

## SEQUENCE OF LEARNING IN THE HEALTH AND PHYSICAL EDUCATION STANDARDS

DIMENSION	Level 3	Level 4	Level 5	Level 6
<b>Health Knowledge and Promotion</b>	<ul style="list-style-type: none"> <li>• describe the stages of human development across the human lifespan</li> </ul>	<ul style="list-style-type: none"> <li>• identify the likely physical, emotional and social changes that occur during puberty</li> </ul>	<ul style="list-style-type: none"> <li>• describe physical, social and emotional changes that occur as a result of the adolescence stage of the lifespan and describe the factors that influence their development</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify factors which affect roles and responsibilities in sexual matters and sexual relationships</li> </ul>
	<ul style="list-style-type: none"> <li>• explain basic concepts of identity and use simple strategies to maintain and support their self-worth</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify and discuss the validity of the ways in which people define their own and other people's identity</li> <li>▪ recognise how their role and responsibilities within the family setting and among friends may change</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe the effect of family and community expectations on the development of personal identity and values</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe a range of social and cultural factors that influence the development of personal identity and values</li> <li>▪ demonstrate an understanding of appropriate assertiveness and resilience strategies</li> <li>▪ describe mental health issues relevant to young people</li> </ul>
	<ul style="list-style-type: none"> <li>▪ identify basic safety skills and strategies and describe methods for recognising and avoiding harmful situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe the actions they can take if they feel unsafe at home, school and in the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify outcomes of risk-taking behaviours and apply harm minimization strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ compare and evaluate perceptions of challenge, risk and safety</li> </ul>
	<ul style="list-style-type: none"> <li>▪ identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices</li> </ul>	<ul style="list-style-type: none"> <li>▪ analyse and explain food choices and describe food selection models</li> <li>• describe how to prepare and store food hygienically</li> </ul>	<ul style="list-style-type: none"> <li>▪ analyse a range of influences on personal and family food selection and identify major nutritional needs for growth and activity</li> </ul>	<ul style="list-style-type: none"> <li>• analyse and evaluate the factors that affect food consumption in Australia</li> <li>• identify and describe on strategies that address areas of concern related to current trends in the nutritional status of Australians</li> </ul>
	<ul style="list-style-type: none"> <li>• describe how physical and social components in the local environment contribute to wellbeing</li> <li>• identify how health services and products address the health needs and concerns of the local community</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe the physical, social and emotional dimensions of health and establish health goals and plans strategies for improving their personal health</li> <li>▪ describe a range of health services, products and information that can be accessed to help meet health needs and concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify the health concerns of young people and the strategies that are designed to improve their health</li> <li>▪ describe the health resources, products and services available for young people and consider how they could be used to improve health</li> </ul>	<ul style="list-style-type: none"> <li>• identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people</li> <li>• analyse the positive and negative health outcomes of a range of personal behaviours and community actions</li> </ul>