



**Victorian Essential
Learning Standards**

Physical, Personal and Social
Learning Strand

**HEALTH AND
PHYSICAL
EDUCATION**



Contents

Physical, Personal and Social Learning	4
Health and Physical Education.....	6
Introduction.....	6
Dimensions.....	7
Level 1	8
Level 2	10
Level 3	12
Level 4	14
Level 5	16
Level 6	18

Physical, Personal and Social Learning

A curriculum designed to equip students for the challenging world of the twenty-first century needs to ensure that students develop as people who take increasing responsibility for their own physical wellbeing, learning, relationships with others and their role in the local, national and global community.

Within the Physical, Personal and Social Learning strand the learning domains are:

Health and Physical Education

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skills and behaviours that enable them to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity in ensuring good health
- engage in physical activity.

Interpersonal Development

In our highly interconnected and interdependent world, students must learn to work with others by:

- building positive social relationships
- working and learning in teams
- managing and resolving conflicts.

Personal Learning

As students progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation at school. This involves developing as individual learners who:

- acquire self knowledge and dispositions which support learning
- can learn with peers, including by seeking and responding appropriately to feedback
- increasingly manage their own learning and growth including by setting goals and managing resources to achieve these
- recognise and enact appropriate values within and beyond the school context.

Civics and Citizenship

Students need to develop the knowledge, skills and behaviours that enable them to take action as informed, confident members of a diverse and inclusive Australian society. They need to understand the political and legal systems and processes and the history that underpins them. This involves a focus on students:

- understanding their identity and roles in their community
- knowing their rights and responsibilities as citizens
- appreciating Australia's role in the global community
- having the knowledge, skills and behaviours to participate in society and take responsible action in relation to other citizens and the environment at a local and broader level.

Health and Physical Education

Introduction

The domain of Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society. It develops an understanding of the importance of personal and community actions in promoting health and life-long participation in physical activity, and of the crucial role that supportive physical and social environments play in the development of the health of individuals and communities.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

This domain is unique in having the potential to impact on the physical health of students. It promotes the potential for life-long participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education. Sociocultural factors which influence attitudes towards participation in physical activity are investigated.

Students' involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Physical education also includes knowledge about the human body. Students learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

Through the provision of health knowledge, this domain develops an understanding of the importance of personal and community actions in promoting health. Knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities is developed. The developmental changes that occur throughout the human lifespan are explored.

The domain promotes effective relationships and ways of managing transitions and changing demands, roles and responsibilities. Students identify the harms associated with particular situations and behaviours and how to take action to minimise these harms. They investigate issues ranging from individual lifestyle choices to how societal and environmental determinants impact on the health of individuals and communities. In investigating these issues, they explore differing perspectives and develop informed positions.

The Health and Physical Education domain assists students to make informed lifestyle choices by understanding the impact of various forms of behaviour and physical activity.

Dimensions

This domain has two dimensions.

Movement and physical activity

This dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students' confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It includes an understanding of the human body and how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

The experience of physical activity in play, recreation, sport, fitness and outdoor environments provides challenge, personal growth and enjoyment.

Health knowledge and promotion

This dimension examines physical health and personal development across various stages of the lifespan. It focuses on factors, including nutrition, healthy eating and healthy lifestyle practices, which promote and protect the physical, mental, social and emotional health of individuals, families and communities.

Concepts, skills and strategies are introduced to assist students develop and refine their critical thinking and problem-solving strategies in order to make informed decisions about their health, including dealing with the often competing and contradictory expectations that young people experience. It explores strategies for effectively communicating and managing emotions when relating or responding to others.

Level 1

Learning focus

Students engage in a variety of physical activities on their own and with their peers, with and without equipment, and in a range of environments (indoor, outdoor and aquatic). They begin to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning. Through a range of activities, such as dance, gymnastics and games, students progressively gain control of their movements in personal and general space, while stationary and moving. They explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed. They respond to movement stimuli such as rhythm, beat, music and words.

They learn simple rules and procedures for safe movement, and to follow instructions. They begin to combine movement with the use of equipment.

Students begin to develop a movement vocabulary, including movement words, ways of describing the physical responses of their bodies to movement and the feelings associated with participation in physical activity.

Students start identifying new (movement) things they can do and the responsibilities associated with these. They begin to learn about the development of personal identity. Students explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. They discuss physical changes as people grow and develop, and describe how their own bodies have changed over time.

Students are introduced to the basic principles of living an active and healthy life and start learning about the importance of eating a variety of foods. They learn about how foods differ in look, taste, feel and smell, and begin to understand how good food choices contribute to an active and healthy life.

