

Level 5 and 6

Levels 7 and 8

Levels 9 and 10

Personal, Social and Community Health		
<b>Being healthy, safe and active</b>		
Explore how identities are influenced by people and places	Investigate the impact of transition and change on identities	Evaluate factors that shape identities, and analyse how individuals impact the identities of others
Investigate resources to manage changes and transitions associated with puberty	Evaluate strategies to manage personal, physical and social changes that occur as they grow older	Examine the impact of changes and transitions on relationships
Investigate community resources and strategies to seek help about health, safety and wellbeing	Examine barriers to seeking support and evaluate strategies to overcome these	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk
Plan and practise strategies to promote health, safety and wellbeing	Investigate and select strategies to promote health, safety and wellbeing	Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices
<b>Communicating and interacting for health and wellbeing</b>		
Practise skills to establish and manage relationships	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	Investigate how empathy and ethical decision-making contribute to respectful relationships
Examine the influence of emotional responses on behaviour, relationships and health and wellbeing	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours	Develop skills to evaluate health information and express health concerns	Evaluate health information from a range of sources and apply to health decisions and situations
<b>Contributing to healthy and active communities</b>		
Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities	Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment	Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments
Investigate how celebrating similarities and differences can strengthen communities	Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity	Critique behaviours and contextual factors that influence the health and wellbeing of their communities
<b>Movement and Physical Activity</b>		
<b>Moving the body</b>		
Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings	Use feedback to improve body control and coordination when performing specialised movement skills	Perform and refine specialised movement skills in challenging movement situations
Design and perform a variety of movement sequences	Compose and perform movement sequences for specific purposes in a variety of contexts	Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
Propose and apply movement concepts and strategies	Practise, apply and transfer movement concepts and strategies	Develop, implement and evaluate movement concepts and strategies for successful outcomes
<b>Understanding movement</b>		
Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing	Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans	Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels
Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences	Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance	Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences
	Participate in and investigate the cultural and historical significance of a range of physical activities	Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
<b>Learning through movement</b>		
Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	Practise and apply personal and social skills when undertaking a range of roles in physical activities	Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges	Evaluate and justify reasons for decisions and choices of action when solving movement challenges	Transfer understanding from previous movement experiences to create solutions to movement challenges
Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities	Modify rules and scoring systems to allow for fair play, safety and inclusive participation	Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities
<b>Achievement Standard</b>		
By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal 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 community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. 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.	By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.	By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.