



Victorian Essential
Learning Standards

Physical, Personal and Social
Learning Strand

**HEALTH AND
PHYSICAL
EDUCATION**

REVISED EDITION JANUARY 2008



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This edition incorporates minor amendments to the domain introductions and learning focus statements to indicate their relationship with the National Statements of Learning.

Physical, Personal and Social Learning

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

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

Health and Physical Education

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

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

Interpersonal Development

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

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

Personal Learning

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

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

Civics and Citizenship

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

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

Health and Physical Education

Introduction

The domain of Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

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

Students' involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely, to using equipment safely and confidently. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

This domain explores the developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan including puberty, to gaining an understanding of human sexuality and factors that influence its expression. The exploration of human development also includes a focus on the establishment of personal identity, factors that shape identity and the validity of stereotypes.

Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms.

Through the provision of health knowledge, this domain develops an understanding of the importance of personal and community actions in promoting health and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to provision of health services by both government and non-government bodies. In investigating these issues, they explore differing perspectives and develop informed positions.

This domain examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance of eating a variety of foods to understanding the role of a healthy diet in the prevention of disease.

The Health and Physical Education domain provides students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing.

Structure of the domain

The Health and Physical Education domain is organised into six sections, one for each level of achievement from Level 1 to Level 6. Each level includes a learning focus statement and a set of standards organised by dimension.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In Health and Physical Education, standards for assessing and reporting on student achievement apply from Level 1 (see page 8).

Dimensions

Standards in the Health and Physical Education domain are organised in two dimensions.

- Movement and physical activity – from Level 1
- Health knowledge and promotion – from Level 3.

Movement and physical activity

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

Health knowledge and promotion

The *Health knowledge and promotion* dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.

National Statements of Learning

The Victorian Essential Learning Standards (VELS) incorporate the opportunities to learn covered in the national [Statements of Learning](http://www.curriculum.edu.au/mceetya/the_statements_of_learning,11893.html) (www.curriculum.edu.au/mceetya/the_statements_of_learning,11893.html). The Statements of Learning describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9 in English, Mathematics, Science, Civics and Citizenship and Information and Communication Technologies (ICT).

The Statements of Learning were developed as a means of achieving greater national consistency in curriculum outcomes across the eight Australian states and territories. It was proposed that they be used by state and territory departments or curriculum authorities (their primary audience) to guide the future development of relevant curriculum documents. They were agreed to by all states and territories in August 2006.

During 2007, the VCAA prepared a detailed map to show how the Statements of Learning are addressed and incorporated in the VELS. In the majority of cases, the VELS learning focus statements incorporate the Statements of Learning. Some Statements of Learning are covered in more than one domain. In some cases, VELS learning focus statements have been elaborated to address elements of the Statements of Learning not previously specified. These elaborations are noted at the end of each learning focus statement.

Level 1

Learning focus

As students work towards the achievement of Level 1 standards in the *Movement and physical activity* dimension, they engage in a variety of physical activities on their own and with their peers, with and without equipment, and in a range of environments (indoor, outdoor and aquatic). They begin to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning. Through a range of activities, such as dance, gymnastics and games, students progressively gain control of their movements in personal and general space, while stationary and moving. They practise a range of movement patterns in aquatic environments such as: wade-in entry to and exit from shallow water; float with a buoyancy aid; perform a basic leg kicking action with a buoyancy aid; recovery from an unaided face down float; glide to a standing position; and be rescued with a rope or stick. They explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed. They respond to movement stimuli such as rhythm, beat, music and words.

They regularly engage in activities described as moderate to vigorous, such as brisk walking or running, active play, swimming, dance, sports and games, which increase student breathing and sweating.

Students begin to develop a movement vocabulary, including movement words, ways of describing the physical responses of their bodies to movement and the feelings associated with participation in physical activity; for example, *hot, tired, sweaty, puffed, excited, scared and happy*.

They learn simple rules and procedures for safe movement, and how to follow instructions. They begin to combine movement with the use of equipment. While participating in movement and physical activities, they learn to consider, support and encourage others to share equipment, and to adhere to rules that aid participation and cooperation.

As students work towards the achievement of Level 3 standards in the *Health knowledge and promotion* dimension, they explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. They discuss physical changes as people grow and develop, and describe how their own bodies have changed over time. Students explore their emotions and identify the different ways in which people express and respond to emotions. Students start identifying new things they can do and the responsibilities associated with these. They begin to learn about the development of personal identity.