Students learn to identify those environments where they feel confident and those where they may be afraid or concerned for their safety. They practise how to respond to situations that make them feel unsafe, and learn about who can help them. They learn about local signs and symbols related to safety and explore possible actions to take when they feel threatened or unsafe.

Students explore their emotions and identify the different ways in which people express and respond to emotions. They learn to consider, support and encourage others while participating in movement and physical activities, to share equipment, and to adhere to rules that aid participation and cooperation.

Standards

Movement and physical activity

At Level 1 students perform basic motor skills and movement patterns, with or without equipment, in a range of environments. They regularly engage in periods of moderate to vigorous physical activity. They follow rules and procedures and use equipment and space safely. They use basic vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity.

In this domain, standards for the *Health knowledge and promotion* dimension are introduced at Level 3.

Level 2

Learning focus

Students continue to participate in a variety of physical activities in a range of environments (indoor, outdoor and aquatic). They explore different actions of the body and begin to understand how they affect movement efficiency. They practise basic motor skills and are introduced to other skills, such as leaping, dodging, the over-arm throw, dribbling and striking balls, cartwheeling and handstanding. They advance from creating and playing games on their own or with a partner to playing in small and large groups. They begin to combine motor skills into movement sequences, and create simple movement sequences in response to a variety of stimuli. They begin to adapt movement skills to changing environmental conditions. Students consider the need for safety rules for equipment use, and practise appropriate safety skills and procedures.

Students begin to understand the link between physical activity and health, and learn that they need energy to participate in physical activity. They learn to describe their physiological responses to participation in both moderate and vigorous activity.

With guidance, they learn to make healthy food choices according to healthy eating models, and to consider the factors that influence their choice of foods. They begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.

Students begin learning about how they develop. They explore people's needs at various stages of development and recognise that some needs apply to all stages of life. They describe what they like about themselves, how they are similar to others and how they are unique.

They begin to identify the benefits of safe behaviours and learn how they can protect and increase their health and safety and the health and safety of others. In considering personal safety issues, they discuss the way various situations and behaviours affect the way they feel, and develop personal responses to such behaviours and situations. Students explore the views of others and learn that these may vary between individuals and situations.

Students begin to listen to others' opinions and are encouraged to express their points of view about their own health and that of others. They begin to understand that they are part of the school's social environment and that they can contribute to the development of a code of behaviour for the classroom and/or school.

Standards

Movement and physical activity

At Level 2 students demonstrate basic motor skills and a number of more complex skills. They combine motor skills and movement patterns during individual and group activities. They demonstrate control when participating in locomotor activities requiring change of speed, direction and level. They perform and create simple rhythmical movement sequences in response to stimuli. They regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. They explain the contribution rules and procedures make to safe conduct of games and activities. They use equipment safely.

In this domain, standards for the *Health knowledge and promotion* dimension are introduced at Level 3.

Level 3

Learning focus

Students practise and use more complex manipulative and locomotor skills in a range of movement environments. They identify the performance criteria of motor skills and practise observing a partner's performance. Through modified major games and athletics activities, students begin to apply their skills in sport-specific settings. They explore basic games tactics and participate in competitive activities through intra-school sport. They begin to work with others to set and achieve goals in both cooperative and competitive settings. They invent games for themselves and others to play, and identify appropriate safety considerations for these games. Students identify the different tasks undertaken by officials to ensure a game or activity can proceed smoothly. They discuss how all students can have equal opportunity to participate, irrespective of skill level.

During gymnastics or dance sessions students learn, reproduce and choreograph more complex movement sequences and dances.

Students learn about outdoor adventure activities to enable them to better understand the nature of outdoor environments and how they can prepare themselves for safe involvement in such activities.

Students further develop their understanding of the need for variety and frequency of food intake in active and healthy lives, and begin to relate the foods they eat with the energy they need for everyday and physical activities. They consider the physiological, social, cultural and economic factors that influence food choice, and the impact of these factors on healthy eating. Students reflect on the importance of healthy eating and participation in physical activity for their physical, social and emotional health.

Students examine their physical development in more detail, for example changes in their height. They develop an understanding of human development as a continuous process involving changes and predictable stages. They begin to explore the relationship between safety, risk and challenge, with an emphasis on developing their knowledge and understanding of safety techniques and strategies. They investigate and evaluate a variety of scenarios which might be deemed to be 'risky' using given criteria.

Students begin to explore how their emotions are affected by the way they view themselves, identifying factors (including the influence of peers and family) that affect, positively or negatively, their sense of self-worth. They continue to learn skills for maintaining and supporting their self-worth.

Students explore and describe a range of features in the local environment and develop an understanding of how the physical and aesthetic components of their surroundings contribute to their wellbeing.

