

Health & Physical Education

Stage One

Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant. They may show simple reflex responses. Students show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

Movement & Physical Activity

Students:

- experience movement, with support, in a range of environments e.g. the hydrotherapy pool
- show simple reflex responses
- participate coactively in body awareness activities
- accept and recognise change in position if moved
- show head control
- balance momentarily, when supported by an adult in either a sitting or standing position

Health Knowledge & Promotion

Students:

- show simple reflex responses when eating and drinking e.g. sucking
- give intermittent reactions to different tastes and textures
- show an awareness of being dressed and undressed
- require full support for all personal hygiene routines
- show a reaction to being changed or taken to the toilet

Stage Two

Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people events and object. They accept and engage in coactive exploration. Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognize familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time.

Movement & Physical Activity

Students:

- show general awareness of own body in a range of activities e.g. music and movement
- move own body parts independently
- accept and engage in supported exploration of environment e.g. moving about in the swimming pool with the support of an adult
- cooperate with shared exploration and supported participation e.g. bean bag and ball activities
- explore environment using voluntary actions such as rolling, shuffling on bottom

Health Knowledge & Promotion

Students:

- react to different tastes, textures and temperatures consistently
- perform voluntary hand to mouth movements and manage finger food with support
- show recognition and reach for modified cup, with adult support
- tolerate eating from a spoon with full support
- cooperate with face and hand washing
- participate consistently and intentionally when being dressed and undressed by an adult
- accept and cooperate with regular toileting routines
- tolerate activities that protect their health e.g. medication, sun protection, standing frame

Stage Three

Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods. Students greet known people and may initiate interactions. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods.

Movement & Physical Activity

Students:

- observe the results of their own actions with interest e.g. dabbling their hands in the swimming pool and attending to the effects
- remember learned responses during repeated physical activities e.g. bouncing up and down on a trampoline
- move independently and intentionally around immediate environment
- demonstrate an awareness of specific body parts and how they move
- imitate simple actions such as clapping hands, stamping feet

Health Knowledge & Promotion

Students:

- take food off spoon, chew and swallow
- reach for and explore eating utensils
- finger feed independently
- grasp and drink from cup/modified cup
- attempt to wash own hands and face
- participate in dressing activities with less support
- know when they are uncomfortable; hot, cold, thirsty, hungry, wet, etc
- develop awareness of how different parts of the body feel e.g. wash feet/hands, experience foot/hand massage, have hands decorated
- cooperate with simple safety procedures e.g. sitting still in chair
- participate in regular toileting routine and succeed occasionally with no established pattern
- participate, with support, in activities that protect their health e.g. rubbing in sunscreen

Stage FourMovement & Physical Activity

Student movement patterns are established and they perform single actions. They respond to simple commands and recognise familiar pieces of equipment.

Students:

- demonstrate established movement patterns
- perform single actions e.g. rolling, running, stamping, splashing
- negotiate an appropriate pathway when moving both indoors and outdoors
- recognise familiar pieces of equipment such as a ball or trampoline
- engage in parallel physical activities with others
- move with confidence during activities in familiar environments (swimming, Perceptual Motor Program (P.M.P.) etc), showing some awareness of space
- experience moving on play equipment e.g. using a slide
- respond to simple commands e.g. stop and go
- show awareness of cause and effect e.g. knocking down skittles
- recognise the need to change clothing for familiar physical activities e.g. swimming

Health Knowledge & Promotion

Students follow familiar health routines and respond appropriately to requests containing key words in relation to personal care and safety.

Students:

- use spoon/fork to eat food that has been previously cut up
- hold own cup (may be modified) and drink from it with minimal supervision
- actively help during self care routines; face and hand washing, teeth cleaning, hair brushing, nose wiping
- remove own unfastened clothing with physical prompts
- dress when clothes held in position by an adult
- participate in an established toileting routine, with success
- develop safety awareness in daily routines e.g. awareness of cold tap and hot tap
- let others know when they are uncomfortable; hot, cold, hungry, thirsty, wet, etc
- participate with increasing independence in activities that protect their health e.g. washing hands before eating
- participate in a variety of activities involving appropriate dressing for weather e.g. wearing a hat
- recognise that eating some substances can be harmful e.g. sand, playdough

Stage FiveMovement & Physical Activity

Students anticipate the next step in familiar physical routines, show that actions have consequences and predict outcomes to activities.

