



HEALTH & PHYSICAL EDUCATION

SCOPE AND SEQUENCE

Early Childhood Band of Development

ELA 12 – The student takes action to promote health and self-esteem

Markers of Progress: By the end of the of the early childhood band of development, students describe what people do to stay healthy. They know that physical activity, rest, sleep and healthy eating are important for their health. They know that drugs can help them recover from illnesses but can also be harmful. They distinguish between feeling safe an unsafe and they identify safe and unsafe situations. They describe protective strategies they can use in unsafe situations and identify people who can keep them safe and help them when they feel safe.

Preschool Students have the opportunities to learn about:	Kindergarten Students have the opportunities to learn about:	Year 1 Students have the opportunities to learn about:	Year 2 Students have the opportunities to learn about:
<p><u>Personal Self</u> 12.EC.2 good personal hygiene practices</p> <p>12.EC.8 ways they can keep themselves safe as pedestrians (e.g. hold an adult’s hand) and as passengers (e.g. use of seatbelts)</p> <p><u>Community Self</u> 12.EC.9 rules for safe play and appropriate behaviours at home and at school</p>	<p><u>Personal Self</u> 12.EC.1 the components of a healthy lifestyle (e.g. sleep, rest, physical activity, healthy food choices</p> <p>12.EC.4 food choices for good health</p> <p>12.EC.5 balanced eating habits</p>	<p><u>Community Self</u> 12.EC.9 rules for safe play and appropriate behaviours at home and at school</p>	<p><u>Personal Self</u> 12.EC.2 good personal hygiene practices</p> <p>12.EC.3 people and products that keep them healthy (e.g. at home, in the local community</p> <p>12.EC.6 drugs as helpful and harmful substances</p> <p>12.EC.7 ways to protects themselves from the sun and when near water (e.g. water safety awareness).</p> <p>12.EC.8 ways they can keep themselves safe as pedestrians (e.g. hold an adult’s hand) and as passengers (e.g. use of seatbelts)</p> <p>12.EC.10 appropriate and inappropriate touching</p>



Preschool Students have the opportunities to learn to:	Kindergarten Students have the opportunities to learn to:	Year 1 Students have the opportunities to learn to:	Year 2 Students have the opportunities to learn to:
		<p><u>Community Self</u></p> <p>12.EC.12 recognise safe and unsafe situations</p> <p>12.EC.13 recognise injury and how to contact emergency services</p> <p>12.EC.14 respond to situations that make them feel unsafe and identify people who can help</p>	<p><u>Personal Self</u></p> <p>12.EC.11 prepare, taste and identify a range of healthy foods</p>



ELA 13 – The student is physically skilled and active

Markers of Progress: By the end of the early childhood band of development, students demonstrate the fundamental movement skills of balancing, running, jumping vertically and catching. They participate in active play and games and adapt new skills to integrate into their play. They perform movement sequences by following and repeating movements, rhythms and patterns. They participate cooperatively and share equipment and space during physical activities.

<p><u>Personal Self</u> 13.EC.5 use fine motor skills including grasping, manipulating and hand-eye coordination</p> <p><u>Community Self</u> 13.EC.2 cooperative and safe practices in physical activity</p> <p><u>Expressive Self</u> 13.EC.6 play, create and move using different types of equipment</p>	<p><u>Personal Self</u> 13.EC.5 use fine motor skills including grasping, manipulating and hand-eye coordination</p> <p>13.EC.8 respond to simple instructions in play and game situations</p> <p><u>Community Self</u> 13.EC.9 cooperate with others and share equipment and space</p>	<p><u>Personal Self</u> 13.EC.5 use fine motor skills including grasping, manipulating and hand-eye coordination</p> <p><u>Community Self</u> 13.EC.2 cooperative and safe practices in physical activity</p> <p><u>Expressive Self</u> 13.EC.4 explore movement in a variety of physical activities individually and in groups, with and without equipment</p> <p>13.EC.6 play, create and move using different types of equipment</p>	<p><u>Personal Self</u> 13.EC.1 fundamental movement skills and the language used to describe them (e.g. balance, run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-hand strike, dodge)</p> <p>13.EC.3 perform the fundamental movement skills of balance, run, vertical jump and catch</p> <p>13.EC.5 use fine motor skills including grasping, manipulating and hand-eye coordination</p> <p><u>Expressive Self</u> - 13.EC.7 develop movement sequences using various parts of the body and in response to different stimuli (e.g. patterns, rhythms)</p>
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ELA 14 – The student manages self and relationships

