Consultation submission – K-6 and 7-10 PDHPE syllabus Have your say

After consultation with our key stakeholder groups including our Board, ACHPER members, teachers of PDHPE and key academics and experts in the health and movement fields we have identified the following high level strengths and concerns with the draft syllabuses:

Key strengths of the draft syllabuses

- The reduction in outcomes and content is seen as the key strength of the curriculum reform for PDHPE. The reduced content will allow greater time to teach the content that is of the greatest meaning and relevance to students.
- The broad nature of the outcomes and content provides flexibility for schools to personalise their learning programs to suit the needs and interests and experiences of students at their school. It also allows flexibility to suit the context of the school community.
- The inclusion of content on consent, online safety and respectful relationships is welcomed and fully supported.
- The revision of the evidence base used to inform the syllabus draws on more current research.
- The inclusion of content on diversity, including explicit references to sexuality is welcomed and fully supported.
- Embedding the interpersonal and self management skills outcome in all focus areas in 7-10 is welcomed and supported
- The move to a digital curriculum and the provision of teaching and learning advice and resources to support implementation is welcomed and fully supported.
- The strengthening of relationships and sexuality education focused content is welcomed and fully supported.
- The addition of a second movement-focused outcome in Years 7-10 is welcomed and supported.

Key concerns with the draft syllabuses

CONCERN: The inconsistency in structure between the K-6 and 7-10

The alignment and progression across the focus areas is messy. Years 6 into 7 is a crucial transition point and teachers need to have a clear view through the syllabus of where they need to get the students to at the end of Year 6 and Year 7 teachers need to have clarity about where their new cohort of students are coming from. This misalignment will make that transition more difficult than it needs to be.

In the K-6 syllabus Self management and Interpersonal skills are presented as a stand-alone focus area devoid of any context from relevant content in other focus areas. The diagrams on Page 9 of the documents also represent all focus areas mapped across both PDH and PE however, the outcomes and content do not reflect this.

RECOMMENDATION: Change focus areas for K-10 to provide greater alignment

ACHPER NSW recommends the embedding of Self-management and Interpersonal skills within the focus area outcomes and content, rather than presenting it as a standalone focus area in K-6. Embedding within the focus area content provides a more authentic way of teaching the skills within the context of developing knowledge and understanding and more closely reflects how students engage with the skills in real-life situations outside of school.

ACHPER NSW recommends adopting the focus area structure presented in the diagram below. This structure was strongly supported by teachers who attended our consultation session on 29 February 2024.

K-6	*7-10*
Respectful relationships (embed Self management and interpersonal skills)	*Respectful relationships*
Being healthy, safe and active	*Being healthy, safe and active*
Movement and physical activity	*Movement and physical activity*
Identities and belonging	*Identities and belonging*

ACHPER NSW also recommends removing the grey pillars of PDH and PE from the diagram as the subject has been defined as an integrated learning area for several decades now not two disparate parts.

CONCERN: The outcome progression is still very disjointed particularly at the Years 6-7 transition point which we believe is problematic. The progression of outcomes still relies on the verbs too heavily to reflect the change in the complexity of learning from K-10.

The draft outcomes still rely heavily on the verbs to define the change in complexity between the stages of learning. The current outcomes do not reflect the increase in

complexity associated with the changing nature of decisions, scenarios and situations that students may encounter and need to apply understanding and skills to. For example the K-6 outcomes for the Identity, Health and Wellbeing focus area start in Early Stage 1 with "identifies factors", moves to "describes factors", then "explains factors and then "examines and explains factors" in Stage 3. This sequence of outcomes does not address the changing nature of the factors, the impact the factors have on the individual and their choices, and the understanding and skills required to respond effectively to these factors.

RECOMMENDATION: ACHPER NSW recommends making the changes to outcomes provided in the attached track changes document of the draft syllabuses to create a more linear and developmental progression that reflects the current evidence base.

CONCERN: The learning progressions of content from ES1 to S5 are disjointed and do not reflect a developmental progression, particularly in mental health and wellbeing, online safety, health literacy, movement skill development and movement understandings.

Some concepts seem to be missing from the drafts PDHPE K-6 document, which would be considered foundational knowledge and understanding for the Stage 4 content in mental health. These include mental health, concern, empathy, viewpoint of others, recognising strengths, talents and traits of others, apologies, gratitude and mindsets. In the online safety learning the outcomes show limited progression conceptually and in terms of the verb or action term. The content for Stage 3 is more complex than Stage 4.

RECOMMENDATION: ACHPER NSW recommends making the changes to content and outcomes provided in the attached track changes document of the draft syllabuses.

CONCERN: The inclusion of access content points and complementary content for fundamental movement skills is unnecessary and is contrary to the intentions of inclusive education.

The inclusion of access content points in the K-6 syllabus and the separate Life Skills syllabus for PDHPE is not supported. The Disability Standards for Education, 2005 requires systems and schools to ensure that students with disability can access and participate in education on the same basis as other students. On the same basis means

that a student with disability must have opportunities and choices which are comparable with those offered to students without disability. NESA's assessment advice for Life Skills outlines the following exemptions: they are exempt from A-E reporting, exempt from formal assessment, exempt from minimum literacy and numeracy requirements. Essentially students undertaking Life Skills are exempt from the same rigours and high expectations of their peers undertaking a regular pattern of study, and this has taken its toll on the quality of teaching and learning for these students. The non-academic term life skills coupled with the focus on exemption rather than inclusion has left NSW schools with:

- a default curriculum for special schools and support units.
- an opt-out curriculum for students who are disengaged or struggling (academics; behaviour; mental health).
- an opt-out curriculum for teachers/schools struggling to manage challenging students, particularly when Life Skills assessment data does not count.
- a simplified curriculum for non-specialist high-school teachers running a support class or special school class across the whole day on a primary model.
- an alternative to the Australian Curriculum content – there is no Australian Curriculum content tagged in any of the Life Skills syllabuses. That is not to say it is not present, but it indicates an alternative syllabus development process that permits content to be omitted for students who cannot access the regular course outcomes.
- a curriculum that supports segregation and low expectations. Without assessment expectations other than achieved or achieved with support teachers can essentially teach what they like against the same outcome/s for an extended period. There is a widely held belief amongst schools that students only need to achieve one outcome from a Life Skills syllabus.

To design a PDHPE curriculum that is inclusive of all learners without exception requires:

- A multi-dimensional and flexible representation of the essential knowledge, skills and understanding of a learning area to allow teachers to program in response to diverse student needs, including those with significant intellectual disability.
- A progression detailing the development of early communication skills to be incorporated as part of the curriculum. Teachers can use this progression to plan entry points to age-equivalent content for students with more complex needs.
- More flexible measures of assessment. The current draft syllabus outcomes for Life Skills are presented like a checklist. With a focus on product not the learning achieved through the process.
- UDL to be integral to the syllabus development process to ensure the curriculum is presented in a way that can be interpreted flexibly by teachers and enable them to personalise learning. There is no alternative curriculum

for students with disability at the national level and if designed well there should be no need for one in NSW.

RECOMMENDATION: ACHPER NSW recommends making the changes to content and outcomes provided in the attached track changes document of the draft syllabuses.

CONCERN: The learning progression in K-6 for fundamental movement skills is overly prescriptive and does not reflect the evidence base relating to motor learning and development.

Draft syllabus expects students to demonstrate all 12 skills in Early Stage 1, perform all 12 skills with control and in minor games in Stage 1, refine, apply and combine all 12 skills in modified games and sport in Stage 2 and 3.

The **Get skilled, Get active resource** used by the majority of primary school teachers to inform their teaching of fundamental movement skills reflects the evidence relating to motor learning and recommends a staggered introduction to movement skills. With a teaching focus on four skills per band with the initial focus in the first year on the introductory components before fine tuning skill development for 3 years before proficiency/mastery can be expected to be achieved. See the planning guide on the next page that outlines the recommended times for introduction and consolidation.

The list of 12 skills is also quite narrow given the range of physical activities students may have access to. The list provided in the Australian Curriculum: Health and Physical Education (see below) provides a broader and more holistic view of the foundational movement skills required for physical activity participation and should be the basis of learning in K-6 PDHPE.

Locomotor and non-locomotor skills:
- rolling
- balancing
- sliding
- jogging
- running
- leaping
- jumping
- hopping
- dodging
- galloping
- skipping
- floating and moving the body through water.

Object control skills:
- bouncing
- dribbling
- throwing
- catching
- kicking
- striking.

Skill	Kinder-garten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Static balance							
Sprint run							
Vertical jump							
Catch							
Hop							
Side gallop							
Skip							
Overarm throw							
Leap							
Kick							
Two-hand strike							
Dodge							

Focused teaching and learning, with an emphasis on the introductory components.

Practice and development, with an emphasis on the fine-tuning components.

Consolidation and application of skill in sports, games and physical activities.

RECOMMENDATION: ACHPER NSW recommends making the changes to content and outcomes to better reflect the breadth of expectations in the Australian Curriculum and the current motor learning and development evidence.

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> **CONCERN: Separation of movement concepts from strategies and actions in the outcomes. Strategies cannot exist without movement concepts.**

Movement strategies are the application of the movement concepts and take explicit teaching and practise across a range of dynamic movement concepts for Stage 4 to 5 students to develop, apply, evaluate and refine. Movement competencies and tactical movement are two key aspects of physical literacy. Separating the two allows for more explicit teacher and quality assessment for student success.

Movement competencies involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of movement and physical activity settings. By the end of Stage 4 students should be demonstrating they can:

- refine stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)
- select from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts
- transfer similar movement skills and sequences appropriately across physical activity contexts (NSW Department of Education, Physical Literacy continuum markers Cluster 5)

RECOMMENDATION: Align movement concepts to strategies and actions for movement contexts in the outcomes and content. See tracked changes document for suggested text.

> **CONCERN: Proposed content does not show strong alignment to focus area outcomes or content groups and does not reflect the current evidence base from the health and movement fields**

The key concerns ACHPER NSW has with the proposed content more broadly are:

- Some content doesn't align with the content group it falls under
- Alignment of content to focus area outcomes needs to be strengthened for some content dot points
- Some content, particularly in K-6, are written as indicators of achievement rather than what needs to be taught or what students need to learn. Using the verb demonstrate in content is an example of this.
- Expectations for some content in Stage 4 are lower than the expectations of the related content in Stage 3
- Guidance provided by content about what needs to be taught could be strengthened for some aspects
- Content could be re-aligned as it fits better in other focus areas
- Language of content should be reviewed to align more closely with current evidence base.

RECOMMENDATION: ACHPER NSW recommends making the changes to content and outcomes provided in the attached track changes document of the draft syllabuses.

CONCERN: Connection to nature and link between planetary health and our wellbeing

Given the current and future impact of climate change and other environmental decline on health and wellbeing, it is troubling to see this absent. Young people and children need to be provided with opportunities to discuss, build skills, explore, inquire into the relationship of nature, Country, planetary health, and the environment to health and wellbeing. This was a strong shift in the focus of content in the Australian Curriculum Health and Physical Education v9.0 and is not reflected in the current drafts.

RECOMMENDATION: Include the following sequence of content in the K-6 PDHPE Movement and physical activity strand

Early Stage 1	Stage 1	Stage 2	Stage 3
participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active	participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable	participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation	participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation

CONCERN: Essential skills and understanding for physical activity participation are not reflected in syllabus content

Justen O'Connor and Dawn Penney's research on the informal sport and curriculum identifies the skills and understanding required to take advantage of informal participation opportunities. They describe "informal participation" as participation not linked to formal clubs or traditional competition or representative sport structures.

Informal participation may be self-organised and/or involve organisation by fellow participants operating independently of formal sport structures, often via social media.

Their review clustered key skills, knowledge and understanding into three broad themes:

- Personal and social skills for participation: describes how learners will draw upon a range of social skills to foster relationships, collaborate, solve problems, cooperate, make decisions to support their own and others' participation.
- Connections with environment, community, culture and history: describes how learners will be able to identify, connect with and utilise resources for physical activity in their communities and environments, and appreciate cultural and historic aspects of participation.
- Knowledge, skills and understanding for participation: describes how learners will be able to draw on varied movement abilities, understandings and resources to engage in, reflect upon and design safe participation opportunities for themselves and others.

The current proposed content needs to be reviewed to ensure it reflects the knowledge, understanding and skills required to participate in both formal and informal opportunities.
In particular, there needs to be explicit content that addresses:

- skills required to identify and utilise community-based settings and resources to engage in physical activity
- strategies for designing informal opportunities to be physically active with their peers that are safe and inclusive and meet their activity goals
- recognising how culture and history can influence how and why we move and where we move.

The syllabus needs to reflect the contexts in which young people are accessing physical activity and the reasons they are choosing to participate in certain activities in order to prepare them to be lifelong physical activity participants. The sports-focused content needs to be future-proofed to account for the emerging categories of games and sports being accessed by young people in and beyond schools.

RECOMMENDATION: ACHPER NSW recommends making the changes to content and outcomes provided in the attached track changes document of the draft syllabuses.

CONCERN: Lack of alignment to Stage 6 Health and Movement Science syllabus

The lack of visibility of the key skills of Collaboration, Analysis, Research, Creative thinking, Communication and Problem solving particularly in Years 7-10 that are a key focus in the Stage 6 Health and Movement Science course. Opportunities to develop the skills required in the new Stage 6 Health and Movement Science syllabus are not currently evident in the draft syllabuses.