Students:

- explore a variety of movements
- move spontaneously within available space

- link two activities in a sequence e.g. walking and jumping
- follow simple movement instructions, such as bend knees, stamp
- demonstrate basic concepts e.g. making big and little circles with ribbons or big and little splashes in the pool
- experience and learn the vocabulary of movement e.g. stop, go, fast, slow, high, low
- experience challenges, using a range of equipment, such as climbing frame, balance beam
- move over and through a range of levels, surfaces and textures e.g. bare feet on grass, concrete, carpet, Perceptual Motor Program P.M.P. equipment
- take turns with a partner or in a small group
- recognise and collect, on request familiar pieces of equipment e.g. bean bag, hoop
- use small and large equipment for a purpose e.g. ball, trampoline, bike/trike, pool 'noodle'

Health Knowledge & Promotion

Students show awareness of a range of healthy practices with regard to eating and personal presentation, hygiene and safety.

Students:

- eat in an appropriate manner e.g. single bites from a sandwich or using a spoon and fork
- independently drink from a cup or drink bottle and pour a drink with supervision
- manage lunch box at lunchtime e.g. open lid and unwrap food
- attempt familiar self care routines, when requested e.g. face and hand washing, teeth cleaning, hair brushing, nose wiping
- take off own clothing, with verbal prompts, when already unfastened
- put on clothes when helped to hold in position by an adult
- follow a verbal request to go to the toilet, remove pants and sit on the toilet
- respond to simple verbal requests in familiar situations, in regard to their personal safety e.g. 'it's hot, don't touch'
- follow familiar routines that promote their health, with support e.g. fruit morning teas, sun protection

Stage Six

Movement & Physical Activity

Students work in pairs and in small groups cooperatively although they may need support to follow instructions to stay on task. They move in a variety of ways. They link movements in a simple sequence although they may need support to do this. They recognise small and large equipment and use it with basic control.

Students:

- move confidently and safely in a range of ways, such as rolling, crawling, walking, jumping, sliding and hopping
- participate in organised physical activities e.g. games and tabled sports
- move confidently and safely in a range of environments e.g. swimming pool
- combine and repeat a range of movements e.g. circle games
- move with confidence in a variety of directions e.g. forwards, backwards and sideways
- demonstrate the control necessary to hold a shape or fixed position e.g. statues
- negotiate space successfully when playing racing and chasing games
- adjust speed or change direction to avoid obstacles

- jump off an object and land appropriately
- extend their vocabulary of movement such as gallop, skip and hop
- retrieve, collect and catch objects e.g. rebound net activities, goal shooting
- use increasing control when using equipment e.g. throwing, catching or kicking a ball
- participate in games with simple rules
- mount stairs, steps or climbing equipment using alternate feet
- ride bikes/trikes with direction and control

Health Knowledge & Promotion

Students show awareness of their own needs with regard to eating, dressing and hygiene. They are involved in routines that contribute to good practice in health and safety.

Students:

- use knife and fork for eating meals and food preparation, but not necessarily together e.g. knife for spreading, fork for spearing food
- pour drink into cup/glass independently
- eat food in correct sequence from lunch box e.g., fruit for morning tea and sandwich for lunch
- anticipate familiar self care routines and carry them out with prompts e.g. washing face and hands and nose wiping
- take off own clothing independently when unfastened
- put on own clothes with verbal prompts without fastenings
- anticipate the need and request to use the toilet
- anticipate personal safety needs in familiar situations with verbal prompts e.g. keeping fingers clear of door
- initiate sun protection procedures with minimal prompts e.g. apply own sunscreen and put hat on
- be aware of healthy combinations of foods e.g. fruit, sandwiches and small treats
- acknowledge the need for help and seek help when needed

Stage Seven

Movement & Physical Activity

Students express themselves through repetitive and simple sequences and movement patterns. Their control and coordination skills are developing. They listen to instructions and stop and start with some accuracy. They work closely in pairs and small groups. They share and wait their turn. They are aware of the changes that happen to their bodies when they are active.