Markers of Progress: By the end of the early childhood band of development, students describe similarities and differences between themselves and others. They understand that people develop in unique ways, while still having the same basic needs. They are starting to establish a positive self-concept by identifying their personal strengths and abilities and understanding how their bodies are growing and developing. They identify people who are important to them and the ways in which they can care for them. They show consideration for the needs and feelings of others in the class.

Preschool Students have the opportunities to learn about:	Kindergarten Students have the opportunities to learn about:	Year 1 Students have the opportunities to learn about:	Year 2 Students have the opportunities to learn about:
<p>Personal Self 14.EC.1 similarities and differences between themselves and others (e.g. experiences, appearance, abilities, needs, wants, feelings)</p> <p>14.EC.2 major body parts and their functions</p> <p>Community Self 14.EC.4 ways of encouraging and caring for others</p>	<p>Personal Self 14.EC.3 physical changes to their bodies since birth</p> <p>Community Self 14.EC.6 different types of families and the range of family roles and activities</p>	<p>Community Self 14.EC.4 ways of encouraging and caring for others</p> <p>14.EC.5 making and keeping friends</p>	<p>Personal Self 14.EC.1 similarities and differences between themselves and others (e.g. experiences, appearance, abilities, needs, wants, feelings)</p> <p>14.EC.2 major body parts and their functions</p>

Preschool Students have the opportunities to learn to:	Kindergarten Students have the opportunities to learn to:	Year 1 Students have the opportunities to learn to:	Year 2 Students have the opportunities to learn to:
<p>Personal Self 14.EC.7 identify and describe their personal abilities and strengths</p>	<p>Analytical Self 14.EC.9 compare similarities and differences between people as they grow and develop</p>	<p>Community Self 14.EC.8 describe the characteristics that make them similar to others and unique</p> <p>14.EC.10 describe their families and other groups to which they belong</p> <p>14.EC.11 identify the feelings of others and practise the skills involved in making and maintaining friends</p>	<p>Personal Self 14.EC.7 identify and describe their personal abilities and strengths</p> <p>14.EC.12 identify those people and things that are special to them and explain why they are important</p>



Later Childhood Band of Development

ELA 12 – The student takes action to promote health and self-esteem

Markers of Progress: By the end of the later childhood band of development, students understand the need to take responsibility for their own health and recognise different influences on their health choices. They identify products, substances and behaviours that have a positive and negative effect on their health. They identify legal and illegal drugs and describe some of the effects of tobacco and alcohol on the body. They identify ways in which they can protect themselves from harm. They describe ways they can act to increase the safety and health of those around them. They identify individuals and services in the community that help protect their health.

Year 3 Students have the opportunities to learn about:	Year 4 Students have the opportunities to learn about:	Year 5 Students have the opportunities to learn about:
<p>Personal Self 12.LC.3 balanced eating habits and a variety of good food choices</p> <p>12.LC.5 food handling and storage</p> <p>12.LC.10 when and how to protect themselves from the sun</p> <p>12.LC.11 safe practices as pedestrians (e.g. near buses), passengers and on wheels (e.g. using bicycles, skateboards and roller blades)</p> <p>12.LC.4 food for special occasions</p>	<p>Personal Self 12.LC.1 the factors that influence personal health choices (e.g. media, family, peers)</p> <p>12.LC.2 how to distinguish between products that support their health and those that do not</p> <p>12.LC.6 why people use drugs for medical and non-medical reasons</p> <p>12.LC.7 appropriate use, storage and labelling of medications</p> <p>12.LC.8 the effects of tobacco and alcohol on the body</p> <p>12.LC.9 types of legal and illegal drugs</p>	<p>Community Self 12.LC.12 how the places people live, work and play can influence their health</p> <p>12.LC.13 emergency first aid</p>



