



Yew
Chung

International

School

2017



Physical Education and Health
Curriculum

Guiding Statements

Purpose and Rationale

The purpose for studying Physical Education and Health at YCIS is to enhance students' physical, mental, and emotional wellbeing in preparation for leading a fulfilling, active, and healthy lifestyle. Students will become responsible citizens and effective communicators, allowing them to empathise and interact with people and ideas in a dynamic global society.

Physical education uses movement and competencies to develop self-discipline, critical thinking, social skills, and confidence. Through individual and team activities, students improve aspects of fitness and develop personal and interpersonal skills, which in turn nurture good sportsmanship and leadership. Health education allows students to understand the importance of taking responsibility for their own life choices and living a balanced lifestyle.

By being an active participant in Physical Education and Health, YCIS students develop an appreciation of a healthy lifestyle that understands the importance of balance in their physical, mental and emotional wellbeing. Physical Education and Health is a unique pathway for students to develop a growth mindset and realise their full potential.

Belief Statements

We believe students learn Physical Education and Health best when they...

- Respect each other and engage in physical activities in ways, which ensure the safety, satisfaction and enjoyment of all participants
- Conduct themselves in a sportsmanship like manner
- Are provided with an environment where they feel confident to develop their knowledge, understandings, skills, attitudes and values to enhance personal health and physical development
- Experience Physical Education and Health through a variety of mediums: game, gymnastic, dance, athletic, outdoor and adventurous activities, swimming and combat activities
- Experience Physical Education and Health through a broad range of physical activities and learning experiences
- Develop the appropriate gross and fine motor skills which facilitate their successful engagement in physical activities
- Participate and are actively engaged in physical activities which provide opportunities for them to develop resilience, learn to persist and manage challenges
- Have a positive attitude towards living a healthy life being a life-long learner
- Are exposed to a variety of teaching styles and assessments which are based on clearly defined standards Are encouraged to engage with others and build relationships through the different mediums of physical activity
- Are encouraged to embrace cultural diversity and endeavouring to develop as global citizens
- Progress according to their own skill level, with positive recognition of the abilities of others
- Know that their creativity is nurtured and celebrated
- Have the opportunity to use appropriate technologies to explore, experience and enhance physical activities and health mediums
- Are equipped with the skills and attitudes that allow them to build relationships, demonstrate leadership, communicate effectively, act independently and operate as part of a team

Overarching Learning Expectations

Upon graduating from YCIS, students will be equipped to:

- Make informed choices to lead healthy and active lifestyles
- Access a set of transferable skills which enables them to successfully participate in a wide variety of active pursuits
- Find, develop and focus on the fun and enjoyment of physical activity and healthy living whether independently or as part of a group, whether competitively or recreationally display the positive character traits of sportsmanship, such as leadership, problem solving, decision making, inclusivity and communication
- Understand, reflect on, express and display the positive character traits of sportsmanship, such as leadership, problem solving, decision making, inclusivity and communication
- Appreciate the value and contribution which physical activity provides to emotional and physical health and well-being
- Have the confidence to explore their potential
- Enhance the health and well-being of society through a variety of roles
- Enhance the health and well-being of society through a variety of roles
- Recognize and value different cultures' view on Health and Physical Activity
- Engage in physical activities with an awareness of safety for one's self and others
- Use appropriate technology to enhance the experience of physical activity

Curriculum Area Overview

Domain 1 – Active Living

Strand A Active Participation

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10-11	Year 12-13
1PEHALAP	2PEHALAP	3PEHALAP	4PEHALAP	5PEHALAP	6PEHALAP	7PEHALAP	8PEHALAP	9PEHALAP	1011PEHALAP	1213PEHALAP

Strand B Physical Fitness

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10-11	Year 12-13
1PEHALPF	2PEHALPF	3PEHALPF	4PEHALPF	5PEHALPF	6PEHALPF	7PEHALPF	8PEHALPF	9PEHALPF	1011PEHALPF	1213PEHALPF

Strand C Safety

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10-11	Year 12-13
1PEHALS	2PEHALS	3PEHALS	4PEHALS	5PEHALS	6PEHALS	7PEHALS	8PEHALS	9PEHALS	1011PEHALS	1213PEHALS

Domain 2 – Movement Competencies

Strand A Skills and Concepts

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10-11	Year 12-13
1PEHMCSC	2PEHMCSC	3PEHMCSC	4PEHMCSC	5PEHMCSC	6PEHMCSC	7PEHMCSC	8PEHMCSC	9PEHMCSC	1011PEHMCSC	1213PEHMCSC

Strand B Movement Strategies

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10-11	Year 12-13
1PEHMCMS	2PEHMCMS	3PEHMCMS	4PEHMCMS	5PEHMCMS	6PEHMCMS	7PEHMCMS	8PEHMCMS	9PEHMCMS	1011PEHMCMS	1213PEHMCMS

Domain 3 – Healthy Living

Strand A Healthy Eating

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10-11	Year 12-13
1PEHHLHE	2PEHHLHE	3PEHHLHE	4PEHHLHE	5PEHHLHE	6PEHHLHE	7PEHHLHE	8PEHHLHE	9PEHHLHE	1011PEHHLHE	1213PEHHLHE

Strand B Personal Safety and Injury Prevention

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10-11	Year 12-13
1PEHHLPS	2PEHHLPS	3PEHHLPS	4PEHHLPS	5PEHHLPS	6PEHHLPS	7PEHHLPS	8PEHHLPS	9PEHHLPS	1011PEHHLPS	1213PEHHLPS

Strand C Human Development and Sexual Health

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10-11	Year 12-13
1PEHHLHD	2PEHHLHD	3PEHHLHD	4PEHHLHD	5PEHHLHD	6PEHHLHD	7PEHHLHD	8PEHHLHD	9PEHHLHD	1011PEHHLHD	1213PEHHLHD

Strand D Substance Use, Addictions and Related Behaviours

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10-11	Year 12-13
1PEHLSAB	2PEHLSAB	3PEHLSAB	4PEHLSAB	5PEHLSAB	6PEHLSAB	7PEHLSAB	8PEHLSAB	9PEHLSAB	1011PEHLSAB	1213PEHLSAB