There needs to be a continuum of development from 7-10 for the development of these skills in the context of the PDHPE learning area so that rather than learning these as new skills at the start of Stage 6 they are applying, refining and extending these skills to the content they are studying.

RECOMMENDATION: ACHPER NSW recommends making the changes to content and outcomes provided in the attached track changes document of the draft syllabuses.

CONCERN: Content related to mental health and wellbeing needs to be strengthened

Mental health and wellbeing are still one of the top identified concerns for young people. The evidence base references make strong links between physical activity and improved mental health and identifies the importance of social and emotional skills, building protective mental health behaviours and mental health literacy in the middle years of schooling. These pieces of evidence are not reflected in the content.

RECOMMENDATION: Revise related to mental health and wellbeing to explicitly address:

- *the continuing stigma attached to seeking help for mental health issues*
- *strategies for responding effectively and appropriately to challenges and failures*
- *awareness of others and empathy*
- *recognising emotions, and practising strategies to regulate and respond to situations appropriately.*
- *strategies for building confidence, being persistent and taking calculated and informed risks.*

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> **CONCERN: Content addressing body image and eating disorders needs to be reviewed and strengthened**

The report from the National Eating Disorders Collaboration on prevention, early intervention and treatment of eating disorders in schools recommends the following protocols for schools:

- creating a non-diet culture with no comments or discussions about dieting
- creating opportunities for all students to engage in physical activity in a non-competitive, non-weight focused and safe environment
- avoiding unhelpful food labelling (e.g., 'healthy' or 'unhealthy', 'good' or 'bad')

The PDHPE learning area in schools provides an opportunity to communicate and deliver positive messaging related to eating, exercise, and body image within schools. The current proposed content only addresses healthy eating behaviours from a factual basis about the benefits of healthy eating and the Guidelines for healthy eating.

RECOMMENDATION: A greater focus needs to be included that provides opportunities for students to :

- *deconstruct the social messaging about appearance and looks and the links to dieting and restrictive eating practices to achieve the "ideal body"*
- *Investigate the influence that social media and digital tools have on our perceptions around appearance*
- *Recognise and respond appropriately to factors that influence excessive and disordered behaviours around eating and exercise to shape the body*
- *Improve body acceptance, self-esteem, and self-worth*
- *Enhance their mental health literacy and identify concerns with mental health, eating, and body image*
- *Develop coping skills, help-seeking strategies, and ability to access and assess support resources*
- *Develop media literacy, in order to reduce the importance placed on body weight, shape, and appearance*
- *understand the sociocultural influences associated with the development of body dissatisfaction and eating disorders.*

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> ### CONCERN: Representation of learning about Aboriginal and Torres Strait Islanders appears tokenistic and misses the opportunity to create authentic learning and opportunities for reconciliation

The content addressing Aboriginal and Torres Strait Islander Peoples' histories and cultures needs to be reviewed to ensure it provides authentic opportunities to learn about the knowledges, practices and cultural heritage of First Nations Peoples. This learning needs to be premised on more than just the facts but on what broader society can learn from the cultural knowledges, practices and ways of being that have been part of Aboriginal and Torres Strait Islanders' cultures for millennia.

RECOMMENDATION: ACHPER NSW recommends making the changes to content and outcomes provided in the attached track changes document of the draft syllabuses.

> ### CONCERN: limited reference and opportunities for inclusion and equality, particularly its absence in the outcomes

The PDHPE syllabus plays a key role in teaching about the value of diversity and difference to promote inclusion and respectful relationships. Equality is recognising that, as human beings, we all have the same value. This means, we all have the same rights, we should all receive the same level of respect, and have the same access to opportunities (Australian Human Rights Commission). Questioning and challenging where equality does not exist is a key component of PDHPE learning, particularly focused on marginalised groups. This learning carries into the Year 11/12 courses where inequality and equity are a focus of groups in context (CAFS) and groups who experience inequity (PDHPE/ Health and Movement Science).

RECOMMENDATION: Include 'strategies for promoting inclusivity, equality and respectful relationships' in the outcomes.

> ### CONCERN: Content and language of consent education not reflective of the NSW affirmative consent laws (Crimes Legislation Amendment (Sexual Consent Reforms) Act 2021).

Consent education should be provided in a sequenced and scaffolded approach to align with student stages of learning about sexuality and sexual health education. Content points within Stages 2 and 3 must build on negotiation skills, an understanding of different types of relationships, bodily autonomy and rights before discussions of sexual consent are introduced.

Importantly, consent education must also align with the NSW affirmative consent laws (Crimes Legislation Amendment (Sexual Consent Reforms) Act 2021). The example provided relating to the content point 'Explain and apply skills and strategies to gain, give or deny consent, including communicating assertively and respectfully' could be strengthened to specifically support affirmative consent legislation. For example, within the example 'understanding body language refusal skills' are noted, however, this may not encompass individuals who 'freeze' and are unable to demonstrate refusal skills, or whose body language is unclear. Greater emphasis on affirmative and active communication through words and body language is recommended.

RECOMMENDATION: Provide greater emphasis for the example linked to 'Explain and apply skills and strategies to gain, give or deny consent, including communicating assertively and respectfully' to ensure clear understanding of affirmative consent to prevent miscommunication around body language and the 'freeze' mechanism.

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
~~demonstrates fundamental movement skills and participates with others in physical activities~~applies fundamental movement skills to manipulate objects and space in a range of movement situations identifies the benefits of being physical active	~~demonstrates~~ applies fundamental movement skills and fair play in different movement situations and explain how they move with people, objects and in space effectively. ~~physical activities~~	applies fundamental movement skills, concepts, strategies a~~nd~~nd teamwork ~~in physical activities~~to improve movement outcomes	Refines,~~and applies~~ modifies and evaluates movement skills, concepts and strategies ~~and collaboration in physical activities~~across a range of movement situations	applies and transfers movement skills ~~to apply movement~~ and concepts in a range of dynamic movement environments	refines and transfers movement skills to adapt movement concepts in a range of dynamic movement environments
	describes factors that make different physical activities enjoyable and beneficial	examines factors that influence physical activity participation and propose strategies to incorporate regular physical activity into their own lives	proposes strategies to promote physical activity participation to enhance health, fitness and wellbeing	~~plans for and uses~~proposes and evaluates strategies to ~~participate in activities that encourage safety, health and a lifetime of physical activity~~achieve personal health, fitness and wellbeing goals demonstrates how movement concepts and strategies ~~and actions~~ can be applied and adapted ~~transferred~~ to solve movement challenges	designs, implements and evaluates plans to enhance health, fitness and wellbeing through regular ~~safety, health and~~ participation in ~~a lifetime of physical~~physical activity selects, implements and justifies the use of movement concepts and strategies ~~and actions~~ to solve ~~complex~~ movement challenges
identifies how respectful relationships ~~and safety contribute to wellbeing~~applies self management and interpersonal skills to interact respectfully with others	~~describes and demonstrates actions~~applies self management and interpersonal skills that support respectful relationships ~~and safety~~ offline and online	describes and applies skills and strategies to strengthen respectful relationships	explains and applies ~~skills and~~strategies to ~~manage respectful relationships~~show respect, empathy and inclusion when interacting with others	~~explains and~~analyses how stereotypes, respect, empathy and valuing diversity influence relationships and applies strategies ~~for promoting safe and respectful relationships in a range of contexts~~when interacting with others explains how contextual factors influence attitudes and behaviours to support safety, health and wellbeing	evaluates how attitudes and beliefs about equality, respect, diversity and inclusion influence the quality of relationships ~~applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts~~ analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing

identifies information and demonstrates protective behaviours and help-seeking strategies to keep themselves safe	applies health information, protective behaviours and help-seeking strategies to keep themselves and others safe	describes and applies skills and strategies to interact keep themselves and others safely in offline and online contexts

interprets health information to apply strategies to enhance their own and others' health, safety and wellbeing and physical activity participation | explains and applies communication skills and help-seeking strategies to interact safely in offline and online contexts

analyses health information to refine their personal strategies for enhancing the health, safety wellbeing and physical activity participation of themselves and others | analyses the effectiveness of communication skills, protective behaviours and help-seeking strategies when interacting with others offline and online analyses health information and messages to propose effective strategies that enhance their own and others' health, safety, wellbeing and physical activity participation | proposes and justifies strategies for promoting and maintaining safe and respectful relationships in a range of offline and online contexts evaluates the effectiveness and suitability of health information and support services for improved individual and community health, safety and wellbeing |
| identifies factors that contribute to their unique identitiesidentifies factors that contribute to identity, health and wellbeing | Explain how personal qualities and experiences contribute to identities describes factors that contribute to identity, health and wellbeing | explains the how related factors influences that strengthen identitiesy and a sense of belonging, health and wellbeing | examines and explains how a range of factors that influence the identities and feelings of belonging ofy, health and wellbeing of individuals and groups | analysexamines and explains factors that shapeinfluence identitiesy and sense of belonging for individuals and communities and proposes strategies to respond to these influences | analyses proposes and evaluates strategies that enhance sense of how identityy and a sense of belonging and contribute to the health and wellbeing of individuals and communities |
| identifies and demonstrates self-management and interpersonal skills | describes and demonstrates self-management and interpersonal skills in a range of contexts | explains and applies self-management and interpersonal skills in a range of contexts | evaluates and applies self-management and interpersonal skills in a range of contexts

creates written texts to communicate understanding of health, safety and wellbeing | refines and applies self-management and interpersonal skills to manage complex situations | evaluates and adapts self-management and interpersonal skills to manage complex situations |

Commented [JA1]: This is not part of a learning progression and should be subsumed into outcomes that address the health and media literacy learning

ACHPER NSW's suggested changes to the outcomes to create a more linear and developmental progression that reflects the current evidence base.

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:	Related Life Skills outcomes for Stages 4/5 A student:
identifies how respectful relationships and safety contribute to wellbeing	describes and demonstrates actions that support respectful relationships and safety offline and online	describes and applies skills and strategies to strengthen respectful relationships describes and applies skills and strategies to interact safely in offline and online contexts	explains and applies skills and strategies to manage respectful relationships explains and applies skills and strategies to interact safely in offline and online contexts	explains and applies strategies for promoting safe and respectful relationships in a range of contexts	evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts	recognises and uses strategies that establish and maintain safe and respectful relationships recognises and demonstrates strategies to promote safety in a range of situations
identifies factors that contribute to identity, health and wellbeing	describes factors that contribute to identity, health and wellbeing	explains how related factors influence identity, health and wellbeing	examines and explains factors that influence identity, health and wellbeing of individuals and groups	examines and explains factors that shape identity and sense of belonging for individuals and communities	analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities	recognises factors that contribute to and enhance identity and a sense of belonging recognises and uses strategies to manage change and transitions
				explains how contextual factors influence attitudes and behaviours to support safety, health and wellbeing	analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing	identifies and demonstrates how individuals and the community can support safety, health and wellbeing
identifies and demonstrates self-management and interpersonal skills	describes and demonstrates self-management and interpersonal skills in a range of contexts	explains and applies self-management and interpersonal skills in a range of contexts	evaluates and applies self-management and interpersonal skills in a range of contexts creates written texts to communicate understanding of health, safety and wellbeing	refines and applies self-management and interpersonal skills to manage complex situations	evaluates and adapts self-management and interpersonal skills to manage complex situations	identifies and demonstrates self-management skills and strategies

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:	Related Life Skills outcomes for Stages 4/5 A student:
demonstrates fundamental movement skills and participates with others in physical activities	demonstrates fundamental movement skills and fair play in physical activities	applies movement skills, strategies and teamwork in physical activities	refines and applies movement skills, strategies and collaboration in physical activities	transfers movement skills to apply movement concepts in a range of dynamic movement environments plans for and uses strategies to participate in activities that encourage safety, health and a lifetime of physical activity demonstrates how strategies and actions can be transferred to solve movement challenges	refines and transfers movement skills to adapt movement concepts in a range of dynamic movement environments designs, implements and evaluates plans to enhance safety, health and participation in a lifetime of physical activity selects, implements and justifies strategies and actions to solve complex movement challenges	recognises and uses movement skills and sequences in physical activity uses strategies to participate in lifelong physical activity for safety, health and wellbeing identifies and applies strategies to solve movement challenges
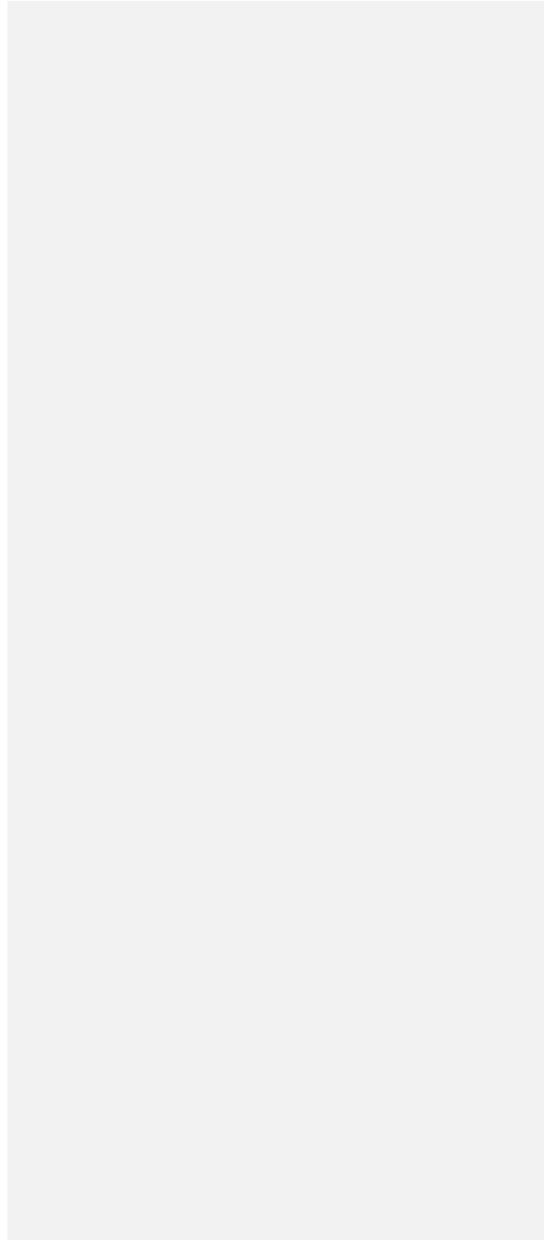
Outcomes and content for Early Stage 1

Movement skill and physical activity

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- applies fundamental movement skills to manipulate objects and space in a range of movement situations
- identifies the benefits of being physical active

- applies self management and interpersonal skills to interact respectfully with othersdemonstrates fundamental movement skills and participates with others in physical activities

Content

Access content points are available to support students with significant intellectual disability who are working towards this outcome.

