

# Australian Curriculum Version 9: Health and Physical Education

## Years 5 and 6 2026



Sequence of units	Year 5 Semester 1	Year 5 Semester 2	Year 6 Semester 1	Year 6 Semester 2
<b>Unit name</b>	<b>Unit 1: Strengthening identity and building emotional resilience</b>	<b>Unit 2: Transferring movement strategies and analysing health information</b>	<b>Unit 3: Managing challenging situations online and offline</b>	<b>Unit 4: Refining and modifying movement concepts and analysing health information</b>
<b>Unit description</b>	<p>Students explore how different factors shape and influence their identities, roles and responsibilities. They understand that experiences of change and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions.</p> <p>Through the use of reflective journals and scenarios, students examine how family, society, culture, and media shape their values, beliefs, and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress.</p> <p>Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.</p>	<p>Students investigate different sources of health information and explore how they influence choices and behaviours about health, safety, relationships and wellbeing.</p> <p>Students refine and modify movement skills across different movement contexts, such as net/court; invasion; and striking and fielding games and activities. They experiment with different techniques and transfer strategies to enhance their performance and develop ways they can support fair play and inclusion.</p> <p>Through individual and collaborative activities, students explore more complex movement concepts, and experiment with applying them in a range of situations to improve movement outcomes.</p> <p>Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.</p>	<p>Students explain how effective communication, protective behaviours, and help-seeking strategies are essential for keeping themselves and others safe both online and offline. They recognise unsafe situations, practise seeking, giving or denying consent, and develop situational awareness.</p> <p>Through a range of real-life scenarios, students practise how to respond to challenges safely and with confidence. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.</p>	<p>Students analyse health information and strategies to develop an understanding of the impact of these on their daily choices. They refine strategies that improve their own and others' health and safety.</p> <p>Students refine and modify movement skills and apply more complex movement concepts. They propose strategies to promote participation in physical activity and improve overall health, fitness, and wellbeing. Students experiment with ways to incorporate physical activity into their daily routines and how these practices can strengthen relationships and build a culture of health and wellness.</p> <p>They explore ways to contribute positively in groups, demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.</p>
<b>Focus areas/</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mental health and wellbeing</li> <li><input checked="" type="checkbox"/> Relationships and sexuality</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Games and sports</li> <li><input checked="" type="checkbox"/> Food and nutrition</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mental health and wellbeing</li> <li><input checked="" type="checkbox"/> Relationships and sexuality</li> <li><input checked="" type="checkbox"/> Safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Health benefits of physical activity</li> <li><input checked="" type="checkbox"/> Lifelong physical activities</li> <li><input checked="" type="checkbox"/> Safety</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing</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>	Short response	Performance/Presentation	Short response	Project
	<b>Mode</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Written</li> <li><input checked="" type="checkbox"/> Spoken/Signed</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Spoken/Signed</li> <li><input checked="" type="checkbox"/> Practical</li> <li><input checked="" type="checkbox"/> Written</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Written</li> <li><input checked="" type="checkbox"/> Spoken/Signed</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Written</li> <li><input checked="" type="checkbox"/> Spoken/Signed</li> <li><input checked="" type="checkbox"/> Practical</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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access to resources</li> <li><input checked="" type="checkbox"/> Individual task</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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access to resources</li> <li><input checked="" type="checkbox"/> Individual task</li> </ul>

Aspects of the achievement standard	Shaded cells indicate aspects covered in the assessment			
<b>Personal, social and community health</b> ☀				
explain how different factors influence identities	Assessment task 1.1			
propose strategies to manage emotions, developmental changes and transitions	Assessment task 1.1			
propose strategies to demonstrate respect, empathy and inclusion	Monitoring strategies			
explain how stereotypes influence roles and responsibilities	Assessment task 1.1			
explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline			Assessment task 3.1	
analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing		Assessment task 2.1		Assessment task 4.1
<b>Movement and physical activity</b> ☀				
refine and modify movement skills and apply movement concepts across a range of situations		Assessment task 2.1		Assessment task 4.1
transfer movement strategies between situations and evaluate the impact on movement outcomes		Assessment task 2.1		
propose strategies to promote physical activity participation that enhance health, fitness and wellbeing				Assessment task 4.1
describe contributions they can make as a group and as a team member to support fair play and inclusion across a range of movement contexts		Monitoring strategy		Monitoring strategy