Year 3 Students have the opportunities to learn to:	Year 4 Students have the opportunities to learn to:	Year 5 Students have the opportunities to learn to:
<p><u>Personal Self</u> 12.LC.16 plan and prepare a meal based on healthy food choices</p>		<p><u>Community Self</u> 12.LC.14 local community services that help protect their health</p> <p>12.LC.21 recognise warning signs and behaviours that are threatening</p> <p>12.LC.15 consider how their choice influence health status now and in the future</p> <p>12.LC.18 identify risk situations, people and places and ways to respond</p> <p>12.LC.19 plan how to take responsibility for their own safety and that of others (e.g. swim only in safe places, wear seatbelts and helmets)</p> <p>12.LC.20 formulate and practise actions plans for accidents and medical emergency situations at home, at school and in the local area</p>



ELA 13 – The student is physically skilled and active

Marker of Progress: By the end of the later childhood band of development, students participate regularly in a wide range of physical activities. They show competency in all the fundamental movement skills and apply them in different activities and games. They create basic movement sequences and perform them with consistency and control. They use equipment and space safely. They understand fair play and follow the rules in games. They describe the importance of maintaining a physically active lifestyle.

Year 3 Students have the opportunities to learn about:	Year 4 Students have the opportunities to learn about:	Year 5 Students have the opportunities to learn about:
<p><u>Personal Self</u> 13.LC.2 the effects of physical activity on the body</p> <p><u>Expressive Self</u> 13.LC.1 fundamental movement skills in different types of physical activity (e.g. balance, run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge)</p> <p><u>Community Self</u> 13.LC.5 the concept of fair play and the functions of rules in games</p>	<p><u>Community Self</u> 13.LC.4 correct use of sports equipment</p>	<p><u>Personal Self</u> 13.LC.3 how their levels of skill and fitness can influence their participation in physical activity</p>
Year 3 Students have the opportunities to learn to:	Year 4 Students have the opportunities to learn to:	Year 5 Students have the opportunities to learn to:
	<p><u>Personal Self</u> 13.LC.6 perform the fundamental movement skills of hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge</p> <p>13.LC.9 identify the personal needs and preferences for physical activity</p>	<p><u>Expressive Self</u> 13.LC.7 apply and transfer fundamental movement skills in minor and modified games situations</p> <p>13.LC.8 practice the application of fundamental movement skills to create movement sequences in a range of physical activities (e.g. aquatics, minor and modified games, dance, gymnastics, track and field)</p>



ELA 14 – The student manages self and relationships

Markers of Progress: By the end of the later childhood band of development, students recognise a range of influences on personal identity. They identify body changes relate to puberty. They identify the characteristics of effective communication and demonstrate skills that enhance relationships. They understand how positive relationships are important for their well-being. They identify the roles and responsibilities of different groups. They demonstrate skills for establishing and maintaining positive relationships. They identify actions they can take when they feel upset or bullied.

Year 3 Students have the opportunities to learn about:	Year 4 Students have the opportunities to learn about:	Year 5 Students have the opportunities to learn about:
<p>Community Self 14.LC.6 why different people are important to them</p> <p>14.LC.8 roles and responsibilities of members within different relationships (e.g. peer group, different types of families)</p> <p>14.LC.9 how relationships can change (e.g. changing friends, divorce in families)</p>	<p>Community Self 14.LC.7 the characteristics of effective communication (e.g. active listening) and factors that influence communication (e.g. feelings, peer pressure)</p> <p>14.LC.10 how friendship and trust are developed in relationships</p>	<p>Personal Self 14.LC.1 factors that influence their self-esteem</p> <p>14.LC.2 how expectations of girls and boys, an men and women, can influence their choices, options and personal identity</p> <p>14.LC.3 some differences in growth and development between individuals</p> <p>14.LC.4 the physical changes that are associated with puberty</p> <p>14.LC.5 how physical growth follows a predictable sequence of changes, while the rate of change varies among individuals</p>

