


The Australian Curriculum

Subjects	Health and Physical Education
Year levels	Year 6

Years 5 and 6 Content Descriptions

Personal, Social and Community Health

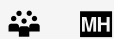
Being healthy, safe and active

Examine how identities are influenced by people and places ([ACPPS051 - Scootle](#) )

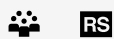


Elaborations

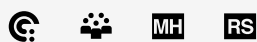
identifying how personal qualities contribute to identities and inform world views



recognising how individual personalities and teamwork contribute to achieving success in physical activities



exploring how personal and cultural identities change over time



investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected




exploring how family, peers, popular culture and the media influence how individuals interact and the choices they make in given situations



discussing the notion of 'border crossing'; that is, how Aboriginal and Torres Strait Islander Peoples live in two worlds



Investigate resources and strategies to manage changes and transitions associated with puberty ([ACPPS052 - Scootle](#) )



Elaborations

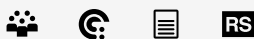
understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses



researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty



examining the range of products available to manage the physical changes associated with puberty



[Investigate community](#) resources and ways to seek help about [health](#), [safety](#) and [wellbeing](#) (ACPPS053 - Scootle [↗](#))



Elaborations

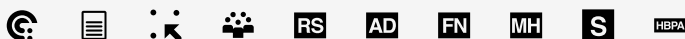
researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy



applying criteria to online information to assess the credibility of the information and its relevance to peers



creating ways to share information about local services young people can access for help, such as a blog, app or advertisement

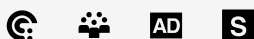


Plan and practise strategies to promote [health](#), [safety](#) and [wellbeing](#) (ACPPS054 - Scootle [↗](#))

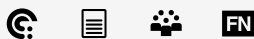


Elaborations

scripting and rehearsing how to refuse drugs they may be offered, such as medication, tobacco product or alcohol



comparing product labels on food items or nutritional information in recipes and suggesting ways to improve the nutritional value of meals



proposing and implementing opportunities to increase their physical activity levels at school and at

home



selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations



Communicating and interacting for health and wellbeing

Practise skills to establish and manage relationships ([ACPPS055 - Scootle](#) )

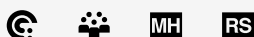


Elaborations

exploring reasons why relationships may change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team



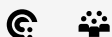
assessing the impact of different relationships on personal health and wellbeing



proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment and building new friendships



selecting and practising appropriate ways to share power within relationships

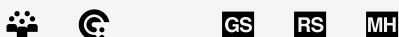


Examine the influence of emotional responses on behaviour and relationships ([ACPPS056 - Scootle](#) )



Elaborations

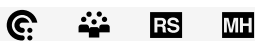
analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations



discussing how inappropriate emotional responses impact relationships




exploring why emotional responses can be unpredictable



exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations

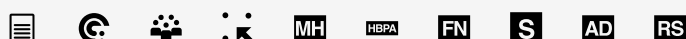


Recognise how media and important people in the **community** influence personal attitudes, beliefs, decisions and behaviours ([ACPPS057 - Scootle](#) )

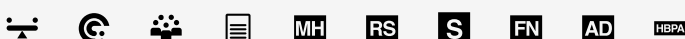


Elaborations

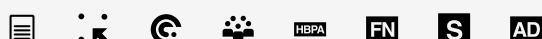
examining how media and public identities influence the way people act and the choices they make



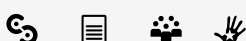
sharing how important people in their life influence them to act or behave in a healthy or safe way




analysing health messages in the media and comparing their interpretations with those of other members of the class



exploring media representations of people who are Aboriginal and Torres Strait Islander, from diverse cultural backgrounds, same-sex attracted or gender diverse, and discussing how representations impact on community values



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 ([ACPPS058 - Scootle](#) )

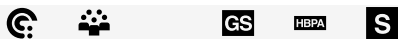


Elaborations

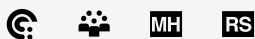
investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting *The Australian Guide to Healthy Eating*, meeting recommendations for daily physical activity and creating connections with others to enhance social health




proposing and implementing actions and protective behaviours that promote safe participation in physical activities



discussing the importance of social support and a sense of belonging in promoting mental health and wellbeing



Explore how participation in outdoor activities supports personal and [community health](#) and [wellbeing](#) and creates connections to natural and built environments ([ACPPS059 - Scootle](#) )

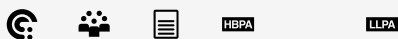


Elaborations

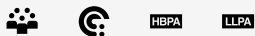
exploring ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments



discussing how a connection to the local community, environment or special places can influence personal and community health and wellbeing




discussing how access to natural and built environments can help or hinder participation in physical activities



exploring Aboriginal and Torres Strait Islander understandings of special places and the connection of these places to physical activities