Complementary content has been provided as alternative means to demonstrate aspects of the outcome for students who require additional support to access and demonstrate movement skills. Some students with disability may require adjustments or modifications, including assistive devices to participate in movement skills and physical activity.

Teachers use the complementary content in combination with the content for movement skill and physical activity to meet the needs of individual students.

Fundamental movement skills are important for health and wellbeing

- experiment with different ways to balance on the spot
- explore variations in pace when moving over a short distance
- explore how the body can move in different directions at different levels
- track an object while bringing it to a halt using a part of the body, equipment or an object
- send an object towards a target using a variety of techniques

Fundamental movement skills are important for health and wellbeing	Complementary content for Fundamental movement skills are important for health and wellbeing
• Demonstrate static balance using one foot when stationary • Sprint over short distances • Demonstrate a vertical jump with a soft landing from a stationary position • Hop in different directions • Side gallop changing directions • Skip at different speeds • Catch a variety of objects • Demonstrate an overarm throw towards a target from a stationary position • Leap absorbing the force when landing • Dodge lowering the body during change of direction • Kick a stationary ball • Demonstrate a two-hand strike of a stationary object	• Demonstrate static balance when stationary • Demonstrate variations in pace when moving over a short distance • Move the body in a vertical direction • Move in different directions • Track an object while bringing it to a halt • Send an object towards a target from a stationary position

Participate with others during physical activities

- Demonstrate spatial awareness during movement sequences for safety
- Demonstrate the bounce, chest pass and ways to roll a ball
- Identify and practise movement skills involved in games and activities in Aboriginal and/or Torres Strait Islander Cultures[2]
- Create games with peers that incorporate fundamental movement skills[3]
- Respond to feedback to improve skills and

- identify accomplishments during physical activities
- Demonstrate fair play, following rules and safe use of equipment[4]
- Participate in physical activities which provide enjoyment and motivation to be physically active[5]

- participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active

- discuss opportunities and ways to be active at school and at home

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Commented [JA1]: Move to previous content group

Commented [JA2]: Move to previous content group and revise examples to include games from Aboriginal and Torres Strait Islander cultures

Commented [JA3]: Move to previous content group

Examples

Respectful relationships ~~and safety~~

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- applies self management and interpersonal skills to interact respectfully with others~~identifies how respectful relationships and safety contribute to wellbeing~~

Content

Access content points are available to support students with significant intellectual disability who are working towards this outcome.

Respectful relationships support health and wellbeing

- Identify familiar or personal relationships and connections to family, people and groups[6]
- Identify how personal strengths and characteristics contribute to respectful relationships
- Identify the ways Aboriginal and/or Torres Strait Islander Peoples' Cultural connections to others enhance wellbeing[7]

Self-management skills support actions

- Identify and describe various emotions
- Identify ways to manage emotions[21]
- Use help-seeking and decision-making skills to ask for assistance
- Identify how connection to others, persistence, problem-solving and help-seeking builds resilience
- Co-create goals to assist learning[22]

Interpersonal skills support positive interactions

- Identify how people respectfully communicate for a range of purposes
- Recognise how personal strengths contribute to the success of group activities[23]
- Use interpersonal skills to work cooperatively with others[24]

Being safe, active and healthy

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

identifies information and demonstrates protective behaviours and help-seeking strategies to keep themselves safe

Content

Access content points are available to support students with significant intellectual disability who are working towards this outcome.

~~Respectful relationships~~Actions contribute to personal safety

- Identify people who can be trusted for safety and support
- Demonstrate how to assertively ask for help in varying situations
  Describe the meaning of the word 'private', and identify private body parts[8]
  Recognise emotional or physical signs that can indicate safe and unsafe situations[9]
- Identify appropriate and inappropriate touch, contact or interactions, and demonstrate ways to respond, offline and online
- Demonstrate protective strategies including 'No-Go-Tell'
  Demonstrate how to assertively gain, give or deny consent and respect responses[10]

Examples

[6] Roles within family, friendships, cultural, religious, activity groups or sporting teams. Shared experiences, interests, kindness and mutual respect.
[7] Yarning circle, Storytelling and respect for Story from people of all ages.
Roles within the family and Communities, such as siblings caring for each other, Knowledge Holders, Elders, Aunty or Uncle.
[8] Use correct terminology for anatomy.
[9] Feeling of enjoyment when playing with friends at school, butterflies in tummy, racing heart.
[10] Joining a game or sharing a toy.

Actions can support safety

Identify situations as being safe or unsafe and demonstrate how to seek help[11]

Identify symbols in the home and messages in the school and community that support safety[12]

- Identify messages in stories shared by Aboriginal and/or Torres Strait Islander family or Elders that teach children how to stay safe on Country

Identify people who can help maintain health and safety in various contexts[13]

Demonstrate road safety procedures[14]

- Demonstrate water safety procedures
- Demonstrate fire safety procedures
- Demonstrate sun safety procedures

Recognise that all data, including personal information, can be seen by others when shared online[15]

- Identify ways to contribute to personal safety online and seek help from trusted adults when feeling unsafe[16]

Caring for the body improves health and wellbeing

Recognise that the brain, heart and lungs are vital organs of the body[18]

- Understand that sleep, exposure to daylight, time outdoors, healthy eating, movement, and connection to others contributes to health and wellbeing
- Recognise that following trusted adult directions for the healthy use of digital devices at school and home supports health and wellbeing

Identify and demonstrate hygiene strategies that promote health and wellbeing[19]

Identify and describe foods and drinks, including bush food, that contribute to healthy eating habits and wellbeing[20]

Examples

[11] Call 000 in an emergency and provide name, address or location, name trusted adults.
[12] Safety symbols on cleaning products, medicines and poisons, evacuation procedures at school.
[13] Parent, carer, teacher, a coach, a lifeguard, a doctor, or emergency services.
[14] Pedestrian – Stop, look, listen, think every time you cross the road and hold a trusted adult's hand.
   Passenger – Click, clack front and back, always buckle up, enter and exit a vehicle on the footpath side.
   Wheels – Always wear a helmet when you ride or skate.
[15] Name, address, images and videos.
[16] Passwords and personal information not to be shared with others.
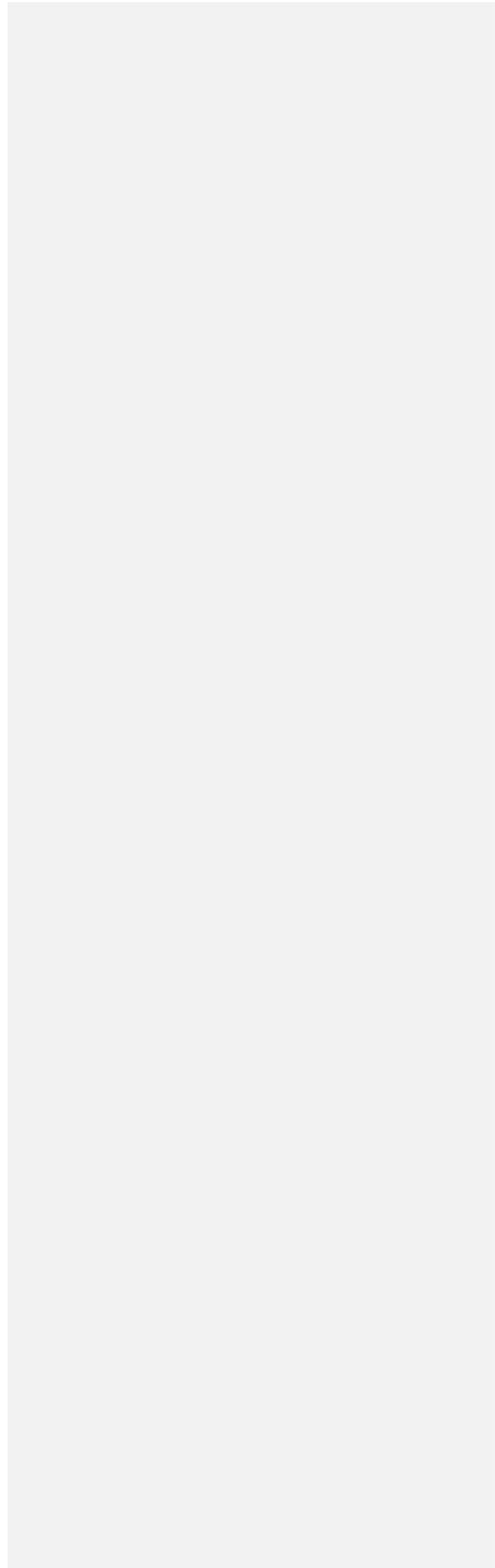
Identity, health and wellbeing and belonging

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- identifies factors that contribute to their unique identitiesy, health and wellbeing

Content

Access content points are available to support students with significant intellectual disability who are working towards this outcome.

Personal strengths and qualities shape identity

Identify and describe personal strengths and characteristics that shape identity and contribute to wellbeing, using Tier 2 vocabulary[17]
- Identify how connections to family, culture and place can shape identity
- Identify how connections to Country/Place may shape Aboriginal and/or Torres Strait Islander Peoples' identities

Caring for the body improves health and wellbeing

- Recognise that the brain, heart and lungs are vital organs of the body[18]
- Understand that sleep, exposure to daylight, time outdoors, healthy eating, movement, and connection to others contributes to health and wellbeing
- Recognise that following trusted adult directions for the healthy use of digital devices at school and home supports health and wellbeing
- Identify and demonstrate hygiene strategies that promote health and wellbeing[19]
- Identify and describe foods and drinks, including bush food, that contribute to healthy eating habits and wellbeing[20]

Examples

[17] Empathetic, inclusive, patient.
[18] Brain is the control centre of the body, heart pumps blood, lungs provide oxygen to the blood.
[19] Hand washing, dental care, coughing and sneezing etiquette, safe waste disposal.
[20] Australian Dietary Guidelines 5 food groups and water.

Self-management and interpersonal skills

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

* identifies and demonstrates self-management and interpersonal skills

Content

Access content points are available to support students with significant intellectual disability who are working towards this outcome.

Self-management skills support actions

* Identify and describe various emotions
* Identify ways to manage emotions[21]
* Use help-seeking and decision-making skills to ask for assistance
* Identify how connection to others, persistence, problem-solving and help-seeking builds resilience
* Co-create goals to assist learning[22]

Interpersonal skills support positive interactions

* Identify how people respectfully communicate for a range of purposes
* Recognise how personal strengths contribute to the success of group activities[23]
* Use interpersonal skills to work cooperatively with others[24]

Examples

[21] Breathing techniques, communication, calm space, mindfulness and relaxation.
[22] Teacher directed goal setting.
[23] Empathy and kindness, organisation, communication.
[24] Active listening, sharing, interacting, negotiating.

Outcomes and content for Stage 1

Movement skill and physical activity

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- applies fundamental movement skills and fair play in different movement situations and explains how they move with people, objects and in space effectively.
- describes factors that make different physical activities enjoyable and beneficial demonstrates fundamental movement skills and fair play in physical activities

Content

Complementary content has been provided as alternative means to demonstrate aspects of the outcome for students who require additional support to access and demonstrate movement skills. Some students with disability may require adjustments or modifications, including assistive devices to participate in movement skills and physical activity.

Teachers use the complementary content in combination with the content for movement skill

and physical activity to meet the needs of individual students.