Year 1

Domain 1: Active Living

Strand A: Active Participation

- 1PEHALAP1 Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
- 1PEHALAP2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
- 1PEHALAP3 Identify a variety of ways to be physically active at school and at home

Strand B: Physical Fitness

- 1PEHALPF1 Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
- 1PEHALPF2 Demonstrate an understanding of how being active helps them to be healthy
- 1PEHALPF3 Identify the physical signs of exertion during a variety of physical activities

Strand C: Safety

- 1PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- 1PEHALS2 Identify environmental factors that pose safety risks during their participation in physical activity, and describe ways of preparing themselves to enjoy outdoor activities safely

Domain 2: Movement Competencies

Strand A: Skills and Concepts

- 1PEHMCSC1 Perform a variety of static balances, using different body parts at different levels
- 1PEHMCSC2 Demonstrate the ability to move, stop and fall safely and in control, with an awareness of people and equipment around them
- 1PEHMCSC3 Perform a variety of locomotor movements, travelling in different directions and using different body parts
- 1PEHMCSC4 Explore with objects of different shapes and sizes at different levels and in different ways, using different body parts
- 1PEHMCSC5 Receive objects of different shapes and sizes at different levels and in different ways, using different body parts

Strand B: Movement Strategies

- 1PEHMCMS1 Demonstrate an understanding that different physical activities have different components
- 1PEHMCMS2 Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities

Domain 3: Healthy Living

Strand A: Healthy Eating

- 1PEHHLHE1 Explain why people need food to have healthy bodies
- 1PEHHLHE2 Identify good and bad choices with food
- 1PEHHLHE3 Express health needs in terms of thirst, hunger and toileting

Strand B: Personal Safety and Injury Prevention

- 1PEHHLPS1 Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety
- 1PEHHLPS2 Demonstrate an awareness of personal feelings and the feelings of others and how to respond appropriately
- 1PEHHLPS3 Apply knowledge of essential safety practices to take an active role in personal safety at school
- 1PEHHLPS4 Apply knowledge of essential safety practices to take an active role in their own safety at school

Strand C: Human Development and Sexual Health (Year 1 and 2 standards are the same in this instance)

1PEHHLHD1 Identify the five senses and describe how each functions

12PEHHLHD2 Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others

Strand D: Substance Use, Addiction and related Behaviours (Year 1 and 2 standards are the same in this instance)

1PEHLSAB1 Identify habits and behaviours that can be detrimental to health

1PEHLSAB2 Healthy Eating: explain why people need food to have healthy bodies

1PEHLSAB3 Personal Safety and Injury Prevention: demonstrate an understanding of essential knowledge and practices for ensuring their personal safety

1PEHLSAB4 Human Development and Sexual Health: identify the five senses and describe how each functions

Year 2

Domain 1: Active Living

Strand A: Active Participation

- 2PEHALAP1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
- 2PEHALAP2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
- 2PEHALAP3 Identify a variety of ways to be physically active at school and at home

Strand B: Physical Fitness

- 2PEHALPF1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
- 2PEHALPF2 Demonstrate an understanding of how being active helps them to be healthy
- 2PEHALPF3 Identify the physical signs of exertion during a variety of physical activities

Strand C: Safety

- 2PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- 2PEHALS2 Identify environmental factors that pose safety risks during their participation in physical activity, and describe ways of preparing themselves to enjoy outdoor activities safely

Domain 2: Movement Competencies

Strand A: Skills and Concepts

- 2PEHMCSC1 Perform a variety of static balances, using different body parts at different levels
- 2PEHMCSC2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them
- 2PEHMCSC3 Perform a variety of locomotor movements, travelling in different directions and using different body parts
- 2PEHMCSC4 Send objects of different shapes and sizes at different levels and in different ways, using different body parts
- 2PEHMCSC5 Receive objects of different shapes and sizes at different levels and in different ways, using different body parts

Strand B: Movement Strategies

- 2PEHMCMS1 Demonstrate an understanding that different physical activities have different components
- 2PEHMCMS2 Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities

Domain 3: Healthy Living

Strand A: Healthy Eating

- 2PEHHLHE1 Explain why people need food to have healthy bodies
- 2PEHHLHE2 Describe how Food Guides can be used to make healthy food choices
- 2PEHHLHE3 Know and recognize cues to hunger, thirst, and the feeling of fullness and explain how they can use these cues to develop healthy eating habits

Strand B: Personal Safety and Injury Prevention

- 2PEHHLPS1 Demonstrate an understanding of essential knowledge and practices for ensuring personal safety
- 2PEHHLPS2 Demonstrate the ability to recognize caring behaviours and exploitive behaviours, and describe the feelings associated with each
- 2PEHHLPS3 Apply their knowledge of essential safety practices to take an active role in their own safety at school
- 2PEHHLPS4 Apply knowledge of essential safety practices to take an active role in personal safety at school and at home

Strand C: Human Development and Sexual Health (Year 1 and 2 standards are the same in this instance)

2PEHHLHD1 Identify the five senses and describe how each functions

2PEHHLHD2 Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others

Strand D: Substance Use, Addiction and related Behaviours (Year 1 and 2 standards are the same in this instance)

2PEHLSAB1 Identify habits and behaviours that can be detrimental to health

2PEHLSAB2 Healthy Eating: explain why people need food to have healthy bodies

2PEHLSAB3 Personal Safety and Injury Prevention: demonstrate an understanding of essential knowledge and practices for ensuring their personal safety

2PEHLSAB4 Human Development and Sexual Health: identify the five senses and describe how each functions

Year 3

Domain 1: Active Living

Strand A: Active Participation

- 3PEHALAP1 Actively participate in a wide variety of program activities, according to their capabilities while applying behaviours that enhance their readiness and ability to take part
- 3PEHALAP2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
- 3PEHALAP3 Identify reasons for participating in physical activity every day

Strand B: Physical Fitness

- 3PEHALPF1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
- 3PEHALPF2 Describe different types of activities that improve the strength of the heart and lungs
- 3PEHALPF3 Recognize their degree of exertion in physical activities by using simple assessment methods and identify factors that affect their performance level
- 3PEHALPF4 Participate in setting and achieving realistic personal and group goals related to physical activity

Strand C: Safety

- 3PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- 3PEHALS2 Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity

Domain 2: Movement Competencies

Strand A: Skills and Concepts

- 3PEHMCSC1 Perform a variety of static balances with and without equipment, using different body parts at different levels and making different body shapes
- 3PEHMCSC2 Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet
- 3PEHMCSC3 Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways
- 3PEHMCSC4 Send objects of different shapes and sizes at different levels and in different ways, using different body parts
- 3PEHMCSC5 Receive objects of different shapes and sizes at different levels and in various ways, using different body parts

Strand B: Movement Strategies

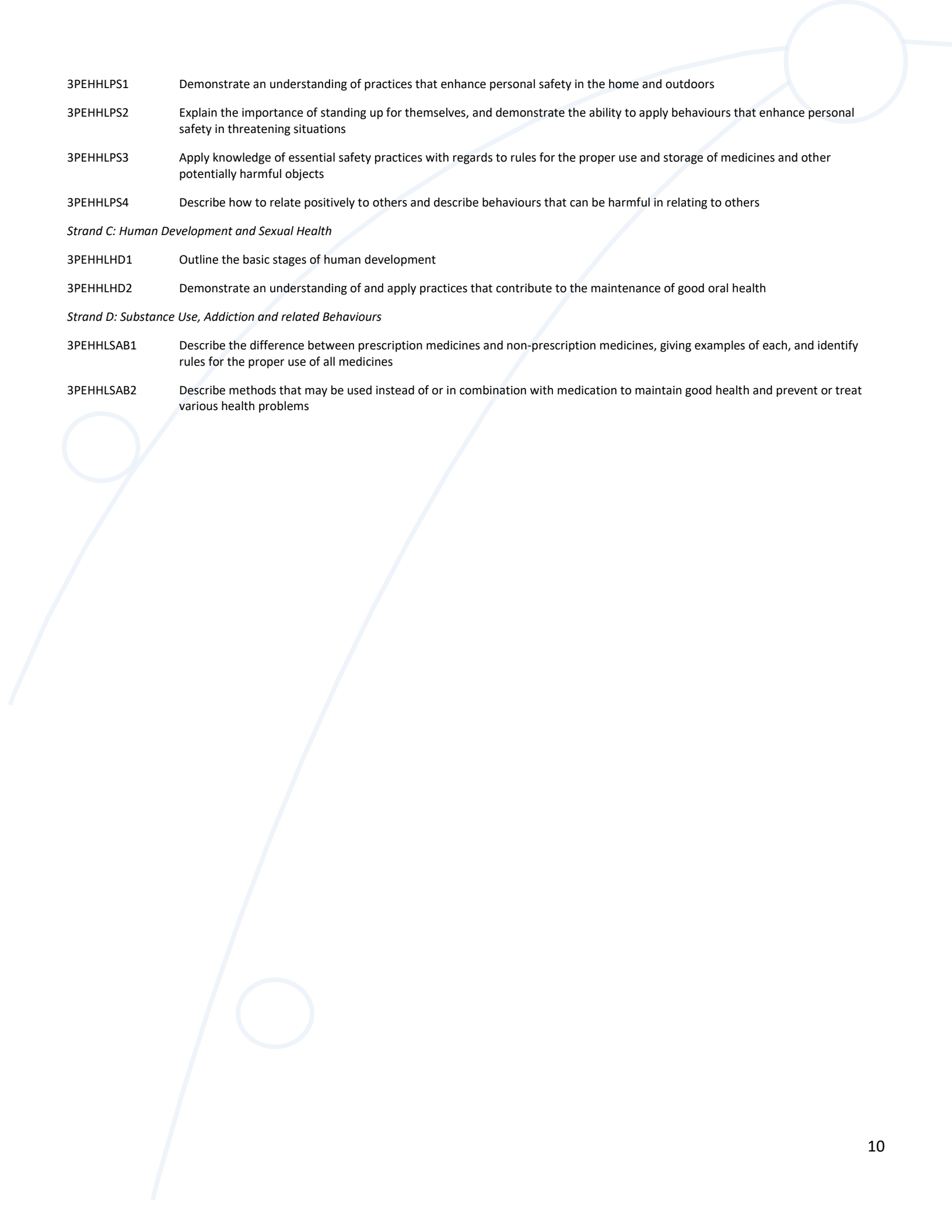
- 3PEHMCMS1 Demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities
- 3PEHMCMS2 Apply a variety of simple tactics to increase their chances of success during physical activities

Domain 3: Healthy Living

Strand A: Healthy Eating

- 3PEHHLHE1 Identify common food allergies and sensitivities and the reactions they might cause
- 3PEHHLHE2 Use World Health Organisation's Food Guide to assess the nutritional value of meals and identify food and beverage choices that enhance healthy growth and development
- 3PEHHLHE3 Demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control

Strand B: Personal Safety and Injury Prevention

- 
- 3PEHHLPS1 Demonstrate an understanding of practices that enhance personal safety in the home and outdoors
 - 3PEHHLPS2 Explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance personal safety in threatening situations
 - 3PEHHLPS3 Apply knowledge of essential safety practices with regards to rules for the proper use and storage of medicines and other potentially harmful objects
 - 3PEHHLPS4 Describe how to relate positively to others and describe behaviours that can be harmful in relating to others

Strand C: Human Development and Sexual Health

- 3PEHHLHD1 Outline the basic stages of human development
- 3PEHHLHD2 Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health

Strand D: Substance Use, Addiction and related Behaviours

- 3PEHLSAB1 Describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines
- 3PEHLSAB2 Describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems

Year 4

Domain 1: Active Living

Strand A: Active Participation

- 4PEHALAP1 Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
- 4PEHALAP2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
- 4PEHALAP3 Describe the benefits of participating in physical activity every day

Strand B: Physical Fitness

- 4PEHALPF1 Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
- 4PEHALPF2 Identify new capabilities and other benefits that may result from improved cardiorespiratory fitness
- 4PEHALPF3 Assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods
- 4PEHALPF4 Develop and act on personal goals related to physical activity

Strand C: Safety

- 4PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- 4PEHALS2 Describe how to respond to accidents or injuries incurred while participating in physical activity

Domain 2: Movement Competencies

Strand A: Skills and Concepts

- 4PEHMCSC1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment
- 4PEHMCSC2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control
- 4PEHMCSC3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions
- 4PEHMCSC4 Send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment
- 4PEHMCSC5 Retain objects of different shapes and sizes in different ways, using different body parts and equipment

