**Health and Physical Education Foundation – Level 4**

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| Foundation Level | Levels 1 and 2  | Levels 3 and 4  |
| **Personal, Social and Community Health** |  |  |
| **Being healthy, safe and active** |  |  |
| 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  |
| **Communicating and interacting for health and wellbeing** |  |  |
| 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  |
| **Contributing to healthy and active communities** |  |  |
| 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 |
| C:\Users\09450329\Pictures\Picture1.pngParticipate 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 |
| **Movement and Physical Activity** |  |  |
| **Moving the body** |  |  |
| **Achievement Standard** |  |  |
| By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform fundamental movement skills and solve movement challenges. | 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 active. They identify areas where they can be active and how the body reacts to different physical activities.Students demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | By the end of Level 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing.Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. |

**Personal and Social Capability Foundation – Level 4**

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 |
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| **Self-Awareness and Management** |  |  |
| **Recognition and expression of emotions** |  |  |
| Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations  | Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions | Identify and explore the expression of emotions in social situations and the impact on self and others |
| **Development of resilience** |  |  |
| Identify their likes and dislikes, needs and wants, abilities and strengths  | Identify personal strengths and describe how these strengths are useful in school or family life | Identify personal strengths and select personal qualities that could be further developed |
| Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems | Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations | Identify how persistence and adaptability can be used when faced with challenging situations and change |
|  |  | Name and describe the skills required to work independently |
| **Social Awareness and Management** |  |  |
| **Relationships and diversity** |  |  |
| Identify a range of groups to which they, their family and members of their class belong  | Identify how families can have a range of relationships | Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion |
| Practise the skills required to include others and make friends with peers, teachers and other adults | Listen to others’ ideas, and recognise that others may see things differently | Describe the ways in which similarities and differences can effect relationships |
|  | Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour | Identify the importance of including others in activities, groups and games |
| **Collaboration** |  |  |
| Name and practise basic skills required to work collaboratively with peers | Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks | Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate |
| Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict | Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict | Identify conflicts that may occur in peer groups and suggest possible causes and resolutions |
| **Achievement Standard** |  |  |
| By the end of Foundation level, students identify and express a range of emotions in their interactions with others. They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. They recognise that attempting new and challenging tasks are an important part of their development. Students identify different types of relationships. They begin to identify and practise basic skills for including and working with others in groups. | By the end of Level 2, students show an awareness of the feelings and needs of others. They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. They recognise the importance of persisting when faced with new and challenging tasks.Students recognise the diversity of families and communities. They describe similarities and differences in points of view between themselves and others. They demonstrate ways to interact with and care for others. They describe their contribution to group tasks. They practise solving simple problems, recognising there are many ways to resolve conflict. | By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful.Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems. |

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| 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 |
| Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment  | Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities  | Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments  |
| C:\Users\09450329\Pictures\Picture1.pngInvestigate how celebrating similarities and differences can strengthen communities  | Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity  | Critique behaviours and contextual factors that influence the health and wellbeing of their communities  |
| **Movement and Physical Activity** |  |  |
| **Moving the body** |  |  |
| **Achievement Standard** |
| By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. 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. They apply the elements of movement when composing and creating movement sequences. | 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. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. 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. | By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. |

**Health and Physical Education Level 5 - 10**

**Personal and Social Capability Level 5 - 10**

| Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
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| **Self-Awareness and Management** |  |  |
| **Recognition and expression of emotions** |  |  |
| Explore the links between their emotions and their behaviour | Describe how and why emotional responses may change in different contexts | Evaluate emotional responses and the management of emotions in a range of contexts |
| **Development of resilience** |  |  |
| Reflect on how personal strengths have assisted in achieving success at home, at school or in the community | Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement | Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge |
| Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations | Discuss the range of strategies that could be used to cope with difficult tasks or changing situations  | Analyse the significance of independence and individual responsibility in the completion of challenging tasks |
| Identify the skills for working independently and describe their performance when undertaking independent tasks | Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals | Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection |
| **Social Awareness and Management** |  |  |
| **Relationships and diversity** |  |  |
| Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences | Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others | Analyse how divergent values and beliefs contribute to different perspectives on social issues |
| Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual | Investigate human rights and discuss how these contribute to a cohesive community | Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights |
| Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved | Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed | Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships |
| **Collaboration** |  |  |
| Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and assess both their own and their team’s performance when undertaking various roles | Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team  | Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals |
| Describe the various causes of conflict and evaluate possible strategies to address conflict | Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict | Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts |
| **Achievement Standard** |  |  |
| By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience. Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations. | By the end of Level 8, students reflect on the influence of emotions on behaviour, learning and relationships. They use feedback to identify their achievements and prioritise areas for improvement. They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. They reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability. Students explain the impact of valuing diversity and promoting human rights in the community. They explore the values and beliefs of different groups in society. They identify indicators of respectful relationships in a range of social and work-related situations. They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations. | By the end of Level 10, students reflect critically on their emotional responses to challenging situations in a wide range of contexts. They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships. They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks. They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. |