

# Introducing the Victorian Curriculum: Health and Physical Education F–6

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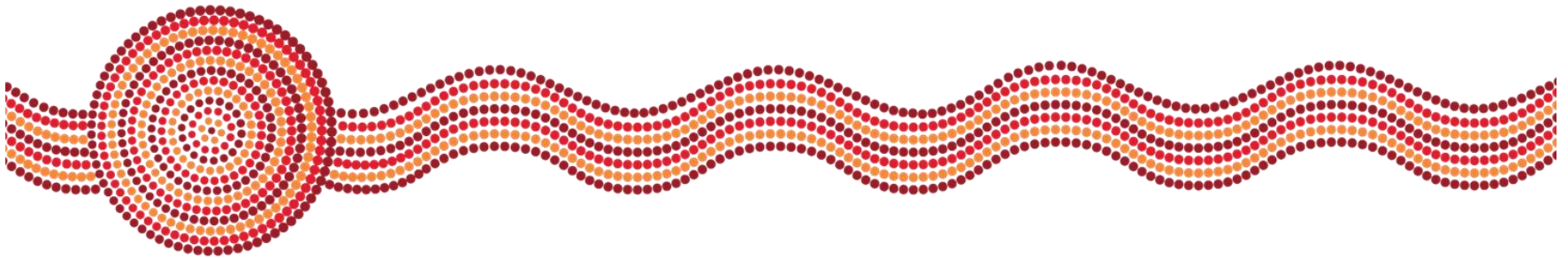
# Acknowledgment of Country

*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 F–6: 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"><li>• Rationale and Aims</li><li>• Structure</li><li>• Learning in (the specific curriculum)</li><li>• Scope and Sequence</li><li>• Glossary</li></ul>	<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"><li>• Level/band descriptions</li><li>• Content descriptions organised by strands</li><li>• Achievement standards</li></ul>

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

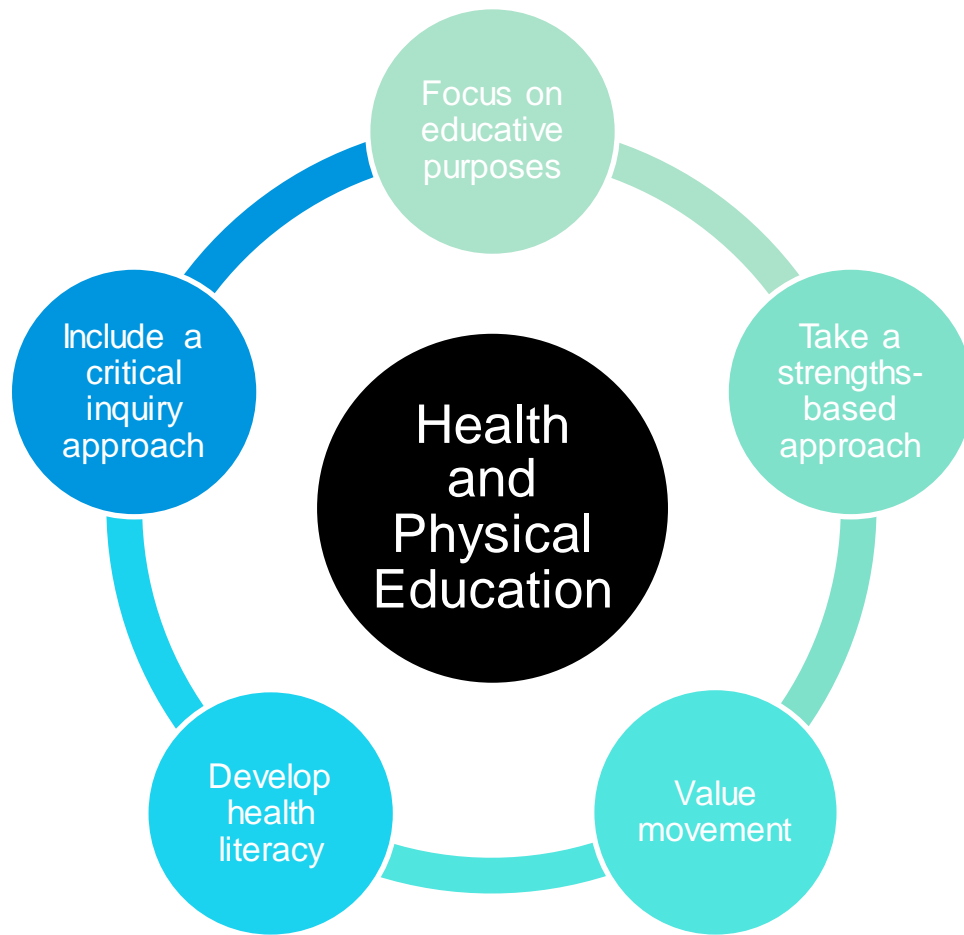
Resources

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

<b>Strands</b>	<b>Personal, Social and Community Health</b>	<b>Movement and Physical Activity</b>
<b>Sub-strands</b>	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