Fundamental movement skills support health and wellbeing

Demonstrate balances with stability
- Move with rhythm and control
- Demonstrate ways to move the body in a vertical direction with control in minor games
- Bring an object to a halt in minor games
- Send an object towards a target while moving
- Demonstrate movements in minor games
- Send a stationary object in minor games

Fundamental movement skills support health and wellbeing	Complementary content for Fundamental movement skills support health and wellbeing
- Demonstrate static and dynamic balances - Sprint run with rhythm and control - Demonstrate the vertical jump with control in minor games[25] - Hop with rhythm and control - Side gallop, with rhythm and control - Skip with rhythm and control - Catch objects in minor games[26] - Demonstrate an overarm throw towards a target while moving - Leap in minor games - Dodge in minor games - Kick a moving ball in minor games[27] - Demonstrate the two-hand strike of a stationary object in minor games	- Demonstrate balances with stability - Move with rhythm and control - Demonstrate ways to move the body in a vertical direction with control in minor games - Bring an object to a halt in minor games - Send an object towards a target while moving - Demonstrate movements in minor games - Send a stationary object in minor games

Participate with others safely and fairly in physical activities

- Demonstrate spatial awareness during movement sequences at different speeds, levels and directions
- Demonstrate ways to pass and receive a ball at different levels

  Identify and demonstrate the movement skills involved in Aboriginal and/or Torres Strait Islander physical activities[28]

  Participate in physical activities from across the continents and identify how these foster a sense of connection[29]
- Apply fundamental movement skills to create or modify games
- Seek and respond to feedback to improve skills and reflect on accomplishments during physical activities
- Demonstrate and explain how rules contribute to safety and fair play in group activities
- Identify and participate in physical activities to enhance enjoyment and motivation to be physically active[30]

Commented [JA5]: Move to previous content group

Commented [JA6]: Move to previous content group

Commented [JA7]: Move to previous content group

Examples

[28] Throwing, shadowing and chasing replicates the skills used in the hunting of food.
[29] Tai Chi, Mamba (connected tag), AFL, bocce, basketball, 1,2,3 Calabaza (Red Light, Green Light).
[30] Athletics, swimming, nature-based activities, recreation, individual and team.

Commented [JA8]: These will be unfamiliar games to many teachers. Explanations of links to further information needs to be included in teaching and learning support. Links to connection may also need to be described for teachers.

Respectful relationships ~~and safety~~

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- applies self management and interpersonal skills~~describes and demonstrates actions~~ that support respectful relationships ~~and safety~~ offline and online

Content

Respectful relationships improve health and wellbeing

- Describe how relationships can change over time
  Demonstrate actions that contribute to respectful relationships[31]
  Describe ways Aboriginal and/or Torres Strait Islander Peoples' connections to Country/Place and others enhance wellbeing[32]
  Describe how connecting to family, people, groups and places contributes to health and wellbeing[33]

Respectful relationships

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

applies health information, protective behaviours and help-seeking strategies to keep themselves and others safe

Content

~~Respectful relationship~~Protective behaviours enhance personal safety

Identify and describe a support network outside of the home[34]
Identify and demonstrate assertive help-seeking actions when feeling unsafe[35]
Understand that parts of their own and others' bodies are private, and privacy can depend on context[36]
- Identify the emotional and physical signs of safe and unsafe situations and demonstrate assertive responses
Identify and apply strategies to respond to appropriate and inappropriate touch, contact or interactions offline and online[37]
Practise and determine when to use 'No-Go-Tell' as a protective strategy[38]
Demonstrate strategies to assertively gain, give or deny consent and respect responses[39]

Responsible choices and actions promote self-management skills

- Recognise emotional responses to various situations and describe the impact on themselves and others
- Identify and describe the connection between feelings, words and body language
- Identify and demonstrate self-regulation strategies in response to situations and emotions[54]
- Demonstrate help-seeking and decision-making actions to support learning
- Identify how connections to others, emotional regulation, persistence, problem-solving, support networks and help-seeking build resilience and describe why it is important[55]
- Develop goals to improve learning[56]

Interpersonal skills support positive interactions and cooperation

Identify and demonstrate social awareness skills to contribute to positive and respectful interactions[57]
Identify and demonstrate ways to respectfully win and lose in different contexts[58]
Demonstrate communication skills in group activities to support cooperation[59]

Examples

[31] Kindness, helping, active listening, including others, caring, empathy.
[32] Kinship, Storytelling, Dreamings or Songlines, being on-Country and connecting to Country, and/or yarning by seeking guidance from Knowledge Holders such as Elders or Community members.
[33] Religion, culture, sport groups.
[34] Extended family or school, Kids Helpline, eSafety Commissioner.

Choices and actions contribute to safety

Describe choices and actions that contribute to a safe environment[40]
- Describe and explain why the safe storage of medications and poisons in the home and school supports safety
- Describe the messages in Dreaming Stories shared by Aboriginal family or Elders that promote safe behaviours on Country

Describe and demonstrate actions to enhance road safety[41]
- Describe and demonstrate actions to enhance water safety
- Describe and demonstrate actions to enhance fire safety
- Describe and demonstrate actions to enhance sun safety

Recognise emergency situations where help is required and demonstrate ways to respond[42]

Responsible choices promote online safety

Describe and enact ways to contribute to personal safety online and seek help from trusted adults when feeling unsafe[43]

Recognise personal information and images can be seen, accessed and used online by others, and describe strategies to safely store personal information[44]

Moving and caring for the body supports health and wellbeing

Describe how the brain, heart and lungs support the body to move and function, using Tier 3 vocabulary[46]

Identify how ancient and enduring cultures have moved to keep healthy[47]

Describe how sleep, spending time outdoors, healthy eating, movement and connection to others supports health and wellbeing[48]

Follow agreed rules for the healthy use of digital devices and describe how these rules support health and wellbeing[49]

Identify and apply hygiene and self-care practices that promote health and wellbeing[50]

Describe the benefits of healthy eating and drinking habits for health and wellbeing[51]

Describe the benefits of bush food to improve health and wellbeing[52]

Identify messages in the media related to health and wellbeing and describe their purpose[53]

Examples

[40] Closing a gate, not interacting with an unknown person when alone, not sharing food due to anaphylaxis or allergy.

[41] Pedestrian – Stop, look, listen, think every time you cross the road and hold a trusted adult's hand.
Passenger – Click, clack front and back, always buckle up, enter and exit a vehicle on the footpath side.
Wheels – Always wear a helmet when you ride or skate.

[42] Practise school safety drills, call 000 in an emergency, memorise and recall personal details.

[43] Keep passwords and personal information private, including photos.
Ask parent/carer's permission before downloading software applications or games, clicking links or opening attachments.

[44] Websites, software applications and online games.
Use pseudonyms, privacy settings, log out after online activity.

Identity and belonging, health and wellbeing

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- describes factors that contribute to identity, health and wellbeing

Content

Factors and characteristics can shape identity

- Describe changes in a person's physical and social development[45]
- Explain how people's strengths, characteristics and interests can be similar or different and contribute to identity
- Describe how culture, family and place can shape identity
- Describe the role of family, Kinship or Community in Aboriginal and/or Torres Strait Islander Peoples' identities

Moving and caring for the body supports health and wellbeing

- Describe how the brain, heart and lungs support the body to move and function, using Tier 3 vocabulary[46]
- Identify how ancient and enduring cultures have moved to keep healthy[47]
- Describe how sleep, spending time outdoors, healthy eating, movement and connection to others supports health and wellbeing[48]
- Follow agreed rules for the healthy use of digital devices and describe how these rules support health and wellbeing[49]
- Identify and apply hygiene and self-care practices that promote health and wellbeing[50]
- Describe the benefits of healthy eating and drinking habits for health and wellbeing[51]
- Describe the benefits of bush food to improve health and wellbeing[52]
- Identify messages in the media related to health and wellbeing and describe their purpose[53]

Examples

[45] Height, feet and hand size, baby teeth and new teeth, friendship groups and activities.

[46] Brain: controls bodily functions and processes information. Heart: pumps blood which provides oxygen to the muscles. Muscles: move bones which hold the body upright and protect the organs.

[47] Farming, hunting, building, martial arts, walking, hiking, mind-body meditation. Greek Olympics, wrestling and running, chariot races, China – Cuju an early form of soccer.

[48] Improves concentration, healthy cardiovascular system, develops muscles and strengthens bones, makes you feel good.

[49] Establish rules for using technology and following recommendations of screen time for age groups, avoiding screen time one hour before sleep.

[50] Hygiene: dental care, protocols for sneezing and coughing. Self-care: reading a book, sleep by relaxing to music.

[51] Australian Dietary Guidelines foods from the 5 food groups including water, provide essential nutrients, energy and positively impact cognitive function.

[52] Kangaroo meat is high in protein and low in fat.

[53] Media or advertising related to immunisation and SunSmart for personal safety.

Self-management and interpersonal skills

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

* describes and demonstrates self-management and interpersonal skills in a range of contexts

Content

Responsible choices and actions promote self-management skills

* Recognise emotional responses to various situations and describe the impact on themselves and others
* Identify and describe the connection between feelings, words and body language
* Identify and demonstrate self-regulation strategies in response to situations and emotions54
* Demonstrate help-seeking and decision-making actions to support learning
* Identify how connections to others, emotional regulation, persistence, problem-solving, support networks and help-seeking build resilience and describe why it is important55
* Develop goals to improve learning56

Interpersonal skills support positive interactions and cooperation

* Identify and demonstrate social awareness skills to contribute to positive and respectful interactions57
* Identify and demonstrate ways to respectfully win and lose in different contexts58
* Demonstrate communication skills in group activities to support cooperation59

Examples

54 Sensory regulation, breathing techniques, physical activity, thinking before responding, nutrition and hydration breaks.
55 Self-awareness, physical wellbeing, build strong relationships, promote wellbeing.
56 Academic, behaviour or movement goals.
57 Respect, kindness, empathy, listening.
58 Physical activity, board games.
59 Active listening, turn taking, gestures, body language.

Outcomes and content for Stage 2

Movement skill and physical activity

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

applies fundamental movement skills, concepts, strategies and teamwork to improve movement outcomes

examines factors that influence physical activity participation and propose strategies to incorporate regular physical activity into their own lives

- applies movement skills, strategies and teamwork in physical activities

Content

Complementary content has been provided as alternative means to demonstrate aspects of the outcome for students who require additional support to access and demonstrate movement skills. Some students with disability may require adjustments or modifications, including assistive devices to participate in movement skills and physical activity.

Teachers use the complementary content in combination with the content for movement skill and physical activity to meet the needs of individual students.

Applying fundamental movement skills improves ~~health and wellbeing~~movement performance

Practise and refine balances at different levels with control
- practise and refine a range of movement skills in minor and modified games
- Combine movements to create sequences with smooth transitions
- Apply ways to send and receive objects with control in minor and modified games
- practise techniques to maintain control and accuracy when sending an object in an intended direction

Applying fundamental movement skills improves health and wellbeing	Complementary content for Applying fundamental movement skills improves health and wellbeing
- Apply static and dynamic balances at different levels with control - Apply the sprint run and vertical jump in modified games and sports - Combine the hop, side gallop and skip to create movement sequences with smooth transitions - Apply the overarm throw and catch with control in modified games and sports - Apply the leap and dodge with control in modified games and sports	- Apply balances at different levels with control - Apply movements in modified games and sports - Combine movements to create sequences with smooth transitions - Apply ways to send and receive objects with control in modified games and sports - Demonstrate control when sending an object in an intended direction

- Apply the kick and two-hand strike to propel an object in an intended direction
- Demonstrate control when passing and receiving a ball at different speeds, levels and directions in games and sports

Cooperate and communicate for teamwork in physical activities

- ~~Demonstrate and~~ describe how roles in teams contribute to team goals
- ~~Demonstrate~~ explore how to defend and move into space to create an advantage in minor and modified games ~~and sports~~
- Demonstrate skills and strategies in territory games and sports
- Demonstrate skills and strategies in net and court games and sports
- Demonstrate skills and strategies in striking and fielding games and sports
- Demonstrate skills and strategies in target games and sports
  Participate in and explain the Cultural connection of Aboriginal and/or Torres Strait Islander games and activities[61]
- Identify and engage in games or sports from around the world and describe how participation can bring people together
- ~~Demonstrate~~ collaborate with peers to~~ive skills and strategies~~ to create new games
- Respond to peer and teacher feedback to improve the intended movement or skill
- Demonstrate fair and inclusive play to enhance teamwork during physical activities
  Propose and participate in physical activities that provide motivation to be active in the community[62]

Commented [JA9]: These need to be more targeted - which skills and strategies in particular. e.g. exploring different ways of manipulating space to receive passes, maintain possession, or increase or decrease scoring opportunities in territory, net/court/ striking and fielding and target games.

Commented [JA10R9]: Also for inclusion in teaching advice - many teachers don't realise there is a hierarchy to the games categories - target games are the simplest and should be introduced in the early years to help develop throwing, kicking, striking accuracy without any time pressure or pressure from opponent players. Net/court games are the next level of complexity as they include a barrier or obstacle to the play (net or walls) and opponent players, striking and fielding next where games moves from striking a stationary object (T-ball) to striking a moving object (cricket, softball, baseball, rounders, etc). Invasion games are the most complex category in terms of skills, level of pressure when performing skills and the complexity of the rules.

Commented [JA11]: This needs to be reviewed - not sure what it is expecting

Commented [JA12]: Could have a focus on similarities and differences in terms of equipment, rules and strategies for success.

Commented [JA13]: Move to previous content point

Examples

[61] Throwing, jumping and ball games contribute to physical fitness, coordination and skill development which promotes a holistic approach to wellbeing.