Strand B: Movement Strategies

- 4PEHMCMS1 Demonstrate an understanding that different physical activities have different components
- 4PEHMCMS2 Apply a variety of simple tactics to increase their chances of success during physical activities

Domain 3: Healthy Living

Strand A: Healthy Eating

- 4PEHHLHE1 Demonstrate an understanding of how the origins of food affect its nutritional value and environmental impact
- 4PEHHLHE2 Demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health
- 4PEHHLHE3 Explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices

Strand B: Personal Safety and Injury Prevention

- 4PEHHLPS1 Apply understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom
- 4PEHHLPS2 Apply their knowledge of safe and unsafe products and practices and demonstrate the ability to make informed choices about how these products are used
- 4PEHHLPS3 Explain how the portrayal of fictional violence in various media can create an unrealistic view of the consequences of real violence

Strand C: Human Development and Sexual Health

- 4PEHHLHD1 Identify the characteristics of healthy relationships and describe ways of overcoming challenges in a relationship
- 4PEHHLHD2 Identify factors that affect physical development and/or emotional development

Strand D: Substance Use, Addiction and related Behaviours

- 4PEHLSAB1 Demonstrate an understanding of different types of legal and illegal substance abuse and the impacts of abusing these substances
- 4PEHLSAB2 Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered
- 4PEHLSAB3 Describe how visible differences and invisible differences make each person unique, and identify ways of showing respect for differences in others

Year 5

Domain 1: Active Living

Strand A: Active Participation

- 5PEHALAP1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
- 5PEHALAP2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
- 5PEHALAP3 Identify factors that motivate participation in physical activity every day at school, at home, or in their communities

Strand B: Physical Fitness

- 5PEHALPF1 Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
- 5PEHALPF2 identify how different physical activities affect the body and contribute to physical fitness and good health
- 5PEHALPF3 Assess their level of exertion during physical activity, using simple self-assessment techniques, and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities
- 5PEHALPF4 Develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity

Strand C: Safety

- 5PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- 5PEHALS2 Describe common precautions for preventing accidents and injuries while participating in different types of physical activity

Domain 2: Movement Competencies

Strand A: Skills and Concepts

- 5PEHMCSC1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment
- 5PEHMCSC2 Demonstrate the ability to jump and land, in control, from a low height
- 5PEHMCSC3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions
- 5PEHMCSC4 Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement
- 5PEHMCSC5 Retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment

Strand B: Movement Strategies

- 5PEHMCMS1 Demonstrate an understanding of the basic components of physical activities, and apply this understanding as they participate in a variety of physical activities
- 5PEHMCMS2 Identify common features of specific categories of physical activities
- 5PEHMCMS3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

Domain 3: Healthy Living

Strand A: Healthy Eating

- 5PEHHLHE1 Identify the key nutrients provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance
- 5PEHHLHE2 Identify ways of promoting healthier food choices in a variety of settings and situations
- 5PEHHLHE3 Analyse personal food selections through self-monitoring over time, using the criteria in World Health Organisation's Food Guide and develop a simple healthy- eating goal appropriate to their age and activity level

Strand B: Personal Safety and Injury Prevention

- 5PEHHLPS1 Identify risks associated with communications technology and describe precautions and strategies for using these technologies safely
- 5PEHHLPS2 Describe various types of bullying and abuse including bullying using technology and identify appropriate ways of responding
- 5PEHHLPS3 Apply a decision-making process to assess risks and make safe decisions in a variety of situations

Strand C: Human Development and Sexual Health

- 5PEHHLHD1 Describe the physical changes that occur in males and females at puberty and the emotional and social impacts that may result from these changes
- 5PEHHLHD2 Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty

Strand D: Substance Use, Addiction and related Behaviours

- 5PEHLSAB1 Identify substances found in tobacco products and describe their effects on health
- 5PEHLSAB2 Demonstrate an awareness of the effects that specific products can have on the body. Apply this knowledge of potential harm through use and or abuse of products or practices to choices that they may be in the position to make. It is expected that learners be made aware of the harm that can be caused by products such as tobacco, alcohol and other practices which have the potential to lead to unhealthy addictive practices
- 5PEHLSAB3 Describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them

Year 6

Domain 1: Active Living

Strand A: Active Participation

- 6PEHALAP1 Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take risks
- 6PEHALAP2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
- 6PEHALAP3 Describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities

Strand B: Physical Fitness

- 6PEHALPF1 Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
- 6PEHALPF2 Identify the components of health-related fitness and the benefits associated with developing and maintaining each of them
- 6PEHALPF3 Assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time
- 6PEHALPF4 Develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests

Strand C: Safety

- 6PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- 6PEHALS2 Demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities

Domain 2: Movement Competencies

Strand A: Skills and Concepts

- 6PEHMCSC1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment
- 6PEHMCSC2 Demonstrate the ability to jump in control for height or distance, using a variety of body actions
- 6PEHMCSC3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways
- 6PEHMCSC4 Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement
- 6PEHMCSC5 Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment

Strand B: Movement Strategies

- 6PEHMCMS1 Demonstrate an understanding of the components of physical activities
- 6PEHMCMS2 Describe common features of specific categories of physical activities
- 6PEHMCMS3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

Domain 3: Healthy Living

Strand A: Healthy Eating

- 6PEHHLHE1 Explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices
- 6PEHHLHE2 Describe how advertising and media influences affect food choices and explain how these influences can be evaluated to make healthier choices

Strand B: Personal Safety and Injury Prevention

- 6PEHHLPS1 Identify people and supportive services that can assist with injury prevention, emergencies, bullying, and abusive and violent situations
- 6PEHHLPS2 Demonstrate the ability to deal with threatening situations by applying appropriate living skills and safety strategies

Strand C: Human Development and Sexual Health

- 6PEHHLHD1 Identify the parts of the reproductive system, and describe how the body changes during puberty
- 6PEHHLHD2 Describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development
- 6PEHHLHD3 Describe emotional and interpersonal stresses related to puberty and identify strategies that can be applied to manage stress, build resilience, and enhance their mental health and emotional well-being
- 6PEHHLHD4 Identify personal and social factors that can affect a person's decision to drink alcohol at different points in his or her life

