Health & Physical Education by the end of Year 5

Ways of working

Planning, Implementing and Applying
Students are able to:
- propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development
- apply personal development skills and strategies in team and group situations

Implementing and Applying
Students are able to:
- identify and apply safe practices

Reflecting
Students are able to:
- reflect on and identify how their own and others' behaviours, skills and actions influence health and wellbeing, movement capacities and personal development
- reflect on learning to identify new understandings and future applications.

Knowledge and understanding

Health
- Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions
- Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity
- Individual and group action can promote health and wellbeing, including safety

Physical Activity
- Working cooperatively, and being aware of others and fair play, can enhance the experience of physical activities for individuals and groups

Personal Development
- Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments
- Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others
- Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups
### Health & Physical Education by the end of Year 7

#### Ways of working

**Investigating**

Students are able to:
- identify issues and plan investigations and activities
- collect, analyse and evaluate information and evidence
- draw conclusions and make decisions supported by information and evidence

**Implementing and Applying**

Students are able to:
- identify risks and justify and apply safe practices
- select and demonstrate appropriate personal development skills and strategies in team and group situations

**Reflecting**

Students are able to:
- reflect on learning, apply new understandings and identify future applications.

#### Knowledge and understanding

**Physical Activity**

- Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing

**Personal Development**

- Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture
- Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem
**ICTs Cross-curriculum priority by the end of Year 5**

**Inquiring with ICTs**
Students explore, select and use ICTs in the processes of inquiry and research across key learning areas. They:
- evaluate data and information gathered for usefulness, credibility, relevance, accuracy

**Communicating with ICTs**
Students experiment with, select and use ICTs across key learning areas to collaborate and enhance communication in different contexts for an identified purpose and audience. They:
- collaborate and communicate ideas, understandings, information and responses
- apply appropriate communication conventions
- reflect on their use of ICTs and analyse and identify ways to improve the effectiveness of their collaboration and communication.

**Operating ICTs**
Students use a range of ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to manage information and data. They:
- experiment with operational processes and use the basic capabilities of a range of ICT devices
- access appropriate network, personal system and device information
- make selections from common input, output and storage devices
- reflect on and analyse their operational skills and identify ways to improve their effectiveness.
# Essential Learnings

**Year:** 5, 6  
**Status:** Draft  
**Learning Areas:** HPE, TECHNOLOGY

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<th>Plan Name: Leadership Challenge</th>
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<td><strong>Duration:</strong> Weeks</td>
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**ICTs Cross-curriculum priority by the end of Year 7**

**Inquiring with ICTs**
Students explore, select and use ICTs in the processes of inquiry and research across key learning areas. They:
- evaluate data and information gathered for usefulness, credibility, relevance, accuracy and completeness

**Creating with ICTs**
Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They:
- reflect on their use of ICTs as creative tools and evaluate the quality of their ICT responses, plans and processes against criteria.

**Communicating with ICTs**
Students experiment with, select and use ICTs across key learning areas to collaborate and enhance communication with individuals, groups or wider audiences in local and global contexts for an identified purpose and audience. They:
- apply suitable or agreed communication conventions and protocols
- establish their own or a group image and identity in communication
- reflect on their use of ICTs and consider feedback to improve collaboration and refine and communicate meaning.

**Ethics, issues and ICTs**
Students understand the role and impact of ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments. They:
- apply codes of practice for safe, secure and responsible use of ICTs

**Operating ICTs**
Students use a range of advanced ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to manage information and data. They:
- develop operational skills and begin to use the extended functionality of a range of ICT devices
- apply operational conventions when using ICTs
- reflect on, analyse and evaluate their operational skills to meet the requirements of system resources, processes and conventions.