[62] Athletics, swimming, nature-based activities, recreation, individual and team.

Respectful relationships ~~and safety~~

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- describes and applies skills and strategies to strengthen respectful relationships
- describes and applies skills and strategies to interact safely in offline and online contexts

Content

Respectful relationships influence health and wellbeing

- Identify and describe rights and responsibilities in relationships
  Describe and apply actions and behaviours that contribute to respectful relationships[63]
- Identify types of conflict, including bullying and intimidation, and promote upstander behaviour offline and online
  Explain how Aboriginal and/or Torres Strait Islander Peoples' connections to Country, Community and Culture strengthen relationships[64]
  Describe how connecting to family, people, groups, community organisations and places strengthens relationship and supports health and wellbeing[65]

Self-management skills are enhanced by choices and actions

- Describe how an individual's emotional responses to situations can affect others offline and online
- Identify and apply self-regulation strategies in response to situations and emotions offline and online
- Apply problem-solving and decision-making actions to enhance learning
- Explain how a positive mindset contributes to resilience and enhances relationships and wellbeing
- Create and monitor goals to enhance learning
- Use a combination of written simple and compound sentences to describe how self-management skills enhance relationships and wellbeing

Interpersonal skills promote positive interactions and collaboration

- Apply social awareness skills in response to situations to enhance positive and respectful interactions[90]
- Demonstrate respectfully winning, losing and acceptance of decisions[91]
- Apply communication skills in group activities to promote inclusion

Being safe, active and healthy

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- describes and applies skills and strategies to interact safely in offline and online contexts
- interprets health information to apply strategies to enhance their own and others' health, safety and wellbeing and physical activity participation

Content

Personal safety strategies strengthen respectful relationships

Identify people and places to seek help when in unsafe situations[66]

Practise assertive strategies and responses that promote protective behaviours in unsafe or risky situations offline and online[67]

Describe emotional and physical signs associated with safe and unsafe situations and demonstrate ways to respond[68]

Describe and apply strategies to assertively gain, give or deny consent and respect responses[69]

Examples

[63] Empathise, consider perspectives of others.

[64] Kinship and Community relationships that support access to Community resources, Aboriginal Health Services, Land Councils.

[65] Builds a sense of belonging by promoting inclusion, religion, cultural, sporting groups.

[66] School staff, emergency services, Kids Helpline.

[67] 'No-Go-Tell' strategy, including in online environments, turn off the device, don't respond to an unknown contact online, it is okay to say 'no' to something offered by an unknown person.

[68] Safe: calmness.
Unsafe: Nervousness or worry, disturbed sleep.

[69] Touching another person's belongings, sending photos, images or videos, respond clearly and use the 'No-Go-Tell' strategy and tell a trusted adult.

Actions and strategies promote safety

Describe and apply strategies to support safety in the home, school and local community[70]
Explain actions and strategies that Aboriginal and/or Torres Strait Islander Peoples use to promote safety[71]
Explain and demonstrate skills and strategies that promote road, fire and sun safety[72]
Explain and demonstrate skills and strategies that promote water and local environmental safety, using Tier 2 and Tier 3 vocabulary[73]
- Explain why people use medications or harmful substances for medical and non-medical reasons
- Identify emergency situations and describe how action plans support safety
Use written imperative sentences and modal words to explain and promote strategies for staying safe in a road, water, fire or sun context[74]

Actions can enhance online safety

Describe the importance of staying safe and protecting identity online[75]
Identify unsafe situations in online environments and describe how to seek help[76]
Demonstrate positive digital citizen behaviours in online environments[77]
- Identify how and when to assertively gain, give or deny consent before information is shared online[78]
Devise a set of guidelines for maintaining safety when online[79]

Decisions and actions promote health and wellbeing

- Compare physically active and sedentary lifestyles to identify the effects on health and wellbeing
Explain how following an agreed code of conduct for the healthy use of digital devices can enhance health and wellbeing[84]
Engage in, and propose ways to increase opportunities for outdoor activities and explain the benefits to learning and wellbeing[85]
Apply hygiene strategies and self-care routines and explain why they are important[86]
- Describe the benefits of healthy eating and drinking habits that reflect the Australian Government dietary guidelines
Describe the customary uses of bush food and its connection to Country[87]
Explain how family, culture, peers and place influence attitudes on health and wellbeing[88]
- Examine the purpose and intended audience of health and wellbeing messages in the media
- Describe how movement, nutrition and social influences contribute to the prevention of lifestyle diseases
Use rhetorical devices and supporting facts to promote the benefits of healthy habits when creating written texts[89]

Examples

[70] Know how to contact emergency services, rehearse important information to relay to emergency personnel.

[71] Seeking out Aunties, Uncles and Elders, yarning, and accessing services, such as Aboriginal Health Services.

[72] Pedestrian – Stop, look, listen, think every time you cross the road and hold a trusted adult's hand.
Passenger – Click, clack front and back, always buckle up, enter and exit a vehicle on the footpath side.
Wheels – Always wear a helmet when you ride or skate.

[73] Machinery, hazards, floatation device.

[74] Imperative sentences to express commands: always apply sunscreen before going outside. Modal words to indicate occurrence: always, never. Modal words to indicate obligation: must, should.

[75] Personal information, passwords and social media activity all leave a digital footprint.

[76] Negative or harmful behaviours should be reported to an adult, the online platform or eSafety Commissioner, Kids Helpline or police.

[77] Respectful actions, make decisions about what information is shared and with whom, do not search for inappropriate material.

[78] Ask permission to use or download games, software applications or make online purchases.

[79] Follow school code of conduct and family rules, only accept friend requests from known people.

Identit<ins>ities and belongin</ins>g~~y, health and wellbeing~~

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

explains
* <ins>explains the influences that strengthen identities and a sense of belonging</ins>~~how related factors influence identity, health and wellbeing~~

Content

Factors can support and strengthen identity

Explain the physical, social and emotional changes associated with growth and development[80]
Identify trusted adults and reliable sources of information to learn about life changes and how to seek help[81]
Explain how family, community, peers, culture and place contribute to identity[82]
* Identify personal strengths that contribute to a positive sense of identity
Identify personal strengths helpful in overcoming challenges[83]
* Explain the importance of connection to Culture for Aboriginal and/or Torres Strait Islander People's identity

~~Decisions and actions promote health and wellbeing~~

* ~~Compare physically active and sedentary lifestyles to identify the effects on health and wellbeing~~
~~Explain how following an agreed code of conduct for the healthy use of digital devices can enhance health and wellbeing[84]~~
~~Engage in, and propose ways to increase opportunities for outdoor activities and explain the benefits to learning and wellbeing[85]~~
~~Apply hygiene strategies and self-care routines and explain why they are important[86]~~
* ~~Describe the benefits of healthy eating and drinking habits that reflect the Australian Government dietary guidelines~~
~~Describe the customary uses of bush food and its connection to Country[87]~~
~~Explain how family, culture, peers and place influence attitudes on health and wellbeing[88]~~
* ~~Examine the purpose and intended audience of health and wellbeing messages in the media~~
* ~~Describe how movement, nutrition and social influences contribute to the prevention of lifestyle diseases~~
~~Use rhetorical devices and supporting facts to promote the benefits of healthy habits when creating written texts[89]~~

Examples

[80] Puberty, body changes, friendship changes.
[81] Medical or school personnel, family or carer, Kids Helpline.
[82] Sense of connection to others, religion, traditions, interests, body satisfaction, location, media.
[83] Perseverance, empathy, courage, self-regulation, help-seeking, open to feedback.
[84] Respectful interactions when online and gaming, balance of screen time, interactive movement activities.
[85] School garden, nature walks, social skills, natural light exposure.
[86] Food and waste handling, shower or bath routine, hair and dental care, sun protection, adequate sleep.
[87] Rich source of nutrition, used for culinary purposes and eating bush food allows Aboriginal People to maintain connection to Country to support cultural wellbeing.
[88] Family or carer can be role models, emotional support, peer groups and pressure, health practices and routines.
[89] Rhetorical questions to engage the audience: What are some healthy breakfast options? Why is sleep so important?

Self-management and interpersonal skills

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- explains and applies self-management and interpersonal skills in a range of contexts

Content

Self-management skills are enhanced by choices and actions

- Describe how an individual's emotional responses to situations can affect others offline and online
- Identify and apply self-regulation strategies in response to situations and emotions offline and online
- Apply problem-solving and decision-making actions to enhance learning
- Explain how a positive mindset contributes to resilience and enhances relationships and wellbeing
- Create and monitor goals to enhance learning
- Use a combination of written simple and compound sentences to describe how self-management skills enhance relationships and wellbeing

Interpersonal skills promote positive interactions and collaboration

- Apply social awareness skills in response to situations to enhance positive and respectful interactions[90]
- Demonstrate respectfully winning, losing and acceptance of decisions[91]
- Apply communication skills in group activities to promote inclusion

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Examples

[90] Respect, kindness, empathy, personal space and listening.
[91] Emotional regulation, respecting self and others, integrity.

Outcomes and content for Stage 3

Movement skill and physical activity

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- refines,modifies and evaluates movement skills, concepts and strategies across a range of movement situations
- proposes strategies to promote physical activity participation to enhance health, fitness and wellbeing
- refines and applies movement skills, strategies and collaboration in physical activities

Content

Complementary content has been provided as alternative means to demonstrate aspects of the outcome for students who require additional support to access and demonstrate movement skills. Some students with disability may require adjustments or modifications, including assistive devices to participate in movement skills and physical activity.

Teachers use the complementary content in combination with the content for movement skill and physical activity to meet the needs of individual students.

Refining fundamental movement skills enhances health and wellbeing

- Refine and apply movements to participate in games and sports
- transition between movements to create and perform sequences with control and precision
- apply ways to send and receive objects to maintain possession in games and sports
- apply movements for evasion and deception in games and sports
- apply ways to strategically propel an object at different levels towards a target or space

Refining fundamental movement skills enhances health and wellbeing	Complementary content for Refining fundamental movement skills enhances health and wellbeing
Transition between static and dynamic balances with objects	Refine and apply movements to participate in games and sports
Refine and apply the sprint run and vertical jump in games and sports	Transition between movements to create and perform sequences with control and precision
Transition between the hop, side gallop and skip to create and perform movement sequences with control and precision	Apply ways to send and receive objects to maintain possession in games and sports
Apply the overarm throw and catch to maintain possession in games and sports	Apply movements for evasion and deception in games and sports
Apply the leap and dodge for evasion and deception in games and sports	Apply ways to strategically propel an object at different levels towards a target or space

- Apply the kick and two-hand strike to strategically propel an object at different levels towards a target or space
- Select strategies to send and receive a ball to gain or maintain possession in games or sports

Create, communicate and collaborate in physical activities

- Participate in and explain how regular and frequent physical activity increases cardio-respiratory endurance and enhances wellbeing
- Understand and negotiate roles and responsibilities in physical activities
  Adapt and transfer defensive and offensive strategies to different movement situations[92]
- Refine and apply skills and strategies in territory games and sports
- Refine and apply skills and strategies in net and court games and sports
- Refine and apply skills and strategies in striking and fielding games and sports
- Refine and apply skills and strategies in target games and sports
  Participate in and investigate the Cultural connections of Aboriginal and/or Torres Strait Islander games and activities[93]
- Participate in sports from around the world and research how the Olympic, Paralympic Games and international sporting events provide opportunities for unity
- Refine and apply skills and strategies, and collaborate to problem-solve when creating or modifying games
- Refine and evaluate movement skills using feedback to improve movement outcomes
- Create and apply rules and scoring systems that are fair and inclusive in games
  Investigate and engage in physical activities to increase enjoyment and motivation to be physically active in the community[94]

> **Commented [JA14]:** See comments and example in Stage 2 for reviewing these content points

> **Commented [JA15]:** Review: confusion of what the intention of this content is and why it is a learning focus

> **Commented [JA16]:** Move back to previous content group

Examples

[92] Raise arms to block a shot in basketball, or to disrupt the attacker's vision in soccer, position oneself in space to increase scoring opportunities.

[93] Connecting the skills in the game to the life skill related: target games are connected to hunting, and ball games are connected to hand–eye coordination.

[94] Athletics, swimming, nature-based activities, recreation, leisure, individual and team, challenge, adventure.