Students:

- show increasing control in using equipment for climbing, scrambling, sliding and swinging
- use sequence of skills combining hand/foot and equipment in a game situation e.g. basketball
- participate in team sports with simple rules
- identify and collect the equipment they need for a specific game e.g. cricket bat or basketball
- dress appropriately, with cues, for a specific physical activity
- use the vocabulary of controlled effort e.g. strong, gentle, heavy, stretch, reach and floppy
- access school and community venues for organised physical activities e.g. basketball, tennis and cricket clinics
- consider space around them as part of their planning for the way they move and use equipment
- understand how they feel during physical activity

- identify where they feel confident and competent when participating in physical activities
- use appropriate vocabulary to describe the way they feel during exercise e.g. hot, puffed, good, tired

Health Knowledge & Promotion

Students manage self-care independently and are starting to show a sense of responsibility and control over their health and safety.

Students:

- eat food independently using the appropriate cutlery
- recognise when thirsty and get own drink
- manage morning tea and lunch independently
- clean up following morning tea and lunch
- demonstrate basic food preparation skills e.g. buttering bread
- take off and put on own clothing including simple fastenings e.g. Velcro
- make choices about clothes, personal style, hair style etc
- anticipates familiar self care routines and carry out with minimal supervision
- identify the major parts of the body by their proper names
- identify and communicate potential risky situations within their experiences e.g. when visiting the park or cooking
- recognise people who keep us safe
- identify people or activities with whom/which they feel safe
- anticipate the need for and implement sun protection procedures
- participate in the selection and preparation of healthy foods e.g. fruit salad
- develop basic first aid skills e.g. putting on a bandaid with assistance

Stage Eight

Movement & Physical Activity

Students move with some control and coordination. They follow and imitate sequences and patterns in their movements. They use small and large apparatus safely. They are aware of space, themselves and others. They play simple games and may require support to follow game rules. They recognise the changes that happen to their bodies when they are active.

Students:

- participate on a regular basis in physical activities that maintain or improve physical fitness e.g. games, dance, fitness activities, outdoor pursuits
- travel in a variety of ways, using different pathways e.g. straight, curved or zig zag pathways in creative dance
- explore different ways of sending equipment to a partner or in a team e.g. pushing, throwing, catching, striking with a bat
- display good sportsmanship in competitive games
- play fairly and play by the rules
- follow instructions, pay attention and attempt new activities
- work cooperatively with others e.g. sharing equipment and helping others
- encourage the performance of others during sports and games e.g. cheering at an appropriate time

Health Knowledge & Promotion

Students anticipate their needs and complete familiar self care routines independently. They demonstrate increasing awareness of health and safety routines.

Students:

- show some understanding that good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health
- collect cutlery, tray, etc and make choices from a wide menu when eating out
- use skills to have snack or meal in the community with minimal support
- identify nutritious foods
- use basic food preparation skills, with supervision to produce a simple meal e.g. vegetable soup, sandwich
- name and identify the function of body parts e.g. eyes, teeth, nose, ears
- describe ways to care for their teeth
- describe simple life cycle of plants, animals and humans
- be appropriately trusting of others
- demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed e.g. from parent/teacher
- recognise a safe place to cross the road e.g. pedestrian crossing, and seek help when needed
- begin to recognise safety risks to themselves
- recognise that they only accept medication from responsible adults
- know and communicate their name and address and seek assistance when needed

Stage NineMovement & Physical Activity

The students participate on a regular basis in physical activities that maintain or improve physical fitness. They begin to understand the importance of being physically active and following safety procedures.

Students:

- participate in regular exercise and sport
- recognise the importance of being physically active
- recognise the impact of physical exercise on their body e.g. increased heart rate and faster breathing
- recognise the importance of practice in learning movement skills
- understand that performance can be improved
- be helped to keep simple scores e.g. one point for hitting the target
- follow safety procedures related to physical activity, equipment and facilities e.g. the dangers of water and the rules to keep them safe
- initiate a compromise to resolve peer conflict during games e.g. take turns with goal shooting or get another basketball
- identify the sports that they enjoy through the media e.g. following sports activities or a sports champion through the television

Health Knowledge & Promotion

Students show independence in their personal care routines and have an awareness of the changes taking place in their bodies. They follow basic safety procedures and learn about people and places that make them feel safe or unsafe and identify people who can help them.