Standards

Movement and physical activity

At Level 3 students demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. They perform a broad range of more complex motor skills. They create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns. They work with others to achieve goals in both cooperative and competitive situations, understand the concept of fair play, and respect the roles of officials. Students follow safety principles in games and activities. They participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness.

Health knowledge and promotion

At Level 3 students describe the stages of human development. They identify basic safety skills and strategies, and describe methods for recognising and avoiding harmful situations. They describe how physical and social components in the local environment contribute to wellbeing. They identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices. Students explain basic concepts of identity and use simple strategies to maintain and support their self-worth.

Level 4

Learning focus

Students refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. Students begin to observe, and give constructive feedback on, the skill performance of their peers. They explore strategies for strategic thinking, communication and cooperation to enhance performance and participation in order to achieve team goals. Students begin to set personal goals to improve performance, and explore strategies to achieve them.

Students undertake a variety of roles when participating in modified sports, and are supported in taking responsibility for organising and conducting competitive activities in which decisions are made about procedures, rules and fair play. They consolidate their mobility and safety skills in aquatic environments and develop confidence and responsibility in the water. Students learn about and experience a variety of outdoor adventure activities in natural environments. They explore the training principles for improving components of health related fitness and ways to monitor exercise intensity as they continue to participate in regular bouts of moderate to vigorous physical activity.

Students consider factors that affect their own and others' ability to access and effectively use health information, products and services. They investigate different food-selection models and their characteristics, and reflect on how they can be used to assist in decisions about food choices. They learn about the safe and hygienic preparation and storage of food.

Students discuss significant transitions between life stages, particularly the changes associated with puberty and the changing roles and responsibilities during these stages. They discuss reproductive systems, sexual development and sexual maturation. Students develop an understanding of the right to be safe, and actions they can take if they feel unsafe or to avoid unsafe situations.

In examining the sometimes transient nature of relationships, students consider strategies for managing the loss of some relationships and the development of new ones. They discuss ways in which the behaviour, performance and attitude of an individual might affect, and be affected by, his or her role in a group activity.

Standards

Movement and physical activity

At Level 4 students perform confidently and efficiently in a range of movement environments (indoor, outdoor, and aquatic). They demonstrate basic and complex motor skills and apply these skills in increasingly complex games and activities. Students effectively use strategic thinking to improve game performance. They participate effectively in teams and work with both more- and less-skilled peers. Students work independently to improve performance, and provide constructive feedback based on performance criteria to assist skill development in a partner. Students describe and analyse the various roles required in competitive sports. They maintain their activity levels and monitor exercise intensity. They work in a group to create a game, and establish rules and procedures for its safe conduct. They explain the process for improving health-related fitness.

Health knowledge and promotion

At Level 4 students identify the likely physical, emotional and social changes that will occur during puberty, including how their role and responsibilities within the family setting and among friends may change. They describe the actions they can take if they feel unsafe. They analyse and explain food choices and analyse and describe food selection models. They describe how to prepare and store food hygienically.

Level 5

Learning focus

Students further develop and refine a range of movement and manipulative skills, for example gymnastics routines and high-level ball games. They participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific, skills.

Students continue to observe peer performance, developing and using criteria to provide more precise feedback. They also monitor and analyse their own performance. Students engage in activities which develop strategic thinking and tactical knowledge to improve individual and team performance. They collaborate with team members when achieving goals, planning strategies and practising set plays for responding to games-based tactical challenges.

Students perform in a variety of roles, for example, player, coach, umpire or administrator, and reflect on their experiences. They respect the right of others to participate, and continue to develop a range of conflict resolution strategies to solve problems. They reflect on their own personal and social behaviours in physical activity settings, and how they contribute to creating an inclusive and supportive environment for learning and fair play.

Students continue to develop their swimming stroke techniques and proficiency in a range of water safety skills as they participate within an aquatic environment. During participation in a range of outdoor recreation and adventure activities, students further develop skills, knowledge and behaviours which enhance safe participation in these activities.

Students explore views about fitness and suggest what fitness might mean to various groups in society. They further develop their understanding of the physical, mental, social and emotional benefits of participation in physical activity, and examine factors which influence such participation. They consider the relationship between physical activity, fitness and health, and explore ways to measure their own fitness and physical activity levels. They explore the relationship between their physical activity and nutrition in order to understand how they can maintain physical health. They investigate and address positive and negative motivational factors that influence the value they place on participating in physical activity. They are introduced to the components of performance-related fitness, and learn how to analyse and evaluate sports and activities from this perspective.