Use strategies to work in group situations when participating in physical activities (VCHPEM085)

Propose a range of alternatives and test their effectiveness when solving movement challenges (VCHPEM086)

Identify rules and fair play when creating and participating in physical activities (VCHPEM087)

### Levels 1 and 2 Achievement Standard

By the end of Level 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They understand how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically

# Victorian Curriculum F–10: Health and Physical Education

## Elaborations

### Health and Physical Education / Levels 1 and 2 / Movement and Physical Activity / Learning through movement

Content description	Elaborations
Propose a range of alternatives and test their effectiveness when solving movement challenges	<ul style="list-style-type: none"><li>predicting possible outcomes of alternative actions and deciding which one is likely to be the most effective (RE, FMS, AP)</li><li>asking for and responding to feedback from peers or teachers on their performance (FMS, AP, RE)</li><li>reflecting on their performance and identifying and demonstrating ways they can perform a skill more successfully (FMS, AP, RE)</li></ul>

#### Code

VCHPEM086

#### ScOT catalogue terms

[Decision making](#); [Human movement](#); [Problem solving](#); [Resilience](#)

#### Curriculum resources and support

**FUSE**

Find related teaching and learning resources in [FUSE](#)\*



Find related curriculum resources on the [VCAA resources site](#)

\*[Disclaimer](#) about use of these sites

# Victorian Curriculum F–10: Health and Physical Education

## Active play and minor games / VCHPEM086

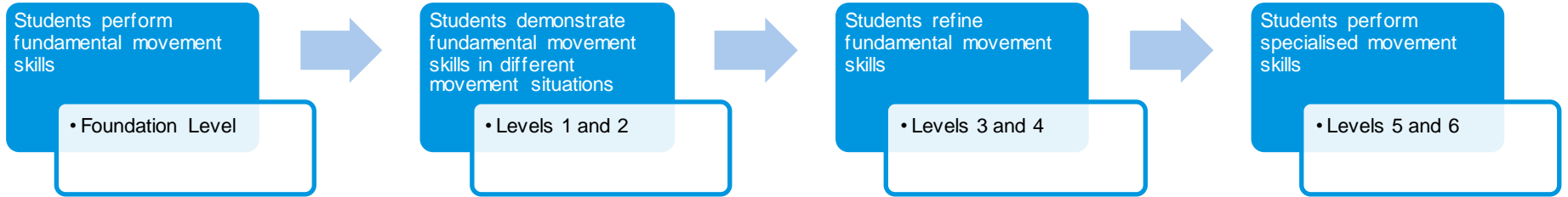
Active play and minor games focuses on students moving and using their bodies to develop, practice and refine motor skills, balance, strength and coordination. Active play can occur indoors or outdoors, alone or with peers and can involve manipulation of objects or engagement with music or the environment. Through minor games students are challenged to practice skills, including social skills, in a simple game situation.

# Victorian Curriculum F–10: Health and Physical Education

Foundation Level	Levels 1 and 2	Levels 3 and 4
<b>Personal, Social and Community Health</b>		
<b>Being healthy, safe and active</b>		
Identify personal strengths	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	Examine how success, challenge and failure strengthen personal identities
Name parts of the body and describe how their body is growing and changing	Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these	Explore strategies to manage physical, social and emotional change
Identify people and actions that help keep themselves safe and healthy	Practise strategies they can use when they need help with a task, problem or situation at home and/or at school	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe
	Recognise situations and opportunities to promote their own health, safety and wellbeing	Identify and practise strategies to promote health, safety and wellbeing
<b>Communicating and interacting for health and wellbeing</b>		
Practise personal and social skills to interact with others	Describe ways to include others to make them feel that they belong	Describe factors that can positively influence relationships and personal wellbeing
Identify and describe emotional responses people may experience in different situations	Identify and practise emotional responses that account for own and others' feelings	Investigate how emotional responses vary in family situations and in friendship groups
	Examine health messages and how they relate to health decisions and behaviours	Discuss and interpret health information and messages in the media
<b>Contributing to healthy and active communities</b>		
Identify actions that promote health, safety and wellbeing	Explore actions that help make the classroom a healthy, safe and active place	Describe strategies to make the classroom and playground healthy, safe and active spaces
Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment	Identify and explore natural and built environments in the local community where physical activity can take place	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing
<b>Movement and Physical Activity</b>		
<b>Moving the body</b>		
Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings	Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings	Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings
Participate in games with and without equipment	Construct and perform imaginative and original movement sequences in response to stimuli	Perform movement sequences which link fundamental movement skills
	Create and participate in games	Practise and apply movement concepts and strategies