Respectful relationships ~~and safety~~

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- ~~explains and applies skills and strategies to manage respectful relationships~~explains and applies strategies to show respect, empathy and inclusion when interacting with others
- ~~explains and applies skills and strategies to interact safely in offline and online contexts~~

Content

Manage respectful relationships to support health and wellbeing

- Explain how rights and responsibilities contribute to respectful relationships
- Explain and apply strategies to manage changes respectfully in relationships
  Evaluate and apply effective ways to resolve conflict and deal with bullying, discrimination and coercion offline and online[95]
  Investigate the importance of how celebrating and commemorating Aboriginal and/or Torres Strait Islander Cultures supports health and wellbeing[96]
  Explain ways to build positive connections within families, school, groups and places to enhance health and wellbeing[97]

Self-management skills are supported by informed decisions

- Explain how emotional responses to situations can impact decision-making and relationships
- Evaluate and apply self-regulation strategies to manage responses in offline and online situations
- Apply problem-solving and decision-making actions across contexts
  Explain and demonstrate when resilience strategies can be applied across a range of contexts[124]
- Apply goal-setting strategies and evaluate the effectiveness

Interpersonal skills enhance positive interactions and effective communication

- Apply and evaluate social awareness skills to make decisions that support the wellbeing of others[125]
- Apply respectful actions when winning, losing and accepting decisions
- Use interpersonal skills in group activities to demonstrate leadership, promoting inclusion and collaboration
- Describe and demonstrate respectful and effective communication to foster positive interactions

Being healthy, safe and active

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- explains and applies communication skills and help-seeking strategies to interact safely in offline and online contexts

Content

Personal safety strategies enhance respectful relationships

Identify and explain how to communicate with and seek help from support networks when in unsafe situations[98]

Evaluate and apply strategies to enhance protective and upstander behaviours in unsafe or risky situations offline and online[99]

Evaluate and apply strategies to respond to emotional or physically unsafe situations[100]

Describe the right to be safe from abuse and identify protective strategies[101]

Explain and demonstrate communication strategies to assertively gain, give or deny consent and respect responses[102]

Examples

[95] Cyberbullying is inappropriate and should be reported to the eSafety Commissioner or platform, upstander and bystander behaviours.

[96] NAIDOC (National Aborigines and Islanders Day Observance Committee), Harmony Day, reconciliation, Aboriginal sporting rounds, land, sky and/or water festivals.
Celebrations and commemorations build connections with People and Cultures, shared experiences enhance a sense of belonging.

[97] Religion, cultural, sporting groups.

[98] Kids Helpline, teachers, trusted adult.

[99] Say 'no' assertively, leave the situation if possible, report the incident to a responsible adult, not replying to messages or requests from an unknown person when in online environments, report to the online platform and/or to the eSafety Commissioner.

[100] Seek help and report incidents.

[101] Universal Declaration of Human Rights and the Convention on the Rights of the Child, Kids Helpline, tell a trusted adult.

[102] Use the 'No-Go-Tell' strategy, assertively say 'no', move away from the situation if possible and tell an adult.
Share where you were, who you were with, what happened and what help you need.

Informed decisions and strategies enhance safety

- Analyse actions and strategies to maintain and enhance safety in the home, school and local environmental contexts
  Investigate cultural safety and the impacts of this for Aboriginal and/or Torres Strait Islander Peoples and others[103]
  Explain and apply skills and strategies that enhance road, fire and sun safety[104]
- Explain and apply skills and strategies that enhance water and local environmental safety
- Investigate the impact of harmful substances on personal and community health
  Describe positive choices and actions that reduce risks associated with harmful substances [105]
  Describe the purpose of emergency plans and practice procedures to promote safety[106]

Informed decisions and strategies enhance online safety

Identify and apply strategies to contribute to safety in online environments[107]
Describe and demonstrate ways to report negative, harmful or unsafe situations to trusted adults or in online tools[108]
Demonstrate respectful and responsible digital citizen behaviours in online environments[109]
- Demonstrate how and when to assertively gain, give or deny consent when sharing information online and promote help-seeking strategies[110]

Informed decisions and actions influence health and wellbeing

Investigate the impact active and sedentary lifestyles have on health and wellbeing and devise strategies to maintain a physically active lifestyle[117]
Examine how following an agreed code of conduct for the healthy and productive use of digital devices can have a positive impact on wellbeing[118]
Engage in outdoor activities and evaluate the benefits to learning and wellbeing[119]
- Propose a personal plan to increase engagement with the outdoors
- Apply hygiene strategies and self-care routines and explain how they positively impact health and wellbeing
Investigate nutritional information of foods and drinks that reflect the Australian Dietary Guidelines to develop strategies that promote and maintain health and wellbeing[120]
Investigate nutritional information and medicinal use of bush food and native plants and explain how they can improve health and wellbeing[121]
Explain how media, peers, family, education, culture and place impact decisions and behaviours in relation to health and wellbeing[122]
- Analyse health and wellbeing messages in the media and critically reflect on the purpose, intended audience and the impact on the individual and community
Investigate strategies that contribute to the prevention of lifestyle diseases and propose actions to support a healthy lifestyle[123]

Examples

[103]Using language, images and art that is culturally connected.

[104]Pedestrian – Stop, look, listen, think every time you cross the road and hold a trusted adult's hand.
Passenger – Click, clack front and back, always buckle up, enter and exit a vehicle on the footpath side.
Wheels – Always wear a helmet when you ride or skate.

[105]Saying 'no' to alcohol, e-cigarettes, drugs, smoking, being a good role model to peers.

[106]Awareness of DRSABCD (Danger, Response, Send, Airway, Breathing, CPR, Defibrillation), anaphylaxis, asthma, diabetes plans.

[107]Protective strategies for digital footprint.

[108]If inappropriate material appears or an unusual request is made, report to a trusted adult, the online platform or the eSafety Commissioner.

[109]Avoiding offensive online material, not sending inappropriate content/images alerting a trusted adult if inappropriate content/images is received, not searching or forwarding inappropriate material.
Obtain permission for online purchases in gaming.

[110]Personal information, photos, images or videos online.

Identities and belonging~~y, health and wellbeing~~

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

- examines and explains factors that influence identity, health and wellbeing of individuals and groups

Content

Changes and factors can promote a positive identity

Examine life changes and develop management strategies[111]
Investigate products and resources to manage changes associated with puberty[112]
Examine reliable sources of health information to seek help and advice[113]
- Investigate how family, culture, peers, media, education and place influence identity and inform actions and decisions
Explain how personal strengths can support the management of challenges, using Tier 2 and Tier 3 vocabulary[114]
Explain strategies that enhance a positive sense of identity and support health and wellbeing[115]
Investigate Aboriginal and/or Torres Strait Islander people and identify their contributions to community[116]

Examples

[111]Life changes: Puberty – menstruation, wet dreams, body hair, body positivity, independence, responsibilities. Management strategies: Create routines, develop resilience, set goals, seek help, maintain self-care.
[112]Hygiene and sanitary products, educational materials.
[113]Kids Helpline, SunSmart, Australian Dietary Guidelines.
[114]Resilience, adaptability, determination, positivity.
[115]Reflect on stereotypes and perceptions, personal values and beliefs, self-reflection, resilience, celebrate accomplishments, embrace authenticity.
[116]Sport, education, author, inventor, performer, artist, military, public service, leadership, media and journalism, health and social services, social justice, Cultural heritage.

Informed decisions and actions influence health and wellbeing

- Investigate the impact active and sedentary lifestyles have on health and wellbeing and devise strategies to maintain a physically active lifestyle.[117]
- Examine how following an agreed code of conduct for the healthy and productive use of digital devices can have a positive impact on wellbeing.[118]
- Engage in outdoor activities and evaluate the benefits to learning and wellbeing.[119]
- Propose a personal plan to increase engagement with the outdoors
- Apply hygiene strategies and self-care routines and explain how they positively impact health and wellbeing
- Investigate nutritional information of foods and drinks that reflect the Australian Dietary Guidelines to develop strategies that promote and maintain health and wellbeing.[120]
- Investigate nutritional information and medicinal use of bush food and native plants and explain how they can improve health and wellbeing.[121]
- Explain how media, peers, family, education, culture and place impact decisions and behaviours in relation to health and wellbeing.[122]
- Analyse health and wellbeing messages in the media and critically reflect on the purpose, intended audience and the impact on the individual and community
- Investigate strategies that contribute to the prevention of lifestyle diseases and propose actions to support a healthy lifestyle.[123]

Examples

[117] Australian government guidelines for physical activity and exercise.
[118] Social connection through respectful social media and gaming, balance of screen time, mindfulness, meditation, listening to music, exercise, and access to healthy recipes.
[119] Increased physical activity, relaxation, vitamin D, benefits to vision.
[120] Connect the Australian government dietary advice for children to packaging advice and nutritional information to create healthy meal plans.
[121] The nutritional properties of bush foods are generally high in protein, and low in fat.
Use of native plants for remedies: honey, goanna oil, bush soaps and antibacterial properties.
[122] Decisions around how money is spent can affect health and wellbeing, advertising and availability can influence food and drink choices.
[123] Healthy food and drink choices recommended daily physical activity guidelines, positive connections and relationships.

Self-management and interpersonal skills

The digital syllabus will showcase connections across the curriculum to English, Mathematics and relevant key learning areas once content is refined from 'Have your say' Round 2.

Outcomes

A student:

* evaluates and applies self-management and interpersonal skills in a range of contexts

Content

Self-management skills are supported by informed decisions

* Explain how emotional responses to situations can impact decision-making and relationships
* Evaluate and apply self-regulation strategies to manage responses in offline and online situations
* Apply problem-solving and decision-making actions across contexts
* Explain and demonstrate when resilience strategies can be applied across a range of contexts[124]
* Apply goal-setting strategies and evaluate the effectiveness

Interpersonal skills enhance positive interactions and effective communication

* Apply and evaluate social awareness skills to make decisions that support the wellbeing of others[125]
* Apply respectful actions when winning, losing and accepting decisions
* Use interpersonal skills in group activities to demonstrate leadership, promoting inclusion and collaboration
* Describe and demonstrate respectful and effective communication to foster positive interactions

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Examples

[124]Perseverance, connecting to people, targeted practise.
[125]Conflict resolution, kindness, empathy, listening.

Creating written texts in PDHPE

Outcomes

A student:

▪ creates written texts to communicate understanding of health, safety and wellbeing

Content

Creating written texts supports understanding of health, safety and wellbeing

Use nominalisations and noun groups to convey health, safety, and wellbeing concepts succinctly and authoritatively[126]
▪ Use a combination of simple, compound, and complex sentences to create written texts reflecting on factors that influence wellbeing
▪ Use a variety of sentence types sequenced in cohesive paragraphs to evaluate the purpose and impact of a health message in the media
Use connectives to support cohesion and clarity between ideas and sections of a text[127]
▪ Acknowledge sources of information used in own texts to add authority

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Examples

[126]Nominalisations: collaboration, self-regulation, inclusion, prevention, coercion, nutrition.
   Noun groups: online environments, dietary guidelines, trusted adult, sun safety.
[127]Connectives: as a result, for example, however, alternatively.

Access content points

Outcomes and content for Stage 4

Respectful relationships

Outcomes

A student:

- analyses how stereotypes, respect, empathy and valuing diversity influence relationships and applies strategies ~~explains and applies strategies for promoting safe and respectful relationships in a range of contexts~~
- explains how contextual factors influence attitudes and behaviours to support safety, health and wellbeing
- refines and applies self-management and interpersonal skills to manage complex situations

Related Life Skills outcomes: *Outcome codes to be developed*

Content

Building and managing respectful relationships to support health and wellbeing

- Examine the characteristics and qualities of various types of relationships and how these can impact safety, health and wellbeing
- Examine the changing nature of relationships and propose strategies that build and maintain respectful relationships
- Examine respect in forming and maintaining relationships within Aboriginal and Torres Strait Islander Cultures and across a range of cultures
  Identify forms of bullying, harassment, abuse, neglect, discrimination and violence and demonstrate protective strategies offline and online for themselves and others including assertive and upstander behaviour[1]
- Understand the impact of power in relationships and develop skills to safely challenge the abuse of power
- Practise skills and strategies to safely advocate for positive and equal power in relationships for themselves and others
- Examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes
- Investigate the laws of consent and describe how they enhance safety and respect in sexual relationships
- Describe how consent, respecting people's choices, and communication create safe and positive experiences for intimate and sexual relationships
  Explain and apply skills and strategies to gain, give or deny consent, including communicating assertively and respectfully[2]
  Examine external influences on sexuality and sexual health behaviours and recognise the impact these can have on their own and others' health and wellbeing[3]

Commented [JA1]: Examine heavily used in content. Level of complexity could be raised by using alternate terms such as investigate, analyse to encourage critical inquiry

Commented [JA2]: In Stage 4 we would want students to analyse the nuances of different forms of bullying and harassment rather than just identifying.

Commented [JA3]: Recognise?

Commented [JA4]: Can't just focus on the legalities of consent - need to also engage with the ethics - developing empathy, compassion and caring for your partner should eb a focus of any learning about consent as well as what is legal. The legal framework is a very low bar to aim for.

Keeping safe and being respectful online

- Recognise rights, responsibilities, expectations and social implications of communicating online
- Recognise rights, responsibilities, expectations and social implications of taking or sharing information, images and videos online
- Examine and demonstrate strategies to regulate screen time and enhance safety and enjoyment in the digital environment
  Identify and practise protective strategies to prevent and manage power imbalances online, including cyberbullying, abuse, grooming, sexual extortion, image-based abuse, and negative social interactions[4]
  Recognise the impact online content can have on perceptions, behaviours and attitudes[5]

Applying self-management and interpersonal skills to enhance respectful relationships

- Explain how rights and responsibilities contribute to safe and respectful relationships
- Demonstrate and explain how respect, sympathy and empathy can be expressed to positively influence relationships
- Evaluate and practise communication skills that build and maintain respectful relationships, including active listening
- Demonstrate how decision-making, negotiation and problem-solving skills can help resolve conflict
- Explain how emotional responses to situations can impact relationships and propose strategies to support positive outcomes
  Identify and practise skills and attitudes that enhance resilience, perseverance and adaptability to change[6]
- Document and review personal goals that enhance the potential for success or improved health outcomes

Examples

[4] Talk with trusted adults and/or report the user or comments to application, game or platform administrators, eSafety Commissioner, Australian Centre to Counter Child Exploitation (ACCCE) and/or police.
[5] Online content can provide strategies and knowledge to improve health, relationships, help-seeking and communication skills.
[6] Co-regulation, self-monitoring thoughts, feelings and actions, self-regulation, recognising own and others' emotions, optimistic thinking, finding solutions to problems, accessing support networks, building self-confidence and self-esteem.