Year 3 Students have the opportunities to learn to:	Year 4 Students have the opportunities to learn to:	Year 5 Students have the opportunities to learn to:
<p>Personal Self 14.LC.12 identify feelings associated with life changes (e.g. family change, loss) and strategies for coping with those feelings</p>	<p>Expressive Self 14.LC.14 express their needs and feelings in appropriate ways</p> <p>Community Self 14.LC.15 make friends and relate to different people</p> <p>Analytical Self 14.LC.13 assess the effects of actions that enhance (e.g. active listening, showing care) or diminish (e.g. judging people negatively, bullying, violence) relationships</p>	<p>Personal Self 14.LC.11 identify different influences on personal identity (e.g. media, peers, cultural beliefs, family, school)</p>



Health and Physical Education

Early Adolescence Band of Development

ELA 12 – The students takes actions to promote health

Markers of Progress: By the end of the early adolescence band of development, students understand the multi-dimensional nature of health. They identify and investigate health concerns affecting young people. They identify a range of drugs, explain their short-term and long-term effects and speculate about reasons people may choose to use or not use them. They evaluate their own health needs and know how to access health information, services, products to improve their health. They understand that lifestyle choices that impact on later health can be informed in adolescence. They predict the consequences of risk behaviours associated with safety and identify and assess strategies to minimise harm.

Year 6 Students have the opportunities to learn about:	Year 7 Students have the opportunities to learn about:	Year 8 Students have the opportunities to learn about:
<p>Community Self 12.EA.4 health information, services and products and ways to access them (e.g. family, peers, schools, media, Internet, local doctor)</p> <p>12.EA.5 the relationship between food choices, physical activity and health</p> <p>12.EA.11 strategies to minimise harm (e.g. acquiring knowledge, safe attitudes, developing personal skills, identifying support networks)</p> <p>12.EA.6 cultural and social influences and food choices</p>	<p>Personal Self 12.EA.1 factors that influence health (e.g. environment, lifestyle, medical conditions, genetics)</p> <p>12.EA.3 the relationship between the physical, emotional, mental and social dimensions of health</p> <p>12.EA.7 short and long-term effects of drug use on health</p> <p>12.EA.8 reasons why people use and do not use drugs</p> <p>12.EA.9 prevalence and patterns of adolescent drug use</p>	<p>Community Self 12.EA.2 the influences of lifestyle behaviours on their health now and in later life</p> <p>12.EA.10 factors influencing risk-taking and possible consequences of risk behaviour</p> <p>12.EA.12 basic procedures for first aid and emergency assistance</p>



Year 6 Students have the opportunities to learn to:	Year 7 Students have the opportunities to learn to:	Year 8 Students have the opportunities to learn to:
<p><u>Community Self</u> 12.EA.14 critically interpret what is presented in the media about health (e.g. body image and nutrition)</p> <p>12.EA.16 investigate the dietary habits of young people (e.g. in relation to recommend dietary guidelines)</p> <p>12.EA.19 recognise unsafe situations and make judgements about when it is necessary to seek help from others</p>	<p><u>Personal Self</u> 12.EA.13 investigate how contemporary health issues affect young people (e.g. obesity, drug use and road safety) and identify health information, services and products designed to address the health needs of young people</p> <p>12.EA.15 design and prepare family meals that reflect healthy food choices</p> <p>12.EA.17 consider reasons why people choose to use or not to use drugs and factors that might influence such choices</p>	<p><u>Community Self</u> 12.EA.18 identify risk factors and behaviours in real-life situations and identify and assess strategies to minimise harm (e.g. on the road, at a party, in water environments, as a passenger, being offered drugs)</p>



ELA 13 – The student is physically skilled and active

Markers of Progress: By the end of the early adolescence band of development, students show competency in a range of movement and sport-specific skills. They apply, refine and combine movement skills in different physical activities. They devise and implement strategies in games, using and adapting a range of movement skills. They understand the relationships between physical activity, fitness and health. They set personal goals, regularly engage in moderate to vigorous physical activity and evaluate their own levels of skills and activity.

