

Foundation Level

Levels 1 and 2

Levels 3 and 4

Personal, Social and Community Health		
<b>Being healthy, safe and active</b>		
Identify personal strengths	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	Examine how success, challenge and failure strengthen personal identities
Name parts of the body and describe how their body is growing and changing	Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these	Explore strategies to manage physical, social and emotional change
Identify people and actions that help keep themselves safe and healthy	Practise strategies they can use when they need help with a task, problem or situation at home and/or at school	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe
	Recognise situations and opportunities to promote their own health, safety and wellbeing	Identify and practise strategies to promote health, safety and wellbeing
<b>Communicating and interacting for health and wellbeing</b>		
Practise personal and social skills to interact with others	Describe ways to include others to make them feel that they belong	Describe factors that can positively influence relationships and personal wellbeing
Identify and describe emotional responses people may experience in different situations	Identify and practise emotional responses that account for own and others' feelings	Investigate how emotional responses vary in family situations and in friendship groups
	Examine health messages and how they relate to health decisions and behaviours	Discuss and interpret health information and messages in the media
<b>Contributing to healthy and active communities</b>		
Identify actions that promote health, safety and wellbeing	Explore actions that help make the classroom a healthy, safe and active place	Describe strategies to make the classroom and playground healthy, safe and active spaces
Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment	Identify and explore natural and built environments in the local community where physical activity can take place	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing
<b>Movement and Physical Activity</b>		
<b>Moving the body</b>		
Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings	Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings	Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings
Participate in games with and without equipment	Construct and perform imaginative and original movement sequences in response to stimuli	Perform movement sequences which link fundamental movement skills
	Create and participate in games	Practise and apply movement concepts and strategies
<b>Understanding movement</b>		
Explore how regular physical activity keeps individuals healthy and well	Discuss the body's reactions to participating in physical activities	Examine the benefits of physical activity and physical fitness to health and wellbeing
Identify and describe how their body moves in relation to effort, space, time, objects and people	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences	Combine the elements of effort, space, time, objects and people when performing movement sequences
<b>Learning through movement</b>		
Cooperate with others when participating in physical activities	Use strategies to work in group situations when participating in physical activities	Adopt inclusive practices when participating in physical activities
Use trial and error to test solutions to movement challenges	Propose a range of alternatives and test their effectiveness when solving movement challenges	Apply innovative and creative thinking in solving movement challenges
Follow rules when participating in physical activities	Identify rules and fair play when creating and participating in physical activities	Apply basic rules and scoring systems, and demonstrate fair play when participating
<b>Achievement Standard</b>		
By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify 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 when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform fundamental movement skills and solve movement challenges.	By the end of Level 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They understand how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to 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 strategies at home and/or school 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.	By the end of Level 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 including in physical activities. 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 how these can promote health and wellbeing. Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply 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.