



STEINER EDUCATION AUSTRALIA

# AUSTRALIAN STEINER CURRICULUM FRAMEWORK

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## HEALTH AND PHYSICAL EDUCATION Scope & Sequence

Kindergarten/Foundation to Year 10

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June 2016

**Revisions in this document**

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**ASCF HEALTH and PHYSICAL EDUCATION SCOPE and SEQUENCE** Kindergarten / Foundation to YEAR 10

Health K-6	Kindergarten / Foundation	Classes 1- 2	Classes 3- 4	Classes 5- 6
Health and Safety	H K.1 Imitate, engage in and identify healthy eating practices and healthy, safe activities and habits.	H 2.1 Understand and apply healthy food and nutrition practices  H 2.3 Understand and apply health and safety messages and rules of their class environment and the local school community  H 2.9 Know what to do when they feel unwell or unsafe, trust that help can be obtained and help others.	H 4.1 Plan, discuss and contribute to healthy, sustainable and safe classroom and playground spaces  H 4.2 Understand and discuss the meaning and application of health and safety strategies and messages. Discuss what to do when they feel uncomfortable or unsafe	H 6.1 Plan, discuss and contribute to a healthy, safe and sustainable classroom and school environment, implementing and initiating projects and safe practices.
Enjoying Movement and the Environment	H K.2 Participate in play and activities that engage with the outdoors and natural environment	H 2.2 Participate in, enjoy and initiate play and activities that safely engage with the outdoors and natural environment  H 2.4 Explore and enjoy active movement	H 4.3 Explore their sense of place as an aspect of identity and experience how their participation in physical activities in the natural and built environment impacts their sense of health and well-being	H 6.2 Develop objective and sensitive aesthetic expression and perceptions of natural and artistic phenomena and activities in nature and sacred spaces, building and recognising healthy connection to the natural and built world  H 6.3 Become aware of the beauty and majesty of our cosmos and the unity of humanity on the earth
Relationships, Family and Community	H K.3 Experience secure relationships with teachers and community members and secure daily rhythms  H K.4 Engage in community support structures, festivals and celebrations	H 2.6 Support the class and community culture, practice being inclusive, celebrate differences in individuals and cultures	H 4.5 Understand their own family, class and community culture and how to be part of a culturally diverse, caring community and identify and practise appropriate responses to situations.	H 6.4 Understand the equality and value the diversity of all people and the rights and freedoms this entails; Recognise, evaluate and respond appropriately to behaviours which involve emotional responses, discrimination, harassment or bullying.

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Health K-6	Kindergarten / Foundation	Classes 1- 2	Classes 3- 4	Classes 5- 6
Growth and Development	H K.5 Engage in joyful verses, stories and songs that celebrate the cycles of life and growth from childhood into adulthood, use names of parts of the body e.g. in action rhymes	H 2.5 Celebrate and discuss events of change, growth and development in life in the class and school community celebrated at assemblies, birthdays or family festivals	H 4.4 Be guided through and explore healthy pathways through physical, emotional and social growth and change	H 6.5 Investigate and discuss the role of supportive information and practice strategies for preventative health, safety and physical activity including those associated with relationships, different strengths of feelings, changes of puberty including information mediated by the teacher from the community, media and internet
Identity	H K.6 Experience traditional and healing stories which bring experiences of soul development, overcoming of obstacles and helpful supporting forces.  H K.7 Be guided towards and practise through imitation behaviours which show kind, fair, respectful and increasingly socially cohesive qualities.	H 2.7 Develop the basis for a healthy, sense of self; Internalise images and dramatize scenes from traditional and healing stories which bring experiences of soul development, overcoming of obstacles, safety and helpful supporting forces.  H 2.8 Positively engage in harmonising feelings	H 4.6 Explore their own capacities and those of others and strengthen their personal identity through the performing arts and adventure /camp experiences and through engagement with stories of e.g. strength, courage and independence.	H 6.6 Examine how identities are influenced by people and places  H 6.7 Explore and respond to events and stories in which people meet success, challenge or failure in such a way as to strengthen their sense of self.

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<b>Health 7-10</b>	<b>Years 7-8</b>	<b>Years 9-10</b>
Physical Health and Life Forces:  Health and Safety	H 7.1 Investigate and select strategies to promote their health and wellbeing. Developing skills on how to gain and evaluate relevant information on health practices, to enhance the health, safety and wellbeing of their communities from a variety of resources	H 10.1 Implement