

Introducing the Victorian Curriculum: Health and Physical Education 7–10

Dr Rachael Whittle



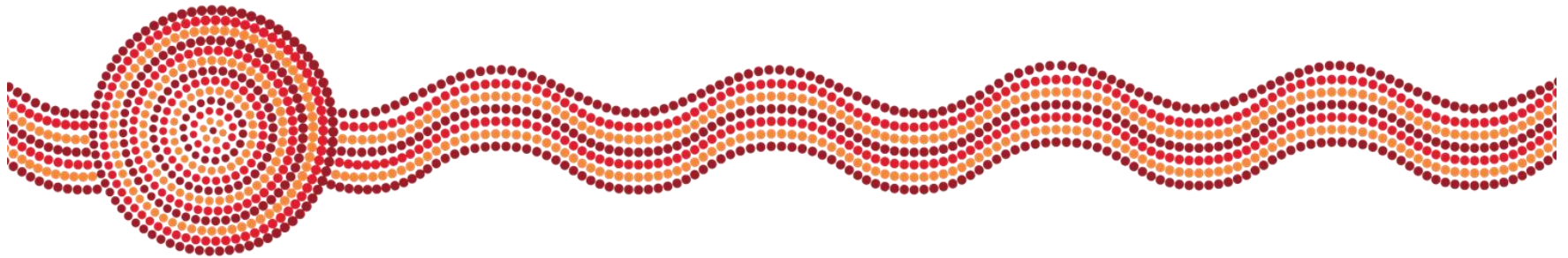
Acknowledgement of Country

I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region.

I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.



Objectives

- Provide an overview:
 - Victorian Curriculum 7–10: Health and Physical Education (HPE)
- Enhance understanding:
 - Propositions
 - Focus areas
 - Assessment

Victorian Curriculum F–10: Health and Physical Education

- Health and Physical Education
 - Rationale and aims
 - Propositions
- Structure
 - Strands
 - Sub-strands
 - Focus areas

Victorian Curriculum F–10

Introduction	Curriculum
<p>The introduction includes material that will assist teachers to understand the specific purpose and features of the curriculum, and to locate additional documentation. It includes:</p> <ul style="list-style-type: none">• Rationale and Aims• Structure• Learning in (the specific curriculum)• Scope and Sequence• Glossary	<p>The curriculum sets out the learning continuum and offers a range of viewing options. This is done by selecting a 'view mode' or a level/band within the curriculum area. It includes:</p> <ul style="list-style-type: none">• Level/band descriptions• Content descriptions organised by strands• Achievement standards

Term	Explanation
Achievement standards	Statements that describe what students are typically able to understand and do, and are the basis for reporting student achievement.
Content descriptions	Specific and discrete information identifying what teachers are expected to teach and students are expected to learn.
Elaborations	Non-mandated, advisory examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity.
Level/Band descriptions	Statements that provide an overview to the content descriptions and achievement standard within the level or band.
Strands	Key organising elements within each curriculum area.
Sub-strands	Supplementary organising elements within some curriculum areas.

Victorian Curriculum F–10: Health and Physical Education

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Victorian Curriculum
Foundation–10 VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

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Health and Physical Education