Identities and y, belonging and change

Outcomes

A student:

- analyses and explains factors that shapeinfluence identitiesy and sense of belonging for individuals and communities and proposes strategies to respond to these influencesexamines and explains factors that shape identity and sense of belonging for individuals and communities
- explains how contextual factors influence attitudes and behaviours to support safety, health and wellbeing
- refines and applies self-management and interpersonal skills to manage complex situations

Related Life Skills outcomes: *Outcome codes to be developed*

Content

Building a healthy sense of identity to enhance wellbeing and inclusion

- Examine how personal strengths, characteristics and contextual factors shape personal identity
- Examine and propose skills and strategies that support a positive sense of identity and discuss how this enhances health and wellbeing
- Investigate the changing nature of personal identity and how it can differ in various contexts
- Identify and demonstrate ways to join a team or group and explain how this can enhance wellbeing Investigate practices that support inclusivity in the areas of culture, sexuality, disability and gender and how these influence a sense of belonging and wellbeing7
  Explain how connections to culture(s) shape identity and belonging in Aboriginal and Torres Strait Islander Cultures and across a diverse range of cultures8
- Explain how a sense of belonging can influence safety, wellbeing and self-worth
- Describe and propose actions that value diversity and enhance inclusion for Aboriginal and Torres Strait Islander Peoples and across a diverse range of cultures

Commented [JA5]: This is a little clumsy and reads like an after thought. Need to create a more authentic way of engaging with learning around cultural connection

Commented [JA6]: See comment above

Managing growth and change

- Evaluate skills and strategies for managing changing roles and responsibilities
- Examine the impact of changes and transitions, including adolescence and puberty, and select strategies to support themselves and others through these changes
- Explain strategies that enhance resilience, health and wellbeing in response to stress, loss and grief
- Describe the anatomy and function of the reproductive system including their roles in reproduction, menstruation and fertilisation

Commented [JA7]: This seems out of place here when compared with the other content. It also doesn't align strongly with any outcomes in this focus area or others really. May need to add a purpose for understanding the anatomical functions e.g liked to sexual health, hygiene, caring for the body?? May fit better in next focus area.

Examples

7 Using supportive and inclusive language and challenging stereotypes around gender, religion, spirituality, race, culture, disability and sexuality can promote inclusivity, understanding and wellbeing.

8 Cultural knowledge shared through ceremonies and connection to land can enhance social standing and create a positive sense of identity.

Being sSafe, active and healthy lifestyle choices

Outcomes

A student:

- explains how contextual factors influence attitudes and behaviours to support safety, health and wellbeing
- analyses the effectiveness of communication skills, protective behaviours and help-seeking strategies when interacting with others offline and online
- analyses health information and messages to propose effective strategies that enhance their own and others' health, safety, wellbeing and physical activity participation examines and uses health information and support services to demonstrate the role help-seeking strategies play in supporting themselves and others
- refines and applies self-management and interpersonal skills to manage complex situations
- usesproposes and evaluates plans for and uses strategies to activityachieve personal health, fitness and wellbeing goalsparticipate in activities that encourage safety, health and a lifetime of physical activity

Related Life Skills outcomes: *Outcome codes to be developed*

Content

Enhancing wellbeing through healthy lifestylesExploring factors that influence health and wellbeing

- Investigate the dimensions of health and discuss how they impact wellbeing
- Describe the dynamic nature of health and examine different perceptions of health
  Recognise the value of the mind, body and spirit approach to health and wellbeing for Aboriginal and Torres Strait Islander Peoples and across a diverse range of cultures[9]
- Recognise contextual factors that can influence healthy lifestyle choices and propose strategies to overcome barriers to good health
  Explain how a balanced lifestyle benefits health and wellbeing[10]
- Describe how the components of a balanced lifestyle can be applied to a weekly routine
- Examine the Australian Government guidelines on physical activity and sedentary behaviour for young people and propose strategies to enhance motivation and engagement in physical activity
- Examine the Australian Dietary Guidelines and advice for young people and explain how contextual factors can influence food choices and eating habits
  Investigate the nutritional value of a variety of foods and drinks and how they support health, wellbeing and movement[11]
- Rehearse and describe positive attitudes, help-seeking behaviours and coping strategies that support health and wellbeing, including mental health and body image

Enhancing fitness and physical activity levels for health and wellbeing

- Examine how fitness and physical activity can improve mental health and wellbeing
- Define the health and skill-related components of fitness and explain how they can be maintained or enhanced
- Design and perform fitness circuits or exercises with minimal equipment that aim to improve one or more components of fitness
- Propose and apply realistic strategies for maintaining and monitoring fitness, health and wellbeing

Commented [JA8]: Could this have a practical element - rather than just recognising - engaging in activities such as dadiiri, meditation, mindfulness, tai chi, qigong that recognise the value of mind, body, spirit?

Commented [JA9]: This needs to be more high level than recognise - analyse, investigate,

Commented [JA10]: This seems a very lower order engagement with this for Stage 4 - check alignment to content in K-6 to ensure progression.

Commented [JA11]: Can you rehearse attitudes??

Managing risk and enhancing safety

Investigate ~~risk-taking~~a range of social situations ~~scenarios~~ and discuss the ~~outcomes of safe and unsafe risk-taking~~types of behaviour~~s~~ that may impact on ~~individual's~~ ~~on~~ health and safety[12]

- Recognise ~~challenging or unsafe~~ situations in online and offline ~~situations~~ settings where individuals may feel challenged or unsafe and propose ways to respond ~~to keep themselves and others safe~~to minimise harm

Devise and practise protective behaviours and strategies to ~~manage or mitigate~~ reduce the risk of harm in a range of contexts[13]

- Explain how harm minimisation strategies such as making informed decisions, being assertive, distancing or persuading someone to seek help can improve safety, health and wellbeing

Identify and describe basic water survival strategies and techniques[14]

Assess emergency situations and demonstrate strategies that enhance the safety of themselves and others including communicating clearly when giving information to emergency services[15]

- Describe and demonstrate the skills required to assist with first aid, including DRSABCD (Danger, Response, Send for help, Airways, Breathing, Cardiopulmonary Resuscitation and Defibrillation) and the management of asthma, allergies and anaphylaxis

Identify and plan preventative health practices and behaviours that assist in protection against disease, including communicable respiratory diseases, bloodborne viruses and sexually transmissible infections[16]

- Classify drugs and describe the short-term and long-term effects of drug use on safety, health and wellbeing
- Examine the risk and protective factors that can influence the use and effects of alcohol and other drugs
- Examine road safety responsibilities and develop strategies to support the safety of themselves and others in road or transport environments, including driver, rider, pedestrian and passenger safety

Thinking critically to enhance health and wellbeing

- Outline the role of health promotion and health literacy in enhancing health and wellbeing

Access and assess information, resources and services that support young people to seek help and ~~manage relevant~~navigate health and safety issues[17]

- Investigate the reliability and credibility of health information from various sources
- Evaluate health information, products and services to plan preventative action and healthy practices
- Create written texts to explain and advocate for aspects of safety, health and wellbeing for a range of audiences
- Create written texts to evaluate a range of physical activities and determine their suitability in meeting personal needs and interests
- Use subject-specific language to communicate concepts of physical activity, safety, health and wellbeing

Commented [JA12]: Can this content group be framed from a strengths-based approach - Skills and strategies to be safe

Commented [JA13]: Stage 1 are demonstrating water safety techniques - this seems a much lower expectation

Commented [JA14]: This needs to be reviewed - it does not reflect the evidence around health behaviour change or alcohol and drug use prevention

Commented [JA15]: These three content points are essentially asking the same thing

Commented [JA16]: Can we give examples that are more likely to be used by young people in their everyday lives. Eg create a written text in response to a social media posts that is sharing misinformation about a person, diet regime, exercise program or health product.

Examples

[12] Chatting or sharing information online, getting in a car with a driver under the influence of alcohol or other drugs, swimming at night or experimenting with drug use such as e-cigarettes and alcohol.

[13] Mental health, online environments, road use, drug and alcohol use, harassment, domestic, family and sexual violence, abuse, neglect or environmental concerns such as water, fire or sun safety.

[14] Safe entry and exit from water, treading water, rescue strokes, remaining at a safe depth, acknowledging swimming abilities, use of appropriate floatation devices, discussing conditions or ability with lifeguards or supervisors, swimming and/or staying between the flags, recognising rips.

[15] Emergency situations could include drug overdoses, drowning, injuries, road accidents, emergencies in natural environments or domestic, family and sexual violence.

[16] Preventive practices including washing hands, wearing protective or safety devices such as condoms, masks or gloves.

[17] Body image, mental health, cancer, cardiovascular disease, drug use, gambling, domestic, family and sexual violence.

Movement ~~skills and strategies~~and physical activity

Outcomes

A student:

- refines and applies self-management and interpersonal skills to manage complex situations
- applies and transfers movement skills ~~to apply movement~~and concepts in a range of dynamic movement environments
- demonstrates how movement concepts and strategies ~~and actions~~ can be applied and ~~transferred~~ adapted to solve movement challenges

Related Life Skills outcomes: *Outcome codes to be developed*

Content

Some students with disability may require adjustments or modifications, including assistive devices to participate in movement skills and strategies.

Enhancing and valuing movement

- ~~Identify~~ Explain how the major skeletal muscles and bones are involved with movement
- Practise and refine fundamental and specialised movement skills in predictable and dynamic situations
- Demonstrate how to enhance balance, power and accuracy in movement contexts
- Use sport-specific equipment to control and manipulate objects in dynamic movement environments

  > **Commented [JA17]:** Why sport-specific equipment??

- ~~Participate in movement activities that~~ demonstrate and transfer ~~similar~~ skills, concepts and strategies to different forms of gameplay, including territory, net/court, striking/fielding and target games
- ~~Create~~ design and perform movement sequences that solve movement problems, including creating, using and defending space, and achieving and retaining possession, moving to a selected piece of music, navigating an obstacle or orienteering course
- Implement strategies and predict their effectiveness in different movement situations
- Use space, time and dynamics when performing rhythmic movement sequences

  > **Commented [JA18]:** Referred to as effort in Aus Curriculum - keep same for consistency?

- Design and ~~p~~Perform a group movement sequence in response to a piece of music or other stimuli
- Provide and apply feedback to improve body control, coordination, skill execution and strategy

Purposeful movement for lifelong health and wellbeing

- Participate in a range of physical activities and investigate how they address personal needs, interests, fitness, health and wellbeing
- Engage in a range of culturally significant physical activities including Aboriginal and Torres Strait Islander Peoples' games

  > **Commented [JA19]:** For what purpose - make the participation purposeful otherwise it appears tokenistic

- Participate in physical activities that use community spaces, outdoor settings and support active transport, and evaluate strategies to support increased use of these spaces
- Examine and demonstrate how rules, equipment, scoring systems and space can be modified to enhance enjoyment, inclusion and a sense of accomplishment

Applying self-management and interpersonal skills to movement

- Recognise and apply attitudes and behaviours that encourage enjoyable, equitable and inclusive movement experiences
- Assess the effectiveness of teamwork, cooperation, problem-solving and personal responsibility when involved in team building, initiative games and other forms of physical activity
- Apply strategies to enhance resilience and perseverance during physical activity to manage challenging or unfamiliar movements
- Provide and respond to verbal, physical or situational cues to enhance communication, performance and team cohesion

Participating safely

- Explain and apply specific warm-up and cool-down activities to a range of physical activities
- Demonstrate and explain how protective equipment and environmental and individual factors can influence safety during physical activity
-

Outcomes and content for Stage 5

Respectful relationships

Outcomes

A student:

- evaluates how attitudes and beliefs about equality, respect, diversity and inclusion influence the quality of relationships evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts
- analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing
- proposes and justifies strategies for promoting and maintaining safe and respectful relationships in a range of offline and online contexts
- evaluates and adapts self-management and interpersonal skills to manage complex situations

Related Life Skills outcomes: *Outcome codes to be developed*

Content

Building and managing respectful relationships to support health and wellbeing

Investigate the characteristics of inclusive, equal, safe and respectful relationships and propose strategies to enhance current and future relationships[18]

Demonstrate ethical behaviour and how it can build and maintain respectful relationships[19]

- Assess how respectful relationships nurture personal growth and create safe and supportive environments

Examine skills and devise strategies to promote healthy and respectful relationships and limit or end harmful relationships[20]

- Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends
- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships

Examine support networks and rehearse protective strategies that can be used to help themselves and others in situations of neglect and abuse[21]

Describe the rights and responsibilities in intimate and sexual relationships that help to create positive and safe experiences, including how to gain, give and deny consent[22]

- Examine strategies that enhance safety and positive experiences in intimate and sexual relationships, such as effective communication, respecting people's choices, personal boundaries and affirmative consent

Analyse how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes about respectful, safe and consensual relationships[23]

> **Commented [JA20]:** This is the end point - what is the teaching that needs to happen so that students can demonstrate ethical behaviour?