Strand D: Substance Use, Addiction and related Behaviours

- 6PEHHLTAB1 Demonstrate understanding that sustained use or abuse of harmful products can have short and long term effects on health. It is recommended that learners demonstrate an awareness of the effects of tobacco and alcohol but schools have the autonomy to identify products which are relevant to their context
- 6PEHHLTAB2 Describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication
- 6PEHHLTAB3 Explain how a person's actions, either in person or online, can affect their own and others' feelings, self-concept, emotional well-being, and reputation

Year 7

Domain 1: Active Living

Strand A: Active Participation

- 7PEHALAP1 Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
- 7PEHALAP2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
- 7PEHALAP3 Describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities

Strand B: Physical Fitness

- 7PEHALPF1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
- 7PEHALPF2 Explain how participation in physical activities affects personal health-related fitness
- 7PEHALPF3 Assess their level of health-related fitness as they participate in various physical activities, and monitor changes in their physical fitness over time
- 7PEHALPF4 Develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals

Strand C: Safety

- 7PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- 7PEHALS2 Describe appropriate methods for treating minor injuries that may occur while participating in physical activity

Domain 2: Movement Competencies

Strand A: Skills and Concepts

- 7PEHMCSC1 Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance
- 7PEHMCSC2 Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment
- 7PEHMCSC3 Send and receive a variety of objects, adjusting for speed and distance, while applying basic principles of movement
- 7PEHMCSC4 Retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment

Strand B: Movement Strategies

- 7PEHMCMS1 Demonstrate an understanding of the basic components of physical activities, and apply this understanding as they participate in a variety of physical activities
- 7PEHMCMS2 Describe common features of specific categories of physical activities
- 7PEHMCMS3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

Year 8

Domain 1: Active Living

Strand A: Active Participation

- 8PEHALAP1 Actively participate in a wide variety of program activities, according to their capabilities while applying behaviours that enhance their readiness and ability to take part
- 8PEHALAP2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments
- 8PEHALAP3 Demonstrate an understanding of the factors that motivate or impede participation in physical activity everyday

Strand B: Physical Fitness

- 8PEHALPF1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
- 8PEHALPF2 Identify factors that can affect health-related fitness, and describe how training principles can be applied to develop fitness
- 8PEHALPF3 Assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time
- 8PEHALPF4 Develop, implement, and revise a personal plan to meet short-term, health-related fitness goals

Strand C: Safety

- 8PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings
- 8PEHALS2 Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors

Domain 2: Movement Competencies

Strand A: Skills and Concepts

- 8PEHMCSC1 Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance
- 8PEHMCSC2 Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli
- 8PEHMCSC3 Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement
- 8PEHMCSC4 Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities

Strand B: Movement Strategies

- 8PEHMCMS1 demonstrate an understanding of the components of a range of physical activities
- 8PEHMCMS2 Describe and compare different categories of physical activities
- 8PEHMCMS3 Apply a variety of tactical solutions to increase chances of success as they participate in physical activities

Year 9

Domain 1: Active Living

Strand A: Active Participation

- 9PEH1ALAP1 Actively participate according to their capabilities in a wide variety of program activities
- 9PEHALAP2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments
- 9PEHALAP3 Demonstrate an understanding of factors that motivate personal participation in physical activities every day, and explain how these factors can be used to influence others to be physically active

Strand B: Physical Fitness

- 9PEHALPF1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
- 9PEHALPF2 Recognize the difference between health-related components of personal fitness and skill-related components, and explain how to use training principles to enhance both components
- 9PEHALPF3 Assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time
- 9PEHALPF4 Develop, implement, and revise a personal plan to meet short- and long-term health-related fitness and physical activity goals

Strand C: Safety

- 9PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings
- 9PEHALS1 Demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity

Domain 2: Movement Competencies

Strand A: Skills and Concepts

- 9PEHMCSC1 Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance
- 9PEHMCSC2 Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli
- 9PEHMCSC3 Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement
- 9PEHMCSC4 Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities

Strand B: Movement Strategies

- 9PEHMCMS1 Demonstrate an understanding of the components of a range of physical activities
- 9PEHMCMS2 Demonstrate an understanding of how movement skills, concepts, and strategies are transferable across different physical activities within various categories
- 9PEHMCMS3 Apply a variety of tactical solutions to increase chances of success as they participate in physical activities

Year 10 and 11

Domain 1: Active Living

Strand A: Active Participation

- 1011PEHALAP1 Actively participate in all aspects of the program
- 1011PEHALAP2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these
- 1011PEHALAP3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities

Strand B: Physical Fitness

- 1011PEHALPF1 Participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes
- 1011PEHALPF2 Describe the short-term and long-term benefits of developing both health-related fitness and skill-related fitness and explain how to use basic training principles to enhance both types of fitness
- 1011PEHALPF3 Assess their level of health-related fitness during various physical activities, and monitor changes in their health-related fitness over time
- 1011PEHALPF4 Develop, implement, and revise a personal fitness plan

Strand C: Safety

- 1011PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings
- 1011PEHALS1 Demonstrate an understanding of how to deal with emergency situations related to physical activities

Domain 2: Movement Competencies

Strand A: Skills and Concepts

- 1011PEHMCSC1 Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance
- 1011PEHMCSC2 Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli
- 1011PEHMCSC3 Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement
- 1011PEHMCSC4 Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities

Strand B: Movement Strategies

- 1011PEHMCMS1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments
- 1011PEHMCMS2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities]
- 1011PEHMCMS3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities

Year 12 and 13

Domain 1: Active Living

Strand A: Active Participation

- 1213PEHALAP1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities
- 1213PEHALAP2 Describe the holistic benefits of lifelong participation in physical activity, and demonstrate an understanding of strategies they can use to continue to be physically active throughout their lives
- 1213PEHALAP3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities

Strand B: Physical Fitness

- 1213PEHALPF1 Participate regularly in recreational physical activity to the best of their ability for a minimum of thirty minutes
- 1213PEHALPF2 Assess their level of health-related fitness and monitor changes related to their personal fitness and activity goals