Students:

- use skills to have a snack/meal in a café/food court in the community independently
- initiate and start procedures for the preparation of a simple meal e.g. get ingredients to make a sandwich and start to make it
- identify the food groups and place pictures of various foods in the appropriate place on a food pyramid
- identify occasions when they can choose healthy food snacks and make appropriate choices
- identify all body parts by their correct names
- identify those parts of the body that are 'private' e.g. correctly place underwear outlines over appropriate body parts
- identify changes in their bodies during puberty
- recognise the need for different personal care routines during puberty e.g. shaving and menstruation management
- explore different toiletries and their smells and indicate when/where they should be used and their purposes e.g. soap, deodorant, shampoo, shaving cream
- anticipates when to undress in unfamiliar situations for routine events e.g. bedtime on a residential trip
- understand the need to wear appropriate clothing for familiar activities and situations e.g. horse riding, hot weather
- participate in more complex self care routines with minimal supervision e.g. hair washing, showering
- identify people who can provide personal assistance and know how to access them e.g. family phone numbers and emergency phone numbers.
- say when they don't feel safe
- recognise exploitative behaviour e.g. abuse, bullying and inappropriate touching and the feelings associated with them
- identify the potential safety risks in the home, school and community e.g. road rules, fire, bathroom
- recognise commonly used medicines and household products
- recognise that some practices/substances are harmful
- recognise that there are some medicines e.g. cough syrup and other substances, such as vitamins, that help the body when used properly and safely
- understand the need for an adult to supervise / administer medications, to ensure correct medications and dosages

Stage TenMovement & Physical Activity

Students understand that physical activity provides opportunities for fun, enjoyment, challenge and self expression. They demonstrate responsible and safe behaviour, effective communication, cooperation and sportsmanship.

Students:

- recognise physical activity as a fun and enjoyment experience
- display a willingness to receive feedback that improves performance
- demonstrate the importance of using equipment and facilities correctly
- recognise the importance of, and take responsibility for, wearing the proper attire for sport and physical activities
- recognise good sportsmanship
- observe the opinions of those who are in authority during a game e.g. the referee
- be aware of the score during a game

- recognise physical activity and sport as a means of social interaction
- recognise and use socially acceptable conflict resolution skills in sport
- recognise that the heart is always beating and pumping blood to the muscles and the rest of the body
- recognise that activity increases both the work of the heart and the speed of breathing e.g. take pulse before and after exercise and notice the changes

Health Knowledge & Promotion

Students identify healthy eating practices and the eating behaviours that contribute to good health. They follow safety rules and safe practices in relation to medicines, household products and other substances. They are responsible for their own personal care and personal well being.

Students:

- identify healthy food choices in familiar situations e.g.. school, home, food court at shopping centre
- identify a balanced diet and apply decision-making skills to create healthy meals
- sort foods or photographs, pictures or symbols of food into groups e.g. those you eat a lot of and those you eat only a little of
- complete a food diary over a week and talk about their diet
- describe the importance of food to the body e.g. for energy and growth
- explain the negative effects of poor nutrition on healthy teeth
- understand the need to wear appropriate clothing in various situations e.g. party, ten pin bowling
- choose and buy own clothes with support
- demonstrate a knowledge that clothes project an image e.g. wearing smart clothes for work experience
- know the importance of personal hygiene and the routines that need to be carried out in all situations e.g. daily shower, after sports activities
- anticipate and complete more complex personal care routines independently e.g. shaving and menstrual management
- identify substances that are harmful to the body e.g. cleaning products, cigarettes, recreational drugs
- demonstrate the difference between 'private' and 'public' behaviour in familiar situations
- be aware that over familiar behaviour isn't appropriate
- recognise situations, advances or suggestions that threaten their safety or well being e.g. inappropriate touching, invitations to accompany strangers
- develop healthy appropriate opportunities to get physical contact and sensory stimulation e.g. massage
- meet and visit health nurses, dentists, etc and examine props e.g. stethoscope, plasters and uniforms