> **Commented [JA21]:** Not sure about the intent of this content and how it would be taught?

> **Commented [JA22]:** This is very specific - is neglect the right term or would harassment capture the examples better?

Examples

[18] Characteristics may include equal balance of power, effective communication, inclusive language and mutual respect.
[19] Respect the dignity, diversity and rights of each individual; display fairness, accountability, honesty and equity.
[20] Identifying early warning signs of harmful relationships such as controlling or manipulative behaviour.
[21] Situations include domestic, family and sexual violence, gender-based violence, bullying, neglect, harassment, vilification, coercion and discrimination.
[22] Deciding when, where and with whom to be intimate and being aware of a person's ability to gain, give or deny consent.
[23] Decision-making under the influence of alcohol and other drugs, unrealistic perceptions of safe and consensual sex that may be represented in pornography and online sexually explicit material.

Keeping safe and being respectful online

- Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation
- Demonstrate ethical online behaviour and assess strategies that maintain a positive, safe and inclusive online environment
- Investigate and apply the safe use of technology in forming and maintaining relationships online
Evaluate a range of strategies that contribute to a safe and positive online user experience[24]

> **Commented [JA23]:** This is an end point - what is the teaching that needs to happen to get there.

> **Commented [JA24]:** These three are all very similar - are they all needed?

Applying self-management and interpersonal skills to enhance respectful relationships

- Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others
Explain and demonstrate how being resilient and assertive can assist in managing a range of situations [25]
- Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions
- Assess and apply leadership skills that support inclusive and respectful relationships
- Evaluate the influence that respect, empathy and self-awareness have on establishing and maintaining respectful relationships
- Develop personalised goals and evaluate how goal-setting can promote personal growth, motivation and success in a range of situations

> **Commented [JA25]:** Add suggested contexts to each of these - needed in Stage 4 also

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Examples

[24] Proactive strategies include making accounts private, restricting who can contact or comment on apps and reporting inappropriate comments, posts or behaviours.
[25] Refusing drugs or alcohol at a party, refusing to engage in dangerous activities, preventing a friend from drink driving.

Identit~~iesy~~ and~~,~~ belonging ~~and change~~

Outcomes

A student:

- proposes and evaluates strategies that enhance sense of ~~how analyses how~~ identity and ~~a sense of~~ belonging and contribute to ~~the~~ health and wellbeing ~~of individuals and communities~~
- analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing
- evaluates and adapts self-management and interpersonal skills to manage complex situations

Related Life Skills outcomes: *Outcome codes to be developed*

Content

Building a healthy sense of identity to enhance wellbeing and inclusion

- ~~Examine~~ investigate how contextual factors and the perspectives of others can shape personal and community identit~~iesy~~
- Propose and evaluate skills and strategies that enhance identit~~iesy~~ and a sense of belonging for themselves and others
- Investigate family, community and cultural responsibilities and how they shape identit~~iesy~~
- Analyse how a sense of belonging and inclusive practices can contribute to safety, health and wellbeing for themselves and the community
- Analyse the interrelationship between positive mental health, connection and belonging
- Examine the contributions of Aboriginal and Torres Strait Islander Peoples and community organisations in creating a safe, supportive and inclusive community[26]

> **Commented [JA26]:** This was problematic language for several teachers of Indigenous backgrounds who we consulted with.

- Investigate how advocating for diversity can influence individual and community health and wellbeing, with a focus on disability, age, religion, spirituality, race, sexuality and gender

Managing growth and change

- Propose and evaluate strategies to manage life's challenges and changes [27]
- Explain how overcoming adversity, stress, loss and grief can enhance personal growth
- Outline the key stages of development during pregnancy from conception to birth Discuss factors that influence conception and the role of reproductive technology and fertility treatments[28]

> **Commented [JA27]:** Doesn't fit with the outcomes or content - may need to go in next focus area

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Examples

[26] The support for and practice of revitalising Language and Culture through the sharing of art, stories, dance and song.
[27] Help-seeking strategies, support networks, resilience.
[28] Tracking ovulation cycles, leading a healthy lifestyle and endometriosis.

Being sSafe, active and healthy lifestyle choices

Outcomes

A student:

- analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing
- evaluates the effectiveness and suitability of health information and support services for improved individual and community health, safety and wellbeing
- evaluates and adapts self-management and interpersonal skills to manage complex situations
- designs, implements and evaluates plans to enhance health, fitness and wellbeing through regularsafety, health and participation in a lifetime of physical activity

Related Life Skills outcomes: *Outcome codes to be developed*

Content

Enhancing wellbeing through healthy lifestylesExploring factors that influence health, safety and wellbeing

- Analyse how social, cultural and economic factors influence health behaviours
- Analyse the interrelated nature of the dimensions of health and the influence they have on the health and wellbeing of the individual and the community
- Explain the connection between nutrition, mental health, physical activity and wellbeing and propose ways these can be enhanced using a balanced lifestyle approach
- Examine and interpret sources of nutritional information and investigate factors that influence food choices and habits
- Design, implement and evaluate strategies to apply Australian Dietary Guidelines to everyday contexts and including daily food and drink choices
  Evaluate a range of eating practices and examine how they address nutritional needs and individual health and wellbeing[29]
  Examine perceptions of mental health and body image and consider how these influence health and wellbeing[30]
- Propose, implement and evaluate strategies and actions that enhance their own and others' mental health and wellbeing such as increasing mental health and emotional resilience

  Identify methods of contraception and evaluate the extent to which safe sexual health practices allow people to take responsibility for managing their own sexual health[34]
  Investigate major factors that contribute to road and traffic-related injuries and assess strategies and behaviours to promote the safety of themselves and others[35]

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Enhancing fitness and physical activity levels for health and wellbeing

- Participate in and evaluate a range of physical activities and exercises that are designed to improve specific components of fitness
- Discuss responses in heart rate, breathing rate and perceived rate of exertion to a range of physical activities and how these change with improved fitness
- Develop fitness plans which address fitness goals, the components of fitness and targeted physical activities
- Reflect on the positive impacts physical activity and fitness can have on emotions, attitudes and wellbeing

> **Commented [JA28]:** Should mental health and body image be separated here. Body image would sit better in the Identities focus area.

~~Managing risk and enhancing safety~~Skills to be safe

- Investigate <u>contextual</u> factors that influence ~~risk-taking~~ behaviours and decision-making and assess their impact on safety, health and wellbeing
  Analyse and practise skills and strategies that enhance the safety of themselves and others in relevant contexts including parties and road and traffic environments[31]
  Plan and practise responses to emergency scenarios by explaining priority actions and where they may be required to administer first aid and DRSABCD[32]
  Recognise addictive behaviours and investigate strategies to support themselves and others[33]
- Assess the impact of drug use on the individual and the community
- Examine support networks and strategies that can assist themselves and others with drug use
- Explain why young people choose to make healthy decisions related to drug and alcohol use

- ~~Identify methods of contraception and evaluate the extent to which safe sexual health practices allow people to take responsibility for managing their own sexual health34~~
- ~~Investigate major factors that contribute to road and traffic related injuries and assess strategies and behaviours to promote the safety of themselves and others35~~

Thinking critically to enhance health and wellbeing

- Investigate how health knowledge, services and support networks combine to enhance safety, health and wellbeing
- Examine and promote the rights and responsibilities of young people in healthcare and explain how this contributes to greater control of individual health
- Explain how Australia's public health system enables access to healthcare
- Develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible sources of information and advice
- Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours
- Evaluate the accessibility and effectiveness of health products, information and services available to young people
- Examine proactive community strategies for promoting access and health outcomes for young people and Aboriginal and Torres Strait Islander youth
- Create written texts to evaluate how attitudes and actions of individuals and groups are influenced by information, services and media
- Create written texts to evaluate a range of physical activities to determine their suitability in meeting health and wellbeing needs
- Create written texts for a range of audiences to advocate for enhanced safety, health, wellbeing and improved physical activity levels for the community
- Use subject-specific language to communicate concepts of physical activity, safety, health and wellbeing

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Examples

[34] Abstinence, understanding the potential of pregnancy, prevention of sexually transmissible infections, getting regular STI check-ups if sexually active.

[35] Music and mobile phones, identifying a designated driver, resting when tired, speeding, overcrowding of cars, following road rules.

Health and wellbeing through physical activity

Outcomes

A student:

* evaluates and adapts self-management and interpersonal skills to manage complex situations
* designs, implements and evaluates plans to enhance safety, health and participation in a lifetime of physical activity

Related Life Skills outcomes: *Outcome codes to be developed*

Content

Some students with disability may require adjustments or modifications, including assistive devices to participate in physical activity.

Purposeful movement for lifelong health and wellbeing

* Participate in a range of physical activities and evaluate how they meet personal needs and interests while improving fitness, health and wellbeing outcomes
* Investigate local facilities, natural environments and infrastructure that support engaging in forms of physical activity and active transport
* Implement and evaluate strategies and behaviours that support enjoyment, motivation and engagement in physical activity for themselves and others
* Design and implement modified games and physical activities to enhance enjoyment, inclusion and a sense of accomplishment

Enhancing fitness and physical activity levels for health and wellbeing

* Participate in and evaluate a range of physical activities and exercises that are designed to improve specific components of fitness
* Discuss responses in heart rate, breathing rate and perceived rate of exertion to a range of physical activities and how these change with improved fitness
* Develop fitness plans which address fitness goals, the components of fitness and targeted physical activities
* Reflect on the positive impacts physical activity and fitness can have on emotions, attitudes and wellbeing

Participating safely

* Design and implement specific warm-up and cool-down activities
* Examine and apply policies and procedures for ensuring safe practices when participating in a range of physical activities, including the use of safety equipment and adherence to rules that promote safe participation[36]

Examples

[36] Heat and concussion policies.

Movement ~~skills and strategies~~and physical activity

Outcomes

A student:

- evaluates and adapts self-management and interpersonal skills to manage complex situations
- refines and transfers movement skills to adapt movement concepts in a range of dynamic movement environments
- selects, implements and justifies the use of movement concepts and strategies ~~and actions~~ to solve ~~complex~~ movement challenges

Related Life Skills outcomes: *Outcome codes to be developed*

Content

Some students with disability may require adjustments or modifications, including assistive devices to participate in movement skills and strategies.

Enhancing and valuing movement

- Describe the role of the muscular and skeletal systems in movement
- ~~Recognise~~ Explain the relationship between skeletal muscles and bones and how they work together to produce movement
- Demonstrate how biomechanics can improve performance and prevent injury
- Investigate and practise how to manipulate the force, speed, accuracy and trajectory of an object using equipment in sporting movements
- Refine and adapt fundamental and specialised movement skills to predictable and dynamic situations
- Participate in territory, net/court, striking/fielding and target games to investigate how to adapt movement skills, concepts and strategies to solve problems in gameplay
- Apply and evaluate a range of attacking and defending strategies to enhance individual and team performance in gameplay
- Examine and demonstrate how strategies, communication, effort and body positioning can assist with manipulating space, time, anticipation and decision-making
- Analyse and practise how connections between communication, skill execution, teamwork, strategy and involvement can improve outcomes in gameplay
- Create and perform a rhythmic movement sequence using the elements of space, time and dynamics
- Collaborate with peers to create and perform a group movement sequence in response to a piece of music or other stimuli
- Design and apply performance criteria to evaluate the quality and use of space, time and dynamics
- Analyse data based on knowledge of performance and knowledge of results and apply this feedback to refine movement skills and strategies
- Provide and apply feedback to refine specialised movement skills, concepts and strategies

Commented [JA30]: Check progression into Stage 6 - seems very similar

Commented [JA31]: Check progression from Stage 4

Commented [JA32]: Effort?

Commented [JA33]: This content is very heavily focused on gameplay. And sports. Broaden to provide examples from recreational activities - MTB, trail running, orienteering, obstacle courses, parkour etc - they have skills, concepts and strategies as well.

Purposeful movement for lifelong health and wellbeing

- Participate in a range of physical activities and evaluate how they meet personal needs and interests while improving fitness, health and wellbeing outcomes
- Investigate local facilities, natural environments and infrastructure that support engaging in forms of physical activity and active transport
- Implement and evaluate strategies and behaviours that support enjoyment, motivation and engagement in physical activity for themselves and others
- Design and implement modified games and physical activities to enhance enjoyment, inclusion and a sense of accomplishment

Applying self-management and interpersonal skills to movement

- Apply fair, ethical and inclusive behaviours when participating in a range of physical activities
- Evaluate how personal strengths and contributions can enhance teamwork, leadership and enjoyable participation
- Examine and apply strategies to increase resilience, persistence and motivation for themselves and others, including positive self-talk and encouragement
- Apply and refine communication, problem-solving and decision-making skills to dynamic movement situations
- Demonstrate leadership and collaboration skills and evaluate how they promote successful outcomes in team environments
- Adopt a range of roles and responsibilities that support and enhance the facilitation of an organised physical activity event
- Participate in activities where players, rather than an independent official, are responsible for officiating and examine the personal attributes that are required to make this a successful experience

Participating safely

- Design and implement specific warm-up and cool-down activities
- Examine and apply policies and procedures for ensuring safe practices when participating in a range of physical activities, including the use of safety equipment and adherence to rules that promote safe participation[36]