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

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

Standards

Movement and physical activity

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

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

Level 2

Learning focus

As students work towards the achievement of Level 2 standards in the *Movement and physical activity* dimension, they participate in a variety of physical activities in a range of environments (indoor, outdoor and aquatic). They explore different actions of the body and begin to understand how these actions affect movement efficiency. They practise basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning and are introduced to more complex skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, cartwheeling and handstanding. They participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements), direction (such as up/down, forward/backward, right/left, clockwise/anticlockwise) and level. Levels define the relationship of the body to the floor. Low level activities could include moving close to the floor such as crawling or crab or seal walking, while activities at a higher level involve a greater distance from the floor such as jumping, climbing or activities on a balance bench or bar. They practise a range of movement patterns in aquatic environments. These could include: combining arm and leg movements to move through water on the front and back for 10 metres; performing a torpedo on the front for three to five metres; pushing off the bottom or side of the pool and gliding both with and without flotation aid; and treading water.

They advance from creating and playing games on their own or with a partner to playing in small and large groups. They begin to combine motor skills into movement sequences, and create simple movement sequences in response to a variety of stimuli. They begin to adapt movement skills to changing environmental conditions; for example, adapting the technique of bouncing a ball to cater for different surfaces such as asphalt or grass.

Students begin to understand the link between physical activity and health, and learn that they need energy to participate in physical activity. They learn to describe their physiological responses to participation in both moderate and vigorous activity using vocabulary such as *out of breath* and *heart beating faster*. They discuss how activities that make them huff and puff improve heart and lung function.

Students discuss the need for safety rules for equipment use, and practise appropriate safety skills and procedures.

As students work towards the achievement of Level 3 standards in the *Health knowledge and promotion* dimension, they begin learning about how they develop. They explore people's needs at various stages of development and recognise that some needs apply to all stages of life. They describe what they like about themselves, how they are similar to others and how they are unique.

They begin to identify the benefits of safe behaviours and learn how they can protect and increase their health and safety and the health and safety of others. In considering personal safety issues, they discuss the way various situations and behaviours affect the way they feel, and develop personal responses to such behaviours and situations.

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

Standards

Movement and physical activity

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

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

Level 3

Learning focus

As students work towards the achievement of Level 3 standards in Health and Physical Education, they practise and use complex manipulative and locomotor skills in a range of movement environments (indoor, outdoor and aquatic). They practise and develop competency in a range of complex motor skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, cart wheeling and handstanding. In aquatic environments they practise a range of movements such as: propelling the body on the front and back using freestyle, backstroke, breaststroke and survival backstroke for 10 to 20 metres; and a land-based rescue. They discuss the performance criteria of motor skills and practise observing a partner's performance. Through modified major games (for example, games with modified rules, equipment, playing field, length of game or numbers on a team such as modified netball), and athletics activities (for example, discus, shot put and modified versions of jumps), students begin to apply their skills in sport-specific settings. During gymnastics or dance sessions students learn, reproduce and choreograph more complex movement sequences. Students participate in a range of activities that promote health-related fitness components of cardio-respiratory fitness, flexibility and strength and explore the link between health-related fitness and lifestyle activities.

They explore basic games' tactics such as: introducing the concepts of attack and defence; following the rules of the game; and describing the roles of various positions. They begin to work with others to set and achieve goals in both cooperative and competitive games' settings. They invent games for themselves and others to play, and discuss and practise appropriate safety considerations for these games. Students consider the different tasks undertaken by officials to ensure a game or activity can proceed smoothly. They discuss how all students can have equal opportunity to participate, irrespective of skill level. Where appropriate, they participate in competitive activities through intra-school sport.

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

Students examine their physical development in detail; for example, changes in their height. They develop an understanding of human development across the lifespan as a continuous process involving changes and predictable stages such as conception, prenatal, infancy, childhood, adolescence, adulthood and aging. Students learn that while the nature of changes associated with these stages is predictable, the timing will vary for individuals. Students begin to explore how their emotions are affected by the way they view themselves, identifying factors (including the influence of peers and family) that affect, positively or negatively, their sense of identity and self-worth. They learn skills

for maintaining and supporting their self-worth. They examine roles and expectations of people which arise from gender, culture and age.

They investigate a variety of scenarios identifying potential hazards and harms at home, at school and in the community, using given criteria such as a home safety checklist. They begin to explore the relationship between safety, risk and challenge, with an emphasis on developing their knowledge and understanding of strategies and skills to reduce harms, prevent accidents and create safe and supportive environments.

Students explore how the school and community contribute to the health of its members, both through the impact of its physical and social environments and through the services and facilities it provides. Examples of facilities and services that contribute to health could include school crossings, safety signs, playgrounds, parks, clubs and a school environment free of bullying.