Strand C: Safety

- 1213PEHALS1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings
- 1213PEHALS1 Demonstrate an understanding of basic procedures for ensuring safety at physical activity sites and events and describe resources, community agencies, and services that can be accessed in emergency situations

Domain 1: Active Living

Strand A: Active Participation

Year 1	1PEHALAP1	Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
	1PEHALAP2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
	1PEHALAP3	Identify a variety of ways to be physically active at school and at home
Year 2	2PEHALAP1	Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
	2PEHALAP2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
	2PEHALAP3	Identify a variety of ways to be physically active at school and at home
Year 3	3PEHALAP1	Actively participate in a wide variety of program activities, according to their capabilities while applying behaviours that enhance their readiness and ability to take part
	3PEHALAP2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
	3PEHALAP3	Identify reasons for participating in physical activity every day
Year 4	4PEHALAP1	Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
	4PEHALAP2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
	4PEHALAP3	Describe the benefits of participating in physical activity every day
Year 5	5PEHALAP1	Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
	5PEHALAP2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
	5PEHALAP3	Identify factors that motivate participation in physical activity every day at school, at home, or in their communities
Year 6	6PEHALAP1	Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take risks
	6PEHALAP2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
	6PEHALAP3	Describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities
Year 7	7PEHALAP1	Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
	7PEHALAP2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
	7PEHALAP3	Describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities
Year 8	8PEHALAP1	Actively participate in a wide variety of program activities, according to their capabilities while applying behaviours that enhance their readiness and ability to take part
	8PEHALAP2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments

	8PEHALAP3	Demonstrate an understanding of the factors that motivate or impede participation in physical activity everyday
Year 9	9PEH1ALAP1	Actively participate according to their capabilities in a wide variety of program activities
	9PEHALAP2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments
	9PEHALAP3	Demonstrate an understanding of factors that motivate personal participation in physical activities every day, and explain how these factors can be used to influence others to be physically active
Year 10 – 11	1011PEHALAP1	Actively participate in all aspects of the program
	1011PEHALAP2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these
	1011PEHALAP3	Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities
Year 12 – 13	1213PEHALAP1	Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities
	1213PEHALAP2	Describe the holistic benefits of lifelong participation in physical activity, and demonstrate an understanding of strategies they can use to continue to be physically active throughout their lives
	1213PEHALAP3	Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities
<i>Strand B: Physical Fitness</i>		
Year 1	1PEHALPF1	Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
	1PEHALPF2	Demonstrate an understanding of how being active helps them to be healthy
	1PEHALPF3	Identify the physical signs of exertion during a variety of physical activities
Year 2	2PEHALPF1	Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
	2PEHALPF2	Demonstrate an understanding of how being active helps them to be healthy
	2PEHALPF3	Identify the physical signs of exertion during a variety of physical activities
Year 3	3PEHALPF1	Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
	3PEHALPF2	Describe different types of activities that improve the strength of the heart and lungs
	3PEHALPF3	Recognize their degree of exertion in physical activities by using simple assessment methods and identify factors that affect their performance level
	3PEHALPF4	Participate in setting and achieving realistic personal and group goals related to physical activity
Year 4	4PEHALPF1	Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
	4PEHALPF2	Identify new capabilities and other benefits that may result from improved cardiorespiratory fitness
	4PEHALPF3	Assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods
	4PEHALPF4	Develop and act on personal goals related to physical activity
Year 5	5PEHALPF1	Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
	5PEHALPF2	Identify how different physical activities affect the body and contribute to physical fitness and good health

	5PEHALPF3	Assess their level of exertion during physical activity, using simple self-assessment techniques, and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities
	5PEHALPF4	Develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity
Year 6	6PEHALPF1	Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
	6PEHALPF2	Identify the components of health-related fitness and the benefits associated with developing and maintaining each of them
	6PEHALPF3	Assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time
	6PEHALPF4	Develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests
Year 7	7PEHALPF1	Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
	7PEHALPF2	Explain how participation in physical activities affects personal health-related fitness
	7PEHALPF3	Assess their level of health-related fitness as they participate in various physical activities, and monitor changes in their physical fitness over time
	7PEHALPF4	Develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals
Year 8	8PEHALPF1	Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
	8PEHALPF2	Identify factors that can affect health-related fitness, and describe how training principles can be applied to develop fitness
	8PEHALPF3	Assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time
	8PEHALPF4	Develop, implement, and revise a personal plan to meet short-term, health-related fitness goals
Year 9	9PEHALPF1	Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
	9PEHALPF2	Recognize the difference between health-related components of personal fitness and skill-related components, and explain how to use training principles to enhance both components
	9PEHALPF3	Assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time
	9PEHALPF4	Develop, implement, and revise a personal plan to meet short- and long-term health-related fitness and physical activity goals
Year 10 – 11	1011PEHALPF1	Participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes
	1011PEHALPF2	Describe the short-term and long-term benefits of developing both health-related fitness and skill-related fitness and explain how to use basic training principles to enhance both types of fitness
	1011PEHALPF3	Assess their level of health-related fitness during various physical activities, and monitor changes in their health-related fitness over time
	1011PEHALPF4	Develop, implement, and revise a personal fitness plan
Year 12 – 13	1213PEHALPF1	Participate regularly in recreational physical activity to the best of their ability for a minimum of thirty minutes
	1213PEHALPF2	Assess their level of health-related fitness and monitor changes related to their personal fitness and activity goals

Strand C: Safety

Year 1	1PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
	1PEHALS2	Identify environmental factors that pose safety risks during their participation in physical activity, and describe ways of preparing themselves to enjoy outdoor activities safely
Year 2	2PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
	2PEHALS2	Identify environmental factors that pose safety risks during their participation in physical activity, and describe ways of preparing themselves to enjoy outdoor activities safely
Year 3	3PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
	3PEHALS2	Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity
Year 4	4PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
	4PEHALS2	Describe how to respond to accidents or injuries incurred while participating in physical activity
Year 5	5PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
	5PEHALS2	Describe common precautions for preventing accidents and injuries while participating in different types of physical activity
Year 6	6PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
	6PEHALS2	Demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities
Year 7	7PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
	7PEHALS2	Describe appropriate methods for treating minor injuries that may occur while participating in physical activity
Year 8	8PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings
	8PEHALS2	Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors
Year 9	9PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings
	9PEHALS1	Demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity
Year 10 – 11	1011PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings
	1011PEHALS1	Demonstrate an understanding of how to deal with emergency situations related to physical activities
Year 12 – 13	1213PEHALS1	Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings
	1213PEHALS1	Demonstrate an understanding of basic procedures for ensuring safety at physical activity sites and events and describe resources, community agencies, and services that can be accessed in emergency situations