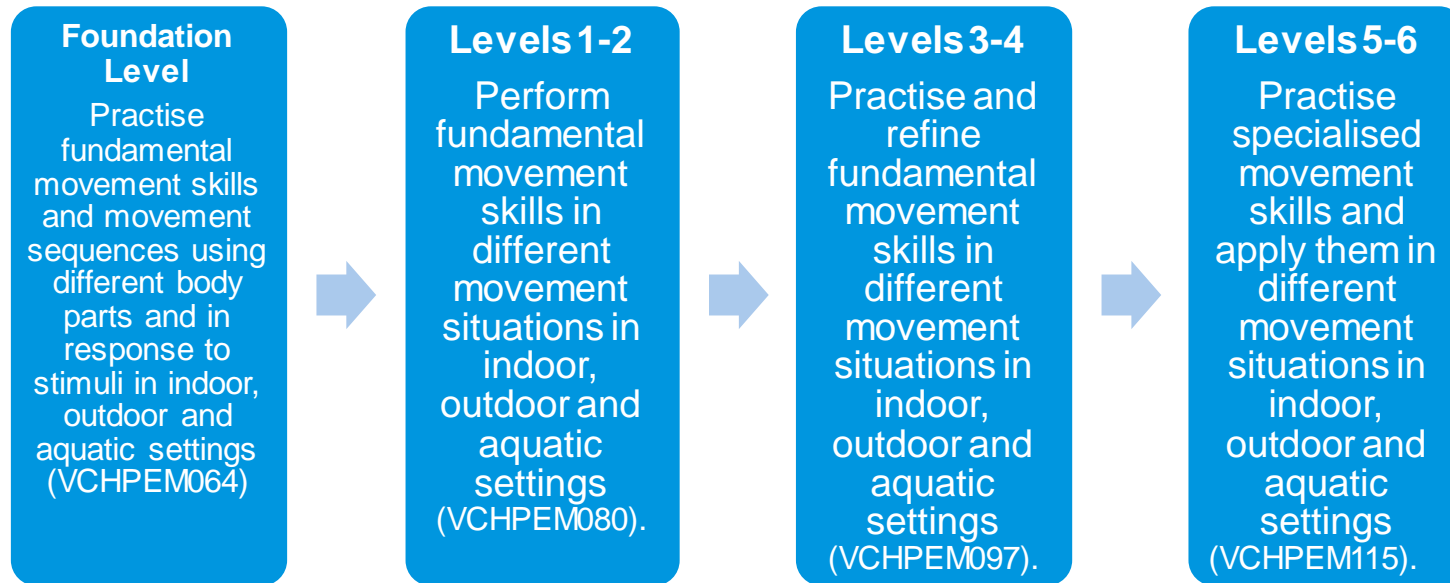
[Scope and sequence charts](#)