Students develop their understanding of the need for variety and frequency of food intake in active and healthy lives, and begin to relate the foods they eat with the energy they need for everyday and physical activities. They consider the physiological, social, cultural and economic factors that influence food choice, and the impact of these factors on healthy eating. Examples could include: how taste or mood affects food choice; the impact of meeting nutritional requirements for growth and energy; the influence of peers and family on food choice; popular foods in other countries; and the availability of low cost healthy snacks or lunches. Students reflect on the importance of healthy eating and participation in physical activity for their physical, social and emotional health.

Standards

Movement and physical activity

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

Health knowledge and promotion

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

Level 4

Learning focus

As students work towards the achievement of Level 4 standards in Health and Physical Education, they refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. Students begin to observe, and give constructive feedback on, the skill performance of their peers. They consolidate their mobility and safety skills in aquatic environments and develop confidence and responsibility in the water by, for example: swimming competently for a continuous distance of 50 metres (25 meters in freestyle and 25 metres in another stroke); demonstrating sound breathing and stroke techniques; throwing a rope or buoyant object to a person at least five metres from the side of the pool and pulling or instructing them to safety; and performing survival techniques of sculling, treading water, floating and survival strokes for an extended time (four to six minutes), while clothed, in a pool and/or in open water.

Students learn about and experience a variety of outdoor adventure activities in natural environments such as bushwalking and basic orienteering.

As students continue to participate in regular periods of moderate to vigorous physical activity, they explore the training principles for improving components of health related fitness and ways to monitor exercise intensity

They use strategic thinking, communication and cooperation to enhance performance and participation in order to improve game performance; for example, encouraging tactical awareness of space, force, time, self and others when making games-based decisions. Students begin to set personal goals to improve performance by reflecting on their skill development needs, and explore strategies to achieve them.

Students undertake a variety of roles when participating in modified sports, such as umpire, coach or selector, and are supported in taking responsibility for organising and conducting competitive activities in which decisions are made about procedures, rules and fair play.

Working in groups, they discuss ways to design or modify a simple activity or game, and consider the object of the game, the playing conditions, the scoring and the rules and procedures for its safe conduct.

Students discuss significant transitions between life stages, particularly the changes associated with puberty and the changing roles and responsibilities during these stages. They discuss how their role and responsibilities within the family setting and among friends may change. They discuss reproductive systems, sexual development and sexual maturation. They consider the various ways that people view each other on the basis of characteristics such

as gender, race and religion, as well as qualities such as needs, abilities and aspirations. They discuss the validity, advantages and disadvantages of such classifications.

Students develop an understanding of the right to be safe. They learn to describe and assess the strategies for responding to situations that are potentially unsafe, risky or harmful in a range of settings (at home, at school and in the community).

Students consider what it means to be physically, socially and emotionally healthy. They explore their own and others' views about health and suggest what it might mean for certain groups of people; for example, the elderly, people with a disability or those from another culture. Students consider factors that affect their own and others' ability to access and effectively use health information, products and services. They discuss and develop strategies for improving their personal health.

They investigate different food-selection models such as the Healthy Eating Pyramid and the Australian Guide to Healthy Eating and their characteristics, and reflect on how they can be used to assist in decisions about food choices. They learn about the safe and hygienic preparation and storage of food.

Standards

Movement and physical activity

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

Health knowledge and promotion

At Level 4, students identify the likely physical, emotional and social changes that occur during puberty. They identify and discuss the validity of the ways in which people define their own and other people's identity. They describe the actions they can take if they feel unsafe at home, school and in the community. They describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health. They describe a range of health services, products and information that can be accessed to help meet health needs and concerns. They analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models. They describe how to prepare and store food hygienically.

Level 5

Learning focus

As students work towards the achievement of Level 5 standards in Health and Physical Education, they develop and refine a range of movement and manipulative skills; for example, gymnastics routines and high-level ball skills such as shooting a basket in basketball or spiking a volleyball. They participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific, skills.

Students develop their swimming stroke techniques and proficiency in a range of water safety skills as they participate within an aquatic environment. This could include: swimming for a continuous distance of 150 metres, changing between freestyle, backstroke, breaststroke or survival backstroke; and while clothed, performing correct survival techniques, including sculling, treading water, floating and survival strokes for an extended period of time in a pool or open water. During participation in a range of outdoor recreation and adventure activities, students develop skills, knowledge and behaviours which enhance safe participation in these activities. For example, as part of a bushwalking activity, students could develop an understanding of appropriate clothing and footwear required and the need for sun protection and access to drinking water.

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

Students engage in activities which develop strategic thinking and tactical knowledge to improve individual and team performance in competitive sports or games. They collaborate with team members planning strategies and practising set plays for responding to games-based tactical challenges. Students observe peer performance, developing and using criteria to provide precise feedback about the performance of motor skills and tactics used in a specific sport or game. They also monitor and analyse their own performance.