Introduction Curriculum

Rationale and Aims Print this page

Structure

Learning in Health and Physical Education

Scope and Sequence

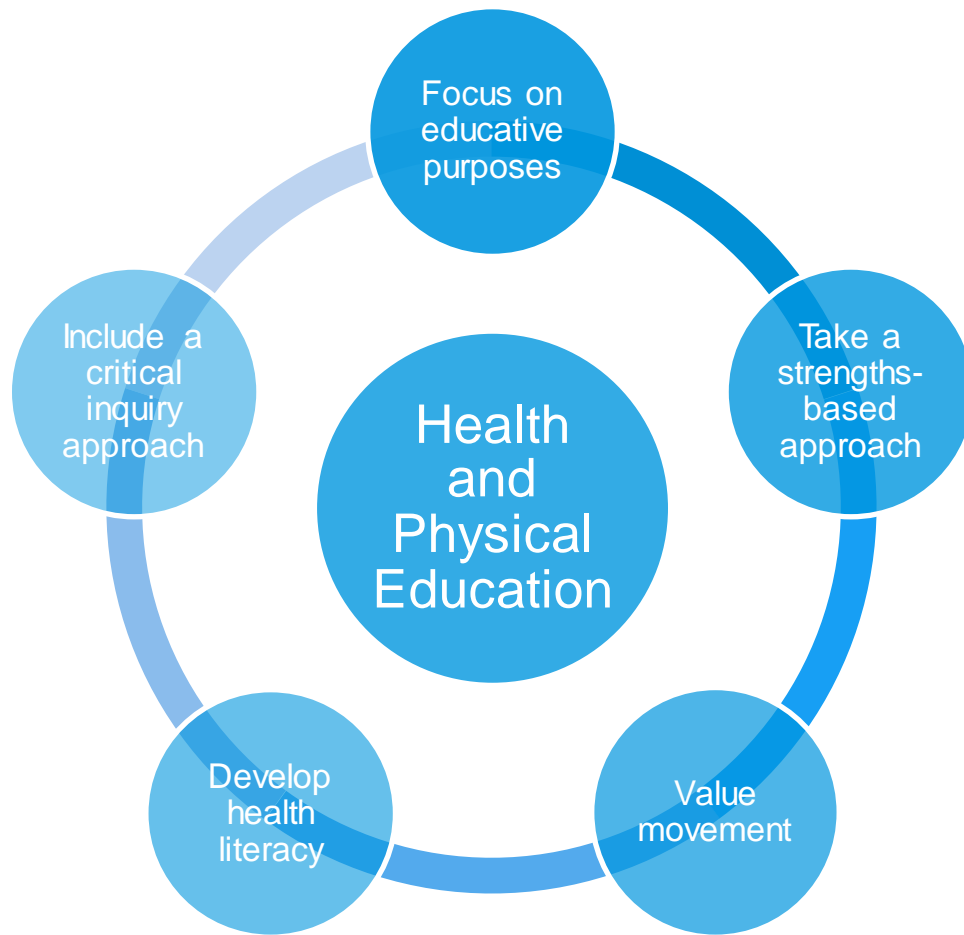
Resources

Glossary

Rationale and Aims

Rationale

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.



Focus areas

Focus area	Foundation	1–2	3–4	5–6	7–8	9–10
Alcohol and other drugs (AD)	Yes, including a focus on the safe use of medicines	Yes, including a focus on the safe use of medicines	Yes	Yes	Yes	Yes
Food and nutrition (FN)	Yes	Yes	Yes	Yes	Yes	Yes
Health benefits of physical activity (HBPA)	Yes	Yes	Yes	Yes	Yes	Yes
Mental health and wellbeing (MH)	Yes	Yes	Yes	Yes	Yes	Yes
Relationships and sexuality (RS)	Yes, including a focus on relationships	Yes, including a focus on relationships	Yes	Yes	Yes	Yes
Safety (S)	Yes	Yes	Yes	Yes	Yes	Yes
Active play and minor games (AP)	Yes	Yes	Yes	Yes	—	—
Challenge and adventure activities (CA)	—	—	Yes	Yes	Yes	Yes
Fundamental movement skills (FMS)	Yes	Yes	Yes	Yes	—	—
Games and sports (GS)	—	—	Yes	Yes	Yes	Yes
Lifelong physical activities (LLPA)	—	—	Yes	Yes	Yes	Yes
Rhythmic and expressive activities (RE)	Yes	Yes	Yes	Yes	Yes	Yes

Victorian Curriculum F–10: Health and Physical Education

Strands	Personal, Social and Community Health	Movement and Physical Activity
Sub-strands	Being healthy, safe and active	Moving the body
	Communicating and interacting for health and wellbeing	Understanding movement
	Contributing to health and active communities	Learning through movement

Victorian Curriculum F–10: Health and Physical Education

Health and Physical Education curriculum

- Content descriptions
 - Elaborations
- Achievement standard

Learning through movement

Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139)

Evaluate and justify reasons for decisions and choices of action when solving movement challenges (VCHPEM140)

Modify rules and scoring systems to allow for fair play, safety and inclusive participation (VCHPEM141)

Levels 7 and 8 Achievement Standard

By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.