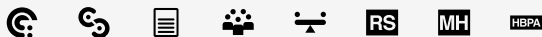


[Identify](#) how valuing [diversity](#) positively influences the [wellbeing](#) of the [community](#) ([ACPPS060 - Scootle](#) )



Elaborations

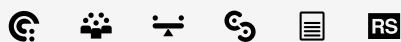
exploring initiatives sporting and community groups use to counter all forms of discrimination and support the wellbeing of their communities



discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment



proposing strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism



exploring and celebrating how cultures differ in behaviours, beliefs and values




exploring ways to create safe and inclusive schools for minority groups



Movement and Physical Activity

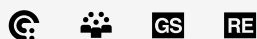
Moving our body

Practise [specialised movement skills](#) and [apply](#) them in a variety of movement sequences and situations ([ACPMP061 - Scootle](#) )

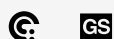


Elaborations

applying stability and locomotor skills to dodge and feint in different movement situations



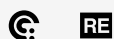
applying kicking, striking and throwing skills to propel an object and keep it in motion



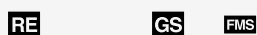
combining surface propulsion and underwater skills in an aquatic environment



composing and performing a range of complex static and dynamic balances on different body parts or rotating and/or pivoting



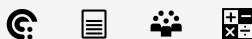
jumping with control for height and distance using a variety of body positions



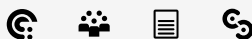
performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing



designing a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another



experimenting with different music genres such as Indian bhangra music when performing creative dances



Propose and [apply movement concepts and strategies](#) with and without equipment ([ACPMP063 - Scootle](#) )



Elaborations

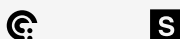
demonstrating defensive and offensive play in modified games




proposing and applying movement concepts and strategies to perform movement sequences at different levels using different types of equipment



proposing and applying movement concepts and strategies to safely traverse a natural environment



Understanding movement

Participate in physical activities designed to [enhance](#) fitness, and [discuss](#) the impact regular participation can have on [health](#) and [wellbeing](#) ([ACPMP064 - Scootle](#) )



Elaborations

creating and participating in a fitness circuit designed to improve health-related fitness components



demonstrating and describing safe stretching activities which maintain and develop flexibility



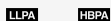
examining the benefits of physical activity to social health and mental wellbeing



participating in a range of physical activities and exploring their health, skill and fitness benefits



examining and describing health-related and skill-related components of fitness



Manipulate and modify elements of effort, space, time, objects and people to **perform** movement sequences ([ACPMPO65 - Scootle](#))



Elaborations

demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control



creating a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time



working with a partner to explore pushing and pulling movements and how these can be manipulated to perform counter-balances



developing strategies that exploit the playing space to create overlaps and extra attackers



Participate in physical activities from their own and others' cultures, and **examine** how involvement creates **community** connections and intercultural understanding ([ACPMPO66 - Scootle](#))



Elaborations

researching and participating in different cultural games or physical activities that children in other countries play



exploring the place of water-based recreational activities in Australian culture and how communities come together to enjoy water-based activities



participating in and investigating the heritage of games that have cultural significance in Australia, and exploring similarities with games of significance to other cultures, such as jump rope and Nang Tong (from Thailand), poison ball and Bola Beracon (from Malaysia), hockey and Lor Kon Krok (from Thailand) and Australian Rules football, lacrosse and Gaelic football



Learning through movement

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities ([ACPMPO67 - Scootle](#))

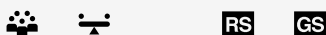


Elaborations

understanding the contribution of different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants



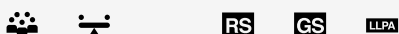
demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations



using reflective listening when working in small groups on movement tasks or challenges



exploring and performing the duties and responsibilities of different roles for a range of physical activities

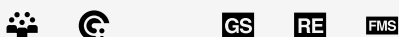


[Apply](#) critical and creative thinking processes in order to generate and assess solutions to [movement challenges](#) ([ACPMPO68 - Scootle](#))

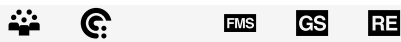


Elaborations

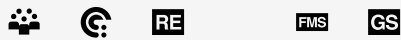
recognising that there may be a number of solutions to movement challenges and justifying which solution is most appropriate or effective



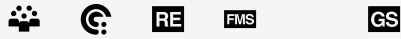
applying movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge



assessing and refining strategies to persist and successfully perform new and challenging movement skills and sequences



devising strategies and formulating plans to assist in successfully performing new movement skills



Demonstrate ethical behaviour and fair **play** that aligns with rules when participating in a range of physical activities ([ACPMPO69 - Scootle](#))



Elaborations

explaining why infringements result in consequences such as a penalty or free pass



proposing changes to the rules and/or conditions to create a more inclusive game or to allow for a fairer contest



correctly interpreting and applying rules in physical activities