Students undertake a variety of roles in team games (for example, player, coach, umpire or administrator) and reflect on their experiences. They respect the right of others to participate. They reflect on their own personal and social behaviours in physical activity settings, and how they contribute to creating an inclusive and supportive environment for learning and fair play.

Students continue their study of the changes associated with adolescence by identifying what changes have already occurred and what changes (physical, social and emotional) they can expect to experience. They describe the influence of the family on shaping personal identity and values. They explain how community attitudes and laws influence the sense of right and wrong.

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

Students describe the health interests and needs of young people as a group, including those related to sexual health (for example, safe sex, contraception, abstinence and prevention and cure of sexually transmitted infections) and drug issues (for example, tobacco, alcohol, cannabis use). They explore actions at personal, family and societal levels that help to meet these needs, and identify the influences of individuals and groups. They explore ways of dealing with change, especially the social and emotional aspects of transition from primary to secondary school. They learn how to access reliable information about health issues affecting them and to identify barriers and enablers to accessing health services.

Students reflect on the range of influences on personal food intake: peers, advertising, mass media, mood, convenience, habit, cultural beliefs and values, and access to food products and services. They explore topical issues related to eating, and identify personal and community factors that influence their own food selection. Students consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models. They learn how to analyse nutritional information provided in advertising and product labels, and to make decisions about how this information can be used by, or influence, individuals in their food choices.

Standards

Movement and physical activity

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

Health knowledge and promotion

At Level 5, students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They describe the effect of family and community expectations on the development of personal identity and values. They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies. They identify the health concerns of young people and the strategies that are designed to improve their health. They describe the health resources, products and services available for young people and consider how they could be used to improve health. They analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity.

Level 6

Learning focus

As students work towards the achievement of Level 6 standards in Health and Physical Education, they develop proficiency in a range of high-level movement and manipulative skills such as a smash in tennis, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They may be introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context.

They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success. They investigate community facilities available for health and physical fitness activities, engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for enhancing safe participation in these activities.

They learn and practise tactics and strategies relevant to the sports and activities in which they are participating, including the development of strategies to counter tactical challenges in game situations. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. They discuss sporting conduct, and implement fair play and good sporting behaviours. They undertake a variety of roles in team games (for example, player, coach, umpire and administrator) and assume responsibility for the organisation of aspects of a sporting competition.

Students extend their learning about the major tasks in establishing personal identity. They describe social and cultural factors, such as family, the media, community expectations influencing the development of personal identity, including the development of identity as it relates to gender. They discuss ways to express independence and the rights and responsibilities associated with the development of increasing independence. They rehearse strategies for being assertive when protecting their own and others' health.

Students discuss relationships and how the different aspects of relationships vary between people and over time. They consider how the different roles and responsibilities in sexual relationships can affect their health and wellbeing. They explore a range of issues related to sexuality and sexual health such as safe sex practices, sexual negotiation, same sex attraction and the impact of alcohol on sexual and personal safety. Students explore assumptions, community attitudes and stereotypes about young people and sexuality. They learn strategies for supporting themselves and other young people experiencing difficulties in relationships or with their sexuality, and learn about

the community services available to assist. Students investigate and evaluate the policies and practices in their school in relation to sexual and racial harassment, homophobia and/or discrimination, and consider their rights and responsibilities in these areas.

Students examine mental health issues relevant to young people and consider the importance of family and friends in supporting their mental health and emotional health needs. They consider the stigma of mental illness as well as the challenges for those with a mental illness and for those caring for them.

Students examine perceptions of challenge, risk and safety in a variety of settings such as in the home, school, the workplace and the community. They contrast risks that promote personal and social growth with those that endanger health. They discuss ways to balance risk and safety, and refine and evaluate harm-minimisation strategies. They examine strategies to promote safety such as those associated with occupational health and safety. Students examine the concept of adventure in outdoor activities as well as perceived and actual risk. They learn basic first aid skills such as cardiopulmonary resuscitation (CPR), asthma management and sports injury management.

Students explore assertiveness and resilience strategies that could be used in a range of situations. Using techniques such as role-play or simulation games, students are provided with opportunities to practise and reflect on the usefulness of these strategies.

Students learn to use simple health data to identify the major causes of illness, injury and death in Australia. They investigate personal behaviours and community actions that may contribute to the health of specific groups. Students investigate the work of government departments and non-government bodies in promoting and protecting the health of young people, including laws, policies and provision of health services. They identify the services provided through Medicare.

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

Standards

Movement and physical activity

At Level 6, students demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They demonstrate advanced skills in selected physical activities. They use training methods to improve their fitness level, and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. They employ and devise skills and strategies to counter tactical challenges in games situations. They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.

Health knowledge and promotion

At Level 6, students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.

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