

Australian Curriculum Version 9: Health and Physical Education

Years 1 and 2 2026



Sequence of units	Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 1	Year 2 Semester 2
Unit name	Unit 1: Understanding the development of self and emotional responses	Unit 2: Exploring health information and applying fundamental movement skills	Unit 3: Applying protective behaviours and help-seeking strategies	Unit 4: Applying movement skills, benefits of physical activity, and investigating health messages
Unit description	Students explore personal qualities and investigate factors that influence and shape their identities. They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others. They identify ways to use their strengths and personal qualities to contribute to successful outcomes. Through story-telling, exploration and active play, students practise skills and strategies to manage emotions and develop respectful relationships.	Students practise their fundamental movement skills in a range of physical activities. They refine and extend these to increase the complexity of locomotor and object control skills. Students demonstrate and explain how to move effectively with objects and in space. Through participation in a range of movement situations, students continue to develop movement skills independently and collaboratively and develop and apply rules. They demonstrate and describe strategies for participating respectfully in active play and minor games. Students investigate and explore how health information contributes to making healthy choices.	Students demonstrate and apply protective behaviours to stay safe and support others. They practise assertive behaviours and the ability to seek, give or deny permission respectfully. Students identify help-seeking strategies, recognise safe places and rehearse how and who to ask for help. Through role-plays, discussions and play, students practise assertive behaviours, such as saying yes and no, using body language, cues and gestures. They demonstrate and describe skills and strategies to develop respectful relationships.	Students investigate a range of health messages and explain the importance of health information when making decisions. Students apply fundamental movement skills in different situations and explain how to move effectively with objects and in space. They describe the benefits of physical activity and investigate what makes movement enjoyable through participation in a range of games. They explore strategies to apply rules, collaborate with others and develop respectful relationships.
Focus areas/s	<input checked="" type="checkbox"/> Mental health and wellbeing <input checked="" type="checkbox"/> Active play and minor games	<input checked="" type="checkbox"/> Food and nutrition <input checked="" type="checkbox"/> Active play and minor games <input checked="" type="checkbox"/> Fundamental movement skills <input checked="" type="checkbox"/> Challenge and adventure activities	<input checked="" type="checkbox"/> Mental health and wellbeing <input checked="" type="checkbox"/> Relationships and sexuality <input checked="" type="checkbox"/> Safety	<input checked="" type="checkbox"/> Health benefits of physical activity <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Games and sports <input checked="" type="checkbox"/> Fundamental movement skills

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
Range and balance of assessment conventions	Technique	Observed demonstration	Performance/Presentation	Observed demonstration	Performance/Presentation
			Short response		Project
	Mode	<input checked="" type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Practical <input checked="" type="checkbox"/> Gestural	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Practical
	Conditions	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students
<i>Schools consider and identify conditions that enable equitable access for all students</i>					

Aspects of the achievement standard	Shaded cells indicate aspects covered in the assessment			
Personal, social and community health				
explain how personal qualities contribute to identities	Assessment task 1.1			
describe how emotional responses affect their own and others' feelings	Assessment task 1.1			
demonstrate skills and describe strategies required to develop respectful relationships	Monitoring strategy			
apply protective behaviours and help-seeking strategies to keep themselves and others safe			Assessment task 3.1	
explain why health information is important for making choices		Assessment task 2.1		Assessment task 4.1
Movement and physical activity				
apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively		Assessment task 2.1		Assessment task 4.1
describe factors that make physical activity beneficial				Assessment task 4.1
develop and apply rules while collaborating with others in a range of movement contexts		Monitoring strategy		Monitoring strategy