Students reflect on the range of influences on personal food intake: peers, advertising, mass media, mood, convenience, habit, cultural beliefs and values, and access to food products and services. They explore topical issues related to eating, and identify personal and community factors that influence their own

food selection. Students consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models. They analyse nutritional information provided in advertising and in product labels, and make decisions about how this information can be used by, or influence, individuals in their food choices. They research how biological determinants such as body weight, blood pressure and blood cholesterol affect their own and family members' health.

Students explore the health status of different groups in Australia and consider why some groups have significantly poorer health. They explore whether all Australians have equal access to health care services and products and identify possible barriers to access. Students continue their study of the changes associated with adolescence by identifying what changes have already occurred and what changes they can expect to experience. They learn how to access reliable information about health issues affecting them.

In developing strategies to minimise harm and to protect their own and others' health, students consider health resources, products and services, and the influences of the law, public health programs, their conscience, community attitudes, and religious beliefs. They begin to clarify a cohesive set of personal values and how they could be used to improve their health.

Standards

Movement and physical activity

At Level 5 students proficiently perform complex movement and manipulative skills. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. They use performance criteria to evaluate and improve their own performance and the performance of others. Students measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. They maintain their activity levels and analyse and evaluate their level of involvement in physical activity.

Health knowledge and promotion

At Level 5 students recognise changes that occur as a result of the adolescent stage of the lifespan and describe the factors that influence their own development. They analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity. They identify outcomes of risk-taking behaviours and apply harm-minimisation strategies.

Level 6

Learning focus

Students continue to develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They learn and practise tactics and strategies relevant to the sports and activities in which they are participating. They may be introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context. Students participate in peer teaching or coaching situations with a focus on skill development and improvement, and game sense. They discuss sporting conduct, and implement fair play and good sporting behaviours. They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students learn to set personal fitness goals, develop a fitness program and evaluate its success. They investigate community facilities available for health and physical fitness activities, engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for enhancing safe participation in these activities.

Students investigate how social and environmental factors influence the health behaviours of individuals and populations, and use national health promotion policies and documents to provide information to support their own, and others' healthy lifestyle decisions.

Students examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life. They analyse the links between diet and current community health issues, and consider special dietary needs, and ways of improving their own diet. They research patterns of food consumption in Australia and analyse factors that influence food choice, such as changes in family life.

Students examine attitudes to risk, and the health outcomes and costs associated with inappropriate risk-taking behaviour. They discuss ways to balance risk and safety, and refine and evaluate strategies to minimise the likelihood of themselves or others taking inappropriate risks. Students examine the concept of adventure in outdoor activities as well as perceived and actual risk. They learn basic first aid skills and sports injury management.

Students discuss ways to express independence, and rehearse strategies for being assertive when protecting their own and others' health. Students examine mental illness, its stigma, and the challenges for those with a mental illness and for those caring for them.

Students discuss relationships and how the different aspects of relationships vary between people and over time. They consider how the different roles and

responsibilities in sexual relationships can affect their health and wellbeing. Students explore assumptions, community attitudes and stereotypes about young people and sexuality. They learn strategies for supporting themselves and other young people experiencing difficulties in relationships or with their sexuality, and learn about the community services available to assist. Students investigate and evaluate the policies and practices in their school in relation to sexual and racial harassment and/or discrimination, and identify their rights and responsibilities in these areas.

Standards

Movement and physical activity

At Level 6 students demonstrate proficiency in manipulative and movement skills during the execution of complex activities. They demonstrate advanced skills in selected physical activities. They employ and devise skills and strategies to counter tactical challenges in game situations. They demonstrate skill learning and game sense, and display appropriate sporting behaviour. They use training methods to improve their fitness level, and participate in sports, games, recreational and leisure activities that maintain their activity levels.

Health knowledge and promotion

At Level 6 students analyse a health promotion strategy and the personal and community behaviours and actions which result. They identify and describe the positive and negative health outcomes of this strategy. They explain how external influences affect personal values. They demonstrate appropriate assertiveness and resilience strategies. They identify mental health issues and factors which affect roles and responsibilities in sexual matters and sexual relationships. They identify and differentiate between social and environmental determinants of individual and population health. They identify and describe strategies that address areas of concern related to current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food selection.

First published February 2005

© VCAA 2005

This publication is copyright. Apart from any use permitted under the *Copyright Act 1968*, no part may be reproduced by any process without the written permission of the Victorian Curriculum and Assessment Authority.

Photocopying: Victorian schools only may photocopy parts of this publication for use by teachers

Photo Credits: Mt Eliza Secondary College



Published by

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

41 St Andrews Place East Melbourne Victoria 3002 Australia

TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324

EMAIL vcaa@edumail.vic.gov.au

WEB www.vcaa.vic.edu.au