Victorian Curriculum F–10: Health and Physical Education

Elaborations



Health and Physical Education / Levels 7 and 8 / Movement and Physical Activity / Learning through movement

Content description	Elaborations
Practise and apply personal and social skills when undertaking a range of roles in physical activities	<ul style="list-style-type: none">adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes (GS, CA, RS, LLPA)applying an understanding of verbal, physical and situational cues to identify and respond appropriately to the feelings and motives of others when working in a team or group (GS, CA, RS)reflecting on their role and articulating how the actions they initiated in that role led to the achievement of successful outcomes (GS, LLPA, RS, CA)undertaking various roles associated with the planning of physical activities (CA, GS, LLPA, RS)

Code **ScOT catalogue terms**

VCHPEM139 [Life skills; Physical activity](#)

Curriculum resources and support

Victorian Curriculum F–10: Health and Physical Education



Challenge and adventure activities / VCHPEM139

focuses on how individuals participate in a variety of physical activities designed to challenge them physiologically, behaviourally and socially in diverse contexts and environments.

Challenge and adventure activities include initiative games, movement challenges (as individuals and in teams or groups), recreational activities in natural and outdoor settings, and navigational challenges. With access to specialised facilities and equipment and relevant teacher expertise, these activities can also include: bushwalking, camping, biathlon and triathlon, martial arts, rock climbing, canoeing and kayaking, cycling (mountain biking, BMX, road and track cycling), surfing, skiing (snow and water), and swimming for performance (with a focus on technique).

Victorian Curriculum F–10: Health and Physical Education

Level 5 and 6

Levels 7 and 8

Levels 9 and 10

Personal, Social and Community Health		
Being healthy, safe and active		
Explore how identities are influenced by people and places	Investigate the impact of transition and change on identities	Evaluate factors that shape identities, and analyse how individuals impact the identities of others
Investigate resources to manage changes and transitions associated with puberty	Evaluate strategies to manage personal, physical and social changes that occur as they grow older	Examine the impact of changes and transitions on relationships
Investigate community resources and strategies to seek help about health, safety and wellbeing	Examine barriers to seeking support and evaluate strategies to overcome these	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk
Plan and practise strategies to promote health, safety and wellbeing	Investigate and select strategies to promote health, safety and wellbeing	Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices
Communicating and interacting for health and wellbeing		
Practise skills to establish and manage relationships	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	Investigate how empathy and ethical decision-making contribute to respectful relationships
Examine the influence of emotional responses on behaviour, relationships and health and wellbeing	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours	Develop skills to evaluate health information and express health concerns	Evaluate health information from a range of sources and apply to health decisions and situations
Contributing to healthy and active communities		
Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities	Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities

Scope and sequence charts

By the end of Level 4 students...select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community.



By the end of Level 6 students...explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community.



By the end of Level 8 students...justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.



By the end of Level 10 students...compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([VCHPEP090](#))



Investigate community resources and strategies to seek help about health, safety and wellbeing ([VCHPEP107](#))



Examine barriers to seeking support and evaluate strategies to overcome these ([VCHPEP125](#))



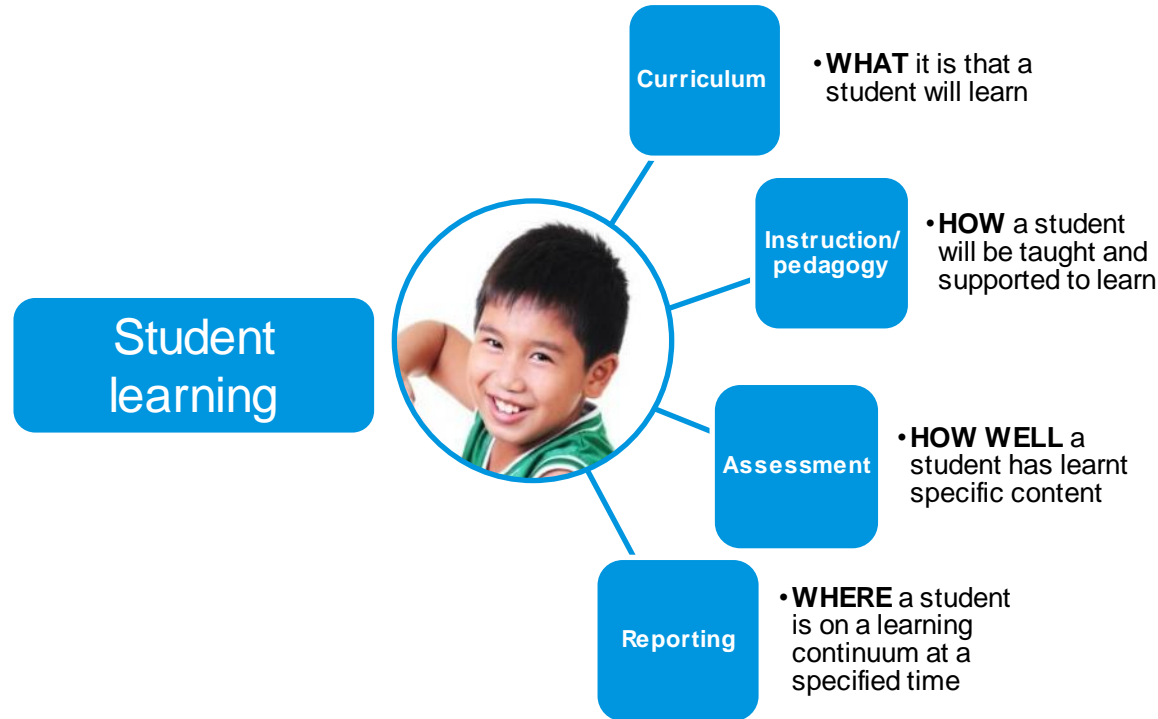
Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk ([VCHPEP144](#))