# Continuum of learning



**Increasing complexity**

# Continuum of learning



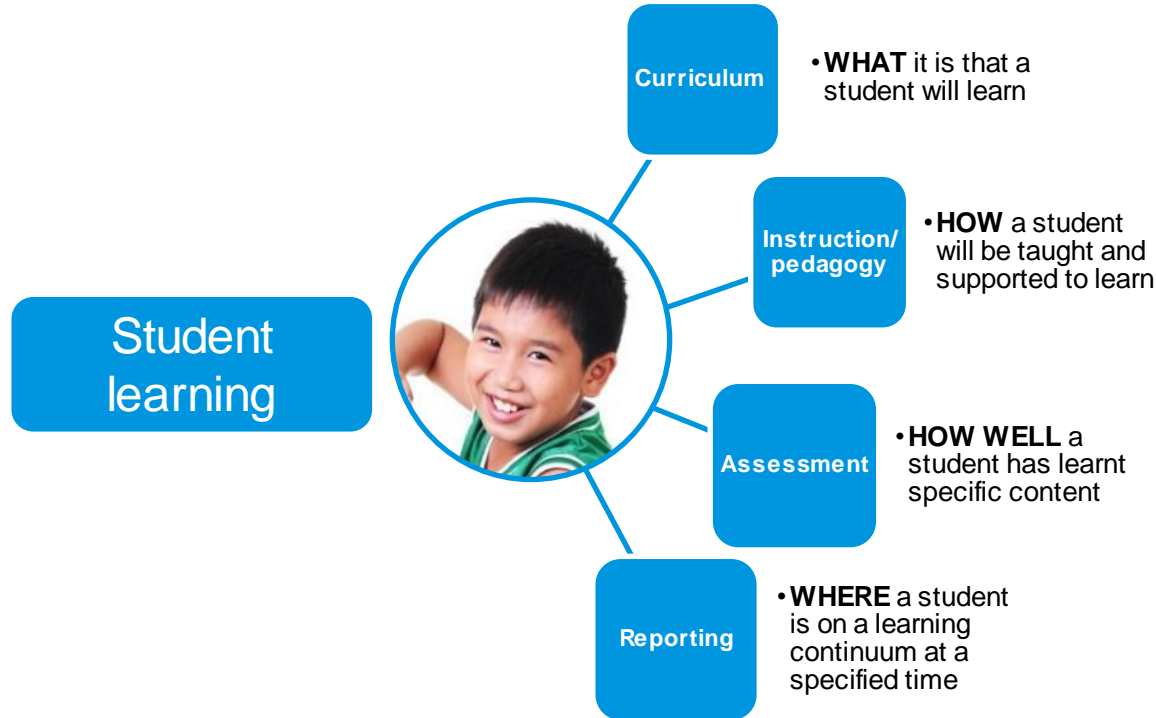
Increasing complexity

# 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

## Achievement standard

Demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.

## Content descriptions

Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings ([VCHPEM080](#))

## Activity

Students try different ways to move through a range of obstacles (hoops, flotation mat) while submerged. ([FMS](#), [AP](#))

# Demonstrating achievement

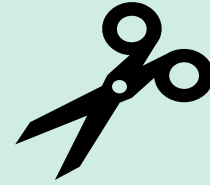
- What can the student...



**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

<b>Curriculum Area</b>		
<b>Context:</b>		
<b>Content Description(s):</b>		
<b>Level X Achievement Standard</b>	<b>Example of indicative progress towards achievement standard</b>	<b>Level Y Achievement Standard</b>
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.

<b>CURRICULUM AREA: Health and Physical Education toward Level 8 achievement standard</b>		
<p><b>Context: Swimming and water safety</b> 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><b>Content Description(s):</b></p> <ul style="list-style-type: none"> <li>Investigate and select strategies to promote health, safety and wellbeing (<a href="#">VCHPEP126</a>)</li> <li>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (<a href="#">VCHPEP130</a>)</li> <li>Use feedback to improve body control and coordination when performing specialised movement skills (<a href="#">VCHPEM133</a>)</li> <li>Compose and perform movement sequences for specific purposes in a variety of contexts (<a href="#">VCHPEM134</a>)</li> </ul>		
<p><b>Health and Physical Education Level 6 Achievement Standard</b></p>	<p><b>Example of Indicative Progress toward Level 8 Achievement Standard</b></p>	<p><b>Health and Physical Education Level 8 Achievement Standard</b></p>
<p>By the end of Level 4:</p> <ul style="list-style-type: none"> <li>... 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.</li> <li>They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</li> </ul>	<p>In <b>Health and Physical Education</b>, indicative progression towards the Level 6 achievement standard may be when students:</p> <ul style="list-style-type: none"> <li>identify and justify actions they could take in response to a range of water-based scenarios</li> <li>demonstrate appropriate responses to emergency situations, such as calling 000, throwing a floatation device, alerting a lifeguard with correct hand signals)</li> <li>improve aspects of their technique in response to feedback, such as not lifting their head or maintaining continuous kicking or alternating breathing</li> <li>swim continuously using a variety of strokes over 50-100 metres in a swimming pool</li> <li>demonstrates control when using a range of survival skills such as treading water, floating, survival sculling</li> </ul>	<p>By the end of Level 6:</p> <ul style="list-style-type: none"> <li>...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.</li> <li>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.</li> </ul>

# 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](mailto:vcaa.f10.curriculum@education.vic.gov.au)

For further advice about the implementation of the F–10 curriculum in Victorian schools, including developments, resources and professional learning opportunities, please subscribe to the F–10 Curriculum Update:

<https://www.vision6.com.au/em/forms/subscribe.php?db=399327&s=112201&a=18689&k=799b5d6>