Domain 2: Movement Competencies

Strand A: Skills and Concepts

Year 1	1PEHMCSC1	Perform a variety of static balances, using different body parts at different levels
	1PEHMCSC2	Demonstrate the ability to move, stop and fall safely and in control, with an awareness of people and equipment around them
	1PEHMCSC3	Perform a variety of locomotor movements, travelling in different directions and using different body parts
	1PEHMCSC4	Explore with objects of different shapes and sizes at different levels and in different ways, using different body parts
	1PEHMCSC5	Receive objects of different shapes and sizes at different levels and in different ways, using different body parts
Year 2	2PEHMCSC1	Perform a variety of static balances, using different body parts at different levels
	2PEHMCSC2	Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them
	2PEHMCSC3	Perform a variety of locomotor movements, travelling in different directions and using different body parts
	2PEHMCSC4	Send objects of different shapes and sizes at different levels and in different ways, using different body parts
	2PEHMCSC5	Receive objects of different shapes and sizes at different levels and in different ways, using different body parts
Year 3	3PEHMCSC1	Perform a variety of static balances with and without equipment, using different body parts at different levels and making different body shapes
	3PEHMCSC2	Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet
	3PEHMCSC3	Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways
	3PEHMCSC4	Send objects of different shapes and sizes at different levels and in different ways, using different body parts
	3PEHMCSC5	Receive objects of different shapes and sizes at different levels and in various ways, using different body parts
Year 4	4PEHMCSC1	Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment
	4PEHMCSC2	Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control
	4PEHMCSC3	Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions
	4PEHMCSC4	Send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment
	4PEHMCSC5	Retain objects of different shapes and sizes in different ways, using different body parts and equipment
Year 5	5PEHMCSC1	Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment
	5PEHMCSC2	Demonstrate the ability to jump and land, in control, from a low height
	5PEHMCSC3	Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions
	5PEHMCSC4	Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement
	5PEHMCSC5	Retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment

Year 6	6PEHMCSC1	Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment
	6PEHMCSC2	Demonstrate the ability to jump in control for height or distance, using a variety of body actions
	6PEHMCSC3	Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways
	6PEHMCSC4	Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement
	6PEHMCSC5	Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment
Year 7	7PEHMCSC1	Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance
	7PEHMCSC2	Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment
	7PEHMCSC3	Send and receive a variety of objects, adjusting for speed and distance, while applying basic principles of movement
	7PEHMCSC4	Retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment
Year 8	8PEHMCSC1	Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance
	8PEHMCSC2	Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli
	8PEHMCSC3	Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement
	8PEHMCSC4	Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities
Year 9	9PEHMCSC1	Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance
	9PEHMCSC2	Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli
	9PEHMCSC3	Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement
	9PEHMCSC4	Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities
Year 10 – 11	1011PEHMCSC1	Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance
	1011PEHMCSC2	Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli
	1011PEHMCSC3	Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement
	1011PEHMCSC4	Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities

Strand B: Movement Strategies

Year 1	1PEHMCMS1	Demonstrate an understanding that different physical activities have different components
	1PEHMCMS2	Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities
Year 2	2PEHMCMS1	Demonstrate an understanding that different physical activities have different components
	2PEHMCMS2	Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities
Year 3	3PEHMCMS1	Demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities
	3PEHMCMS2	Apply a variety of simple tactics to increase their chances of success during physical activities
Year 4	4PEHMCMS1	Demonstrate an understanding that different physical activities have different components
	4PEHMCMS2	Apply a variety of simple tactics to increase their chances of success during physical activities
Year 5	5PEHMCMS1	Demonstrate an understanding of the basic components of physical activities, and apply this understanding as they participate in a variety of physical activities
	5PEHMCMS2	Identify common features of specific categories of physical activities
	5PEHMCMS3	Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities
Year 6	6PEHMCMS1	Demonstrate an understanding of the components of physical activities
	6PEHMCMS2	Describe common features of specific categories of physical activities
	6PEHMCMS3	Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities
Year 7	7PEHMCMS1	Demonstrate an understanding of the basic components of physical activities, and apply this understanding as they participate in a variety of physical activities
	7PEHMCMS2	Describe common features of specific categories of physical activities
	7PEHMCMS3	Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities
Year 8	8PEHMCMS1	demonstrate an understanding of the components of a range of physical activities
	8PEHMCMS2	Describe and compare different categories of physical activities
	8PEHMCMS3	Apply a variety of tactical solutions to increase chances of success as they participate in physical activities
Year 9	9PEHMCMS1	Demonstrate an understanding of the components of a range of physical activities
	9PEHMCMS2	Demonstrate an understanding of how movement skills, concepts, and strategies are transferable across different physical activities within various categories
	9PEHMCMS3	Apply a variety of tactical solutions to increase chances of success as they participate in physical activities
Year 10 – 11	1011PEHMCMS1	Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments
	1011PEHMCMS2	Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities]
	1011PEHMCMS3	Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities

Domain 3: Healthy Living

Strand A: Healthy Eating

Year 1	1PEHHLHE1	Explain why people need food to have healthy bodies
	1PEHHLHE2	Identify good and bad choices with food
	1PEHHLHE3	Express health needs in terms of thirst, hunger and toileting
Year 2	2PEHHLHE1	Explain why people need food to have healthy bodies
	2PEHHLHE2	Describe how Food Guides can be used to make healthy food choices
	2PEHHLHE3	Know and recognize cues to hunger, thirst, and the feeling of fullness and explain how they can use these cues to develop healthy eating habits
Year 3	3PEHHLHE11	Identify common food allergies and sensitivities and the reactions they might cause
	3PEHHLHE2	Use World Health Organisation's Food Guide to assess the nutritional value of meals and identify food and beverage choices that enhance healthy growth and development
	3PEHHLHE3	Demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control
Year 4	4PEHHLHE1	Demonstrate an understanding of how the origins of food affect its nutritional value and environmental impact
	4PEHHLHE2	Demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health
	4PEHHLHE3	Explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices
Year 5	5PEHHLHE1	Identify the key nutrients provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance
	5PEHHLHE2	Identify ways of promoting healthier food choices in a variety of settings and situations
	5PEHHLHE3	Analyse personal food selections through self-monitoring over time, using the criteria in World Health Organisation's Food Guide and develop a simple healthy- eating goal appropriate to their age and activity level
Year 6	6PEHHLHE1	Explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices
	6PEHHLHE2	Describe how advertising and media influences affect food choices and explain how these influences can be evaluated to make healthier choices

