

# Australian Curriculum Version 9: Health and Physical Education

## Prep 2026



Sequence of units	Term 1	Term 2	Term 3	Term 4
<b>Unit name</b>	<b>Unit 1: Exploring identity and emotions</b>	<b>Unit 2: Developing fundamental movement skills and making healthy choices</b>	<b>Unit 3: Exploring protective behaviours and help-seeking strategies</b>	<b>Unit 4: Identifying community health information and developing fundamental movement skills</b>
<b>Unit description</b>	<p>Students explore their identity by investigating who they are and the people in the world around them. They describe the different emotions that people experience.</p> <p>Through exploration, play and minor games, students recognise that they experience a range of emotions in different situations and develop an awareness of how individuals can have similarities and differences.</p> <p>Students practise personal and social skills to interact respectfully with others and develop self-regulation skills through exploration and active play.</p>	<p>Students explore safe and healthy practices at school and at home. They investigate different types of health symbols such as those on food products and household substances and how advertising influences food choices.</p> <p>Students practise and develop locomotor and non-locomotor skills and experiment with ways to move their bodies safely through a range of movement contexts and identify the benefits of being physically active.</p> <p>They practise personal and social skills to interact respectfully with others and follow rules that make play fair and inclusive.</p>	<p>Students recognise and demonstrate protective behaviours and help-seeking strategies to support the development of safe and healthy personal practices. They explore body awareness and how to seek, give and deny permission.</p> <p>Through role-play, active play and discussions, students practise personal and social skills to interact respectfully with others.</p> <p>They identify and rehearse protective behaviours and help-seeking strategies to support themselves and others in a range of situations, such as when they feel unsafe or uncomfortable.</p>	<p>Students identify health information in community strategies, symbols and messages that keep them safe in water and road environments.</p> <p>Through participation in active play and movement situations, students understand how to use health information to keep themselves healthy and safe. They practise personal and social skills to interact respectfully with others and follow rules that make play fair and inclusive.</p> <p>In a range of movement contexts, students practise locomotor, non-locomotor and object control skills and experiment with ways to move their bodies safely and confidently and identify the benefits of physical activity.</p>
<b>Focus areas/s</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mental health and wellbeing</li> <li><input checked="" type="checkbox"/> Active play and minor games</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Food and nutrition</li> <li><input checked="" type="checkbox"/> Active play and minor games</li> <li><input checked="" type="checkbox"/> Fundamental movement skills</li> <li><input checked="" type="checkbox"/> Health benefits of physical activity</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mental health and wellbeing</li> <li><input checked="" type="checkbox"/> Safety</li> <li><input checked="" type="checkbox"/> Relationships and sexuality</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Safety</li> <li><input checked="" type="checkbox"/> Fundamental movement skills</li> <li><input checked="" type="checkbox"/> Active play and minor games</li> <li><input checked="" type="checkbox"/> Health benefits of physical activity</li> </ul>

Assessment	Unit 1	Unit 2	Unit 3	Unit 4	
	Assessment task 1.1	Assessment task 2.1	Assessment task 3.1	Assessment task 4.1	
<b>Range and balance of assessment conventions</b>	<b>Technique</b>	Observed demonstration	Observed demonstration	Observed demonstration	
	<b>Mode</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Spoken/Signed</li> <li><input checked="" type="checkbox"/> Visual</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Spoken/Signed</li> <li><input checked="" type="checkbox"/> Practical</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Spoken/Signed</li> <li><input checked="" type="checkbox"/> Gestural</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practical</li> <li><input checked="" type="checkbox"/> Spoken/Signed</li> </ul>
	<b>Conditions</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access to resources</li> <li><input checked="" type="checkbox"/> Individual task</li> </ul> <p><i>Schools consider and identify conditions that enable equitable access for all students</i></p> <p><b>Have you considered:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time considerations</li> <li><input type="checkbox"/> Accessibility for all students</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access to resources</li> <li><input checked="" type="checkbox"/> Individual task</li> </ul> <p><b>Have you considered:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time considerations</li> <li><input type="checkbox"/> Accessibility for all students</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access to resources</li> <li><input checked="" type="checkbox"/> Individual task</li> </ul> <p><b>Have you considered:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time considerations</li> <li><input type="checkbox"/> Accessibility for all students</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access to resources</li> <li><input checked="" type="checkbox"/> Individual task</li> </ul> <p><b>Have you considered:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time considerations</li> <li><input type="checkbox"/> Accessibility for all students</li> </ul>

Aspects of the achievement standard	Shaded cells indicate aspects covered in the assessment			
<b>Personal, social and community health</b> ☀				
describe similarities and differences between themselves and others, and different emotions people experience	Assessment task 1.1			
demonstrate personal and social skills to interact respectfully with others	Monitoring strategies			
identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe			Assessment task 3.1	
identify how health information can be used in their lives		Assessment task 2.1		Assessment task 4.1
<b>Movement and physical activity</b> ☀				
apply fundamental movement skills to manipulate objects and space in a range of movement situations		Assessment task 2.1		Assessment task 4.1
identify the benefits of being physically active and how rules make play fair and inclusive		Monitoring strategy		Monitoring strategy