Year 6 Students have the opportunities to learn about:	Year 7 Students have the opportunities to learn about:	Year 8 Students have the opportunities to learn about:
<p>Personal Self 13.EA.1 the relationship between physical activity, fitness and health</p> <p>13.EA.4 planning for regular physical activity as part of daily life</p> <p>Community Self 13.EA.5 the variety of roles that contribute to successful participation in physical activity (e.g. player, captain, coach, referee, soccer, administrator)</p>	<p>Personal Self 13.EA.2 the relationship between nutrition and physical activity (i.e. energy intake and energy expenditure)</p> <p>Community Self 13.EA.6 the range of physical activities available to them in their local community</p>	
Year 6 Students have the opportunities to learn to:	Year 7 Students have the opportunities to learn to:	Year 8 Students have the opportunities to learn to:
<p>Personal Self 13.EA.10 monitor their participation in physical activity</p> <p>Expressive Self 13.EA.9 devise and implement strategies for playing games</p>	<p>Analytical Self 13.EA.11 set personal physical skill and activity goals, develop a program to meet those goals and evaluate its success</p>	<p>Expressive Self 13.EA.7 practise, refine, combine and apply fundamental and specialised movement skills in familiar and new activities and games</p> <p>13.EA.8 demonstrate movement skills proficiency in different physical activities (e.g. aquatics, games and sport, dance, gymnastics, track and field, outdoor recreation)</p>



ELA 14 – The student manages self and relationships

Markers of Progress: By the end of the early adolescence band of development, students assess the factors that contribute to the development of personal identity. They identify challenges and opportunities they may experience at this stage of their lives and demonstrate a realistic sense of their ability to respond to them. They understand that puberty is a time of change and they develop strategies to deal with sexual feelings and health. They identify strategies to build resilience and seek help that assist them to feel connected and supported. They identify qualities within themselves and others that contribute to positive and respectful relationships and describe strategies for building, maintaining and closing relationships.

Year 6 Students have the opportunities to learn about:	Year 7 Students have the opportunities to learn about:	Year 8 Students have the opportunities to learn about:
<p><u>Personal Self</u> 14.EA.2 strategies for building resilience and seeking help</p> <p>14.EA.5 the physical, emotional and social changes related to puberty and the relationship between physical and emotional maturity</p> <p><u>Community Self</u> 14.EA.9 the qualities of positive and respectful relationships</p> <p>14.EA.11 forms of abuse, bullying and harassment and their impact on relationships</p>	<p><u>Personal Self</u> 14.EA.1 factors that influence a sense of self during early adolescence (e.g. impact on body image, views of what it means to be male or female, personal abilities and talents</p> <p>14.EA.3 strategies for dealing with loss and grief</p> <p>14.EA.4 different forms of connectedness (e.g. with a place, personal, cultural, spiritual)</p> <p><u>Community Self</u> 14.EA.10 the dynamic nature of relationships</p> <p>14.EA.10 the dynamic nature of relationships</p>	<p><u>Personal Self</u> 14.EA.6 managing the changes associated with puberty, including their sexual feelings and sexual health</p> <p><u>Community Self</u> 14.EA.7 how personal and community practices, cultures and traditions reflect different beliefs or values about expressions of sexuality</p> <p>14.EA.8 different types of relationships (e.g. family, friends, partner, work) and the rights of responsibilities of individuals in those relationships</p>

Year 6 Students have the opportunities to learn to:	Year 7 Students have the opportunities to learn to:	Year 8 Students have the opportunities to learn to:
	<p><u>Analytical Self</u> 14.EA.12 analyse the ways people define their own and others' identities (e.g. by their clothes, behaviours, interests, connections with others or places</p> <p><u>Community Self</u> 14.EA.16 identify strategies and behaviours for negotiating positive and respectful relationships in a range of settings</p> <p>14.EA.17 identify strategies to address the abuse of power in relationships and ways they could help</p>	<p><u>Analytical Self</u> 14.EA.13 critically reflect on factors that influence their perceptions of their own capacity and potential</p> <p>14.EA.14 recognise current challenges, predict future challenges and identify strategies for responding to those challenges</p> <p>14.EA.15 recognise sexual feelings and evaluate standards of sexual behaviour considered appropriate by themselves, peers, family and the community</p>



	themselves and others in this situations	
	14.EA.18 recognise forms of bullying and harassment (including sexual harassment and homophobic bullying) and identify strategies for seeking help and support	