Strand B: Personal Safety and Injury Prevention

Year 1	1PEHHLPS1	Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety
	1PEHHLPS2	Demonstrate an awareness of personal feelings and the feelings of others and how to respond appropriately
	1PEHHLPS3	Apply knowledge of essential safety practices to take an active role in personal safety at school
	1PEHHLPS4	Apply knowledge of essential safety practices to take an active role in their own safety at school
Year 2	2PEHHLPS1	Demonstrate an understanding of essential knowledge and practices for ensuring personal safety
	2PEHHLPS2	Demonstrate the ability to recognize caring behaviours and exploitive behaviours, and describe the feelings associated with each
	2PEHHLPS3	Apply their knowledge of essential safety practices to take an active role in their own safety at school
	2PEHHLPS4	Apply knowledge of essential safety practices to take an active role in personal safety at school and at home
Year 3	3PEHHLPS1	Demonstrate an understanding of practices that enhance personal safety in the home and outdoors
	3PEHHLPS2	Explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance personal safety in threatening situations

	3PEHHLPS3	Apply knowledge of essential safety practices with regards to rules for the proper use and storage of medicines and other potentially harmful objects
	3PEHHLPS4	Describe how to relate positively to others and describe behaviours that can be harmful in relating to others
Year 4	4PEHHLPS1	Apply understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom
	4PEHHLPS2	Apply their knowledge of safe and unsafe products and practices and demonstrate the ability to make informed choices about how these products are used
	4PEHHLPS3	Explain how the portrayal of fictional violence in various media can create an unrealistic view of the consequences of real violence
Year 5	5PEHHLPS1	Identify risks associated with communications technology and describe precautions and strategies for using these technologies safely
	5PEHHLPS2	Describe various types of bullying and abuse including bullying using technology and identify appropriate ways of responding
	5PEHHLPS3	Apply a decision-making process to assess risks and make safe decisions in a variety of situations
Year 6	6PEHHLPS1	Identify people and supportive services that can assist with injury prevention, emergencies, bullying, and abusive and violent situations
	6PEHHLPS2	Demonstrate the ability to deal with threatening situations by applying appropriate living skills and safety strategies

Strand C: Human Development and Sexual Health

Year 1	1PEHHLHD1	Identify the five senses and describe how each functions
	1PEHHLHD2	Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others
Year 2	2PEHHLHD1	Identify the five senses and describe how each functions
	2PEHHLHD2	Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others
Year 3	3PEHHLHD1	Outline the basic stages of human development
	3PEHHLHD2	Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health
Year 4	4PEHHLHD1	Identify the characteristics of healthy relationships and describe ways of overcoming challenges in a relationship
	4PEHHLHD2	Identify factors that affect physical development and/or emotional development
Year 5	5PEHHLHD1	Describe the physical changes that occur in males and females at puberty and the emotional and social impacts that may result from these changes
	5PEHHLHD2	Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty
Year 6	6PEHHLHD1	Identify the parts of the reproductive system, and describe how the body changes during puberty
	6PEHHLHD2	Describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development
	6PEHHLHD3	Describe emotional and interpersonal stresses related to puberty and identify strategies that can be applied to manage stress, build resilience, and enhance their mental health and emotional well-being
	6PEHHLHD4	Identify personal and social factors that can affect a person's decision to drink alcohol at different points in his or her life

Strand D: Substance Use, Addiction and related Behaviours (Year 1 and 2 standards are the same in this instance)

Year 1	1PEHHSAB1	Identify habits and behaviours that can be detrimental to health
	1PEHHSAB2	Healthy Eating: explain why people need food to have healthy bodies
	1PEHHSAB3	Personal Safety and Injury Prevention: demonstrate an understanding of essential knowledge and practices for ensuring their personal safety
	1PEHHLUHC4	Human Development and Sexual Health: identify the five senses and describe how each functions
Year 2	2PEHHSAB1	Identify habits and behaviours that can be detrimental to health
	2PEHHSAB2	Healthy Eating: explain why people need food to have healthy bodies
	2PEHHSAB3	Personal Safety and Injury Prevention: demonstrate an understanding of essential knowledge and practices for ensuring their personal safety
	2PEHHSAB4	Human Development and Sexual Health: identify the five senses and describe how each functions
Year 3	3PEHHSAB1	Describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines
	3PEHHSAB2	Describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems
Year 4	4PEHHSAB1	Demonstrate an understanding of different types of legal and illegal substance abuse and the impacts of abusing these substances
	4PEHHSAB2	Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered
	4PEHHSAB3	Describe how visible differences and invisible differences make each person unique, and identify ways of showing respect for differences in others
Year 5	5PEHHSAB1	Identify substances found in tobacco products and describe their effects on health
	5PEHHSAB2	Demonstrate an awareness of the effects that specific products can have on the body. Apply this knowledge of potential harm through use and or abuse of products or practices to choices that they may be in the position to make. It is expected that learners be made aware of the harm that can be caused by products such as tobacco, alcohol and other practices which have the potential to lead to unhealthy addictive practices
	5PEHHSAB3	Describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them
Year 6	6PEHHSAB1	Demonstrate understanding that sustained use or abuse of harmful products can have short and long term effects on health. It is recommended that learners demonstrate an awareness of the effects of tobacco and alcohol but schools have the autonomy to identify products which are relevant to their context
	6PEHHSAB2	Describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication
	6PEHHSAB3	Explain how a person's actions, either in person or online, can affect their own and others' feelings, self-concept, emotional well-being, and reputation