how their body moves in relation to effort, space, time, objects and people
<p>Contributing to healthy, safe and active communities</p> <ul style="list-style-type: none"> ➤ Identify actions that promote health, safety and wellbeing ➤ Participate in play that promotes engagement with outdoor settings and the natural environment 	<p>Learning through movement</p> <ul style="list-style-type: none"> ➤ Cooperate with others when participating in physical activities ➤ Test possible solutions to movement challenges through trial and error ➤ Follow rules when participating in physical activities

Achievement standard

By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others' feelings. They examine messages related to health decisions and describe actions that help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Personal, social and community health	Movement and physical activity
<p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ➤ Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities ➤ Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these ➤ Practise strategies they can use when they need help with a task, problem or situation ➤ Recognise situations and opportunities to promote health, safety and wellbeing 	<p>Moving our body</p> <ul style="list-style-type: none"> ➤ Perform fundamental movement skills in different movement situations ➤ Construct and perform imaginative and original movement sequences in response to stimuli ➤ Create and participate in games
<p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ➤ Describe ways to include others to make them feel that they belong ➤ Identify and practise emotional responses that account for own and others' feelings ➤ Examine health messages and how they relate to health decisions and behaviours 	<p>Understanding movement</p> <ul style="list-style-type: none"> ➤ Discuss the body's reactions to participating in physical activities ➤ Incorporate elements of effort, space, time, objects and people in performing simple movement sequences
<p>Contributing to healthy, safe and active communities</p> <ul style="list-style-type: none"> ➤ Explore actions that help make the classroom a healthy, safe and active place ➤ Identify and explore natural and built environments in the local community where physical activity can take place ➤ Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected 	<p>Learning through movement</p> <ul style="list-style-type: none"> ➤ Use strategies to work in group situations when participating in physical activities ➤ Propose a range of alternatives and test their effectiveness when solving movement challenges ➤ Identify rules and play fairly when participating in physical activities

Achievement standard

By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Personal, social and community health	Movement and physical activity
<p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ➤ Examine how success, challenge and failure strengthen personal identities ➤ Explore strategies to manage physical, social and emotional change ➤ Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ➤ Identify and practise strategies to promote health, safety and wellbeing 	<p>Moving our body</p> <ul style="list-style-type: none"> ➤ Practise and refine fundamental movement skills in different movement situations ➤ Perform movement sequences which link fundamental movement skills ➤ Practise and apply movement concepts and strategies
<p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ➤ Describe how respect, empathy and valuing difference can positively influence relationships ➤ Investigate how emotional responses vary in depth and strength ➤ Discuss and interpret health information and messages in the media and on the Internet 	<p>Understanding movement</p> <ul style="list-style-type: none"> ➤ Examine the benefits of physical activity and physical fitness to health and wellbeing ➤ Combine the elements of effort, space, time, objects and people when performing movement sequences
<p>Contributing to healthy, safe and active communities</p> <ul style="list-style-type: none"> ➤ Describe strategies to make the classroom and playground healthy, safe and active spaces ➤ Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing ➤ Research own heritage and cultural identities, and explore strategies to respect and value diversity 	<p>Learning through movement</p> <ul style="list-style-type: none"> ➤ Adopt inclusive practices when participating in physical activities ➤ Apply innovative and creative thinking in solving movement challenges ➤ Apply basic rules and scoring systems, and demonstrate fair play when participating

Achievement standard

By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

Personal, social and community health	Movement and physical activity
<p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ➤ Explore personal and cultural identities and how they change and adapt to different contexts and situations ➤ Investigate resources and strategies to manage changes and transitions associated with puberty ➤ Investigate community resources and strategies to seek help about health, safety and wellbeing ➤ Plan and practise strategies to promote health, safety and wellbeing 	<p>Moving our body</p> <ul style="list-style-type: none"> ➤ Practise specialised movement skills and apply them in different movement situations ➤ Design and perform a variety of movement sequences ➤ Propose and apply movement concepts and strategies
<p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ➤ Practise skills to establish and manage relationships ➤ Examine the influence of emotional responses on behaviour and relationships ➤ Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours 	<p>Understanding movement</p> <ul style="list-style-type: none"> ➤ Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing ➤ Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences ➤ Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding
<p>Contributing to healthy, safe and active communities</p> <ul style="list-style-type: none"> ➤ Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities ➤ Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment ➤ Investigate and reflect on how valuing diversity positively influences the wellbeing of the community 	<p>Learning through movement</p> <ul style="list-style-type: none"> ➤ Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities ➤ Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges ➤ Demonstrate ethical behavior and fair play that aligns with the rules when participating in a range of physical activities