Increasing complexity

Assessment

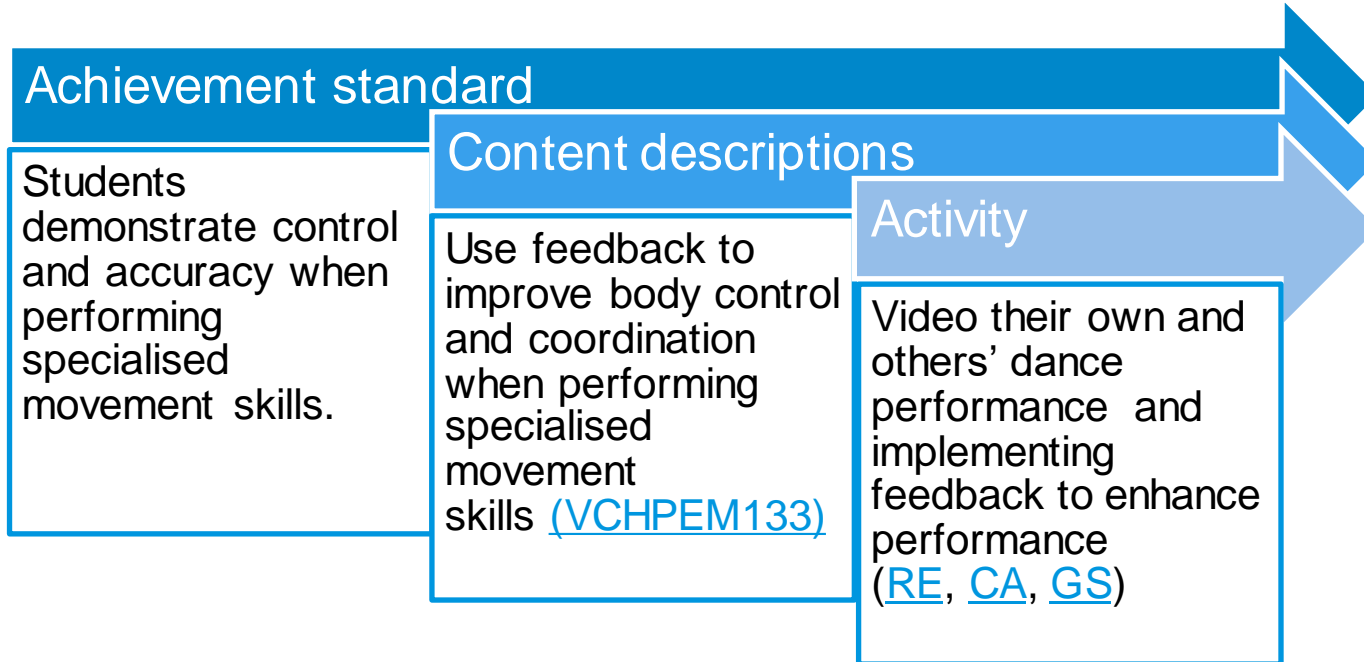
- Students are assessed against the achievement standards:
 - describe what students are typically able to understand and do, and are the basis for reporting student achievement
- Assessment is the measurement of how well a student has demonstrated the application of knowledge, skills and understandings set out in the achievement standards of a curriculum area.

Assessment as part of the teaching and learning program



VCAA (2019), *Guide to Formative Assessment Rubrics*

Assessment – curriculum- pedagogy



Demonstrating achievement

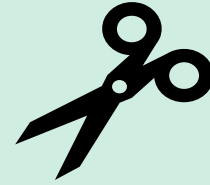
- What can the student...



Do



Say



Make



Write

Assessment

- is part of teaching and learning
- can improve student learning
- uses a range of methods
- aligns to curriculum outcomes and the teaching and learning
- is authentic (real world challenges)
- provides feedback to students



Indicative progress

- articulates what student progress looks like *between* achievement standards
- assess and report the student's learning progress *when they are only partially through teaching the level* and e the student is still working towards the level achievement standard.

Indicative progress template

Annotated example of indicative progress

Curriculum Area		
Context:		
Content Description(s):		
Level X Achievement Standard	Example of indicative progress towards achievement standard	Level Y Achievement Standard
By the end of Level X students can: ...	When progressing towards Level Y students can: ...	By the end of Level Y students can: ...

Step 1: Identify the curriculum area and the levels the assessment will span.

Step 2: Draw the context from the learning plan and include an outline of the unit or topic.

Step 3: Choose which content descriptions will be taught and assessed in this unit.

Step 4: Highlight the specific elements of the achievement standard that are being targeted in this context.

Step 5: Develop a description of what a student would be expected to do, make, say or write as they progress towards the next achievement standard.

Curriculum-specific example of indicative progress

Below is a curriculum-specific example with each step marked, to demonstrate how to complete an indicative progress template.

CURRICULUM AREA: Health and Physical Education toward Level 8 achievement standard		
<p>Context: Swimming and water safety Students investigate safe practices for aquatic activities conducted in a range of environments such as swimming pools, inland waterways and beach environments and evaluate a range of strategies that could be used in water-based emergencies. They identify strategies and resources that can be used to enhance community safety when participating in a variety of recreational aquatic activities such as school swimming carnivals, paddle boarding, surfing/body boarding, canoeing/kayaking and fishing. Students develop and improve their swimming stroke techniques and proficiency in a range of water-based activities</p>		
<p>Content Description(s):</p> <ul style="list-style-type: none"> Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126) Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130) Use feedback to improve body control and coordination when performing specialised movement skills (VCHPEM133) Compose and perform movement sequences for specific purposes in a variety of contexts (VCHPEM134) 		
<p>Health and Physical Education Level 6 Achievement Standard</p> <p>By the end of Level 4:</p> <ul style="list-style-type: none"> ... describe their own and others' contributions to health, physical activity, safety and wellbeing. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. 	<p>Example of Indicative Progress toward Level 8 Achievement Standard</p> <p>In Health and Physical Education, indicative progression towards the Level 6 achievement standard may be when students:</p> <ul style="list-style-type: none"> identify and justify actions they could take in response to a range of water-based scenarios demonstrate appropriate responses to emergency situations, such as calling 000, throwing a floatation device, alerting a lifeguard with correct hand signals) improve aspects of their technique in response to feedback, such as not lifting their head or maintaining continuous kicking or alternating breathing swim continuously using a variety of strokes over 50-100 metres in a swimming pool demonstrates control when using a range of survival skills such as treading water, floating, survival sculling 	<p>Health and Physical Education Level 8 Achievement Standard</p> <p>By the end of Level 6:</p> <ul style="list-style-type: none"> ... investigate strategies that enhance their own and others' health, safety and wellbeing. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Resources



- [Assessment posters](#)
- [Swimming and water safety activities](#)
- Cross-curricular resources:
 - [Respectful Relationships](#)
 - [Home Economics](#)
 - [Dance](#)
- [Indicative progress descriptions](#)
- [Formative assessment resources](#)
- [Frequently asked questions](#)

Victorian Curriculum F–10 Health and Physical Education

five propositions

two
strands

Include a
critical
inquiry
approach

Develop
health
literacy

Value
movement

Focus on
educative
purposes

Take a
strengths-
based
approach

Personal,
Social and
Community
Health

Movement
and
Physical
Activity

12 focus areas

Contact information

VCAA F-10 Curriculum Unit

email: vcaa.f10.curriculum@education.vic.gov.au