



Asia Education Foundation **Sample mapping of Asia opportunities in the Australian Curriculum – Health and Physical Education (F - 10)**

The Australian Curriculum: Health and Physical Education (F–10) enables students to examine the meaning of health and the mind-body-spirit connection across the cultures of the Asia region through wellness practices. These include physical activity and traditions of medicine and healthcare.

In Health and Physical Education, students recognise the influence within Australian culture of traditional and contemporary movement activities from the Asia region. While exploring health and movement in the context of Asia, students develop an understanding of the links between humans, environments and active living practices. From [Asia and Australia's engagement with Asia in the Australian Health and Physical Education curriculum](#)

Please note content descriptions and supporting elaborations in red are additional opportunities identified by AEF to incorporate the Asia and Australia's engagement with Asia cross curriculum priority.

Year Level	Level Description	Content Description and <i>Elaboration</i>
<p>Foundation</p>	<p>The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content provides opportunities for students to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.</p> <p>The content explores the people that are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.</p> <p>The Foundation curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.</p> <p>The focus areas to be addressed in Foundation include, but are not limited to:</p> <ul style="list-style-type: none"> • safe use of medicines (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships (RS) • safety (S) • active play and minor games (AP) • fundamental movement skills (FMS) • rhythmic and expressive movement activities (RE). 	<p>Practise personal and social skills to interact with and include others (ACPPS004)</p>
<p>Years 1 & 2</p>	<p>The curriculum for Year 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.</p> <p>The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.</p> <p>Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision making, problem-solving and persistence through movement settings.</p> <p>The focus areas to be addressed in Years 1 and 2 include, but are not limited to:</p> <ul style="list-style-type: none"> • safe use of medicines (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships (RS) • safety (S) • active play and minor games (AP) • fundamental movement skills (FMS) • rhythmic and expressive movement activities (RE). 	<p>Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)</p> <p><i>examining images or descriptions of different families, communities and cultural groups to identify the features that make them similar and different</i> (RS)</p> <p><i>sharing the things that make them similar to and different from others in the class</i> (FN, RS)</p> <p><i>exploring the importance to different cultures of storytelling through dance, music and song, including Aboriginal Dreaming/Creation stories</i> (RS, RE)</p> <p><i>discussing practices of their own culture used to pass on significant information from one generation to the next</i> (FN, MH, RS)</p> <p>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)</p> <p>Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)</p> <p>Describe ways to include others to make them feel that they belong (ACPPS019)</p>
<p>Years 3 & 4</p>	<p>The Year 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older.</p> <p>The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.</p> <p>The curriculum in Year 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.</p> <p>The Year 3 and 4 curriculum also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making.</p>	<p>Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)</p> <p><i>researching games from their country of heritage and teaching the class how to play them</i> (AP)</p> <p><i>investigating how food practices differ between families, communities and cultural groups, and how food preparation and consumption are used to celebrate and pass on cultural beliefs, practices and values</i> (RS, FN)</p> <p><i>planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural background</i> (RS, AP, FN)</p> <p><i>reading Dreaming stories unique to an Aboriginal group and comparing them to stories shared in different cultures</i> (MH, RS)</p> <p>Perform movement sequences which link fundamental movement skills (ACPMPO44)</p> <p><i>participating in dance routines from different cultures, such as Tinikling from The Philippines, Polynesian dance, Japanese parasol dance, and Aboriginal and Torres Strait Islander dance</i> (FMS, RE)</p> <p>Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)</p> <p>Adopt inclusive practices when participating in physical activities (ACPMPO48)</p>



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	<p>The focus areas to be addressed in Year 3 and 4 include, but are not limited to:</p> <ul style="list-style-type: none"> • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • active play and minor games (AP) • challenge and adventure activities (CA) • fundamental movement skills (FMS) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE). 	
<p>Years 5 & 6</p>	<p>The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.</p> <p>The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and well-being.</p> <p>Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Year 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.</p> <p>The focus areas to be addressed in Year 5 and 6 include, but are not limited to:</p> <ul style="list-style-type: none"> • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • challenge and adventure activities (CA) • fundamental movement skills (FMS) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE). 	<p>Explore personal and cultural identities and how they change and adapt to different contexts and situations (ACPPS051)</p> <p><i>identifying how personal qualities contribute to identities and inform world views (MH)</i></p> <p><i>exploring how personal and cultural identities change over time (MH, RS)</i></p> <p><i>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 (RS)</i></p> <p><i>exploring how family, peers and the media influence how individuals interact in given situations (RS)</i></p> <p>Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMP066)</p> <p><i>researching and participating in different cultural games or physical activities that children in other countries play (RE, GS)</i></p> <p><i>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 (GS)</i></p> <p>Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)</p>
<p>Years 7 & 8</p>	<p>The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.</p> <p>The curriculum for Year 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.</p> <p>The focus areas to be addressed in Year 7 and 8 include, but are not limited to:</p> <ul style="list-style-type: none"> • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • challenge and adventure activities (CA) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE). 	<p>Investigate the impact of transition and change on identities (ACPPS070)</p> <p><i>examining the impact of physical changes on gender, cultural and sexual identities (RS, MH)</i></p> <p><i>examining how traditions and cultural practices influence personal and cultural identities (MH, RS)</i></p> <p>Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077)</p> <p>Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)</p> <p><i>exploring how kinship and extended-family structures in different cultures support and enhance health and wellbeing (FN, RS)</i></p> <p><i>examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and disability (MH, RS, S)</i></p> <p><i>researching how stereotypes and prejudice are challenged in local, national and global contexts (RS, MH)</i></p> <p>Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)</p> <p><i>examining how sport, physical activity and outdoor recreation pursuits have changed over the last century as a result of different cultural groups migrating to Australia (LLPA, GS, HBPA)</i></p> <p><i>researching and participating in a range of physical activities that were performed in the early twentieth century, such as games from the Asia region (GS)</i></p> <p><i>participating in culturally significant physical activities from around the globe and exploring the links to the culture and heritage of the country of origin of these activities (LLPA, GS)</i></p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)</p>



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Years 9 & 10	<p>The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.</p> <p>In Year 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.</p> <p>The focus areas to be addressed in Year 9 and 10 include, but are not limited to:</p> <ul style="list-style-type: none"> • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • challenge and adventure activities (CA) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE). 	<p>Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089)</p> <p><i>examining how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities (RS, MH)</i></p> <p><i>analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing (MH, RS)</i></p> <p><i>investigating how cultural beliefs and practices surrounding transitions to adulthood differ between cultures (RS, MH)</i></p> <p>Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)</p> <p><i>participating in a range of physical activities from the Asia region, such as yoga, tai chi, martial arts and Asia-inspired dance and performance art, and exploring their importance as a social and cultural practice (RE, GS, LLPA)</i></p> <p>Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)</p> <p>Evaluate and apply health information from a range of sources to health decisions and situations (ACPPS095)</p> <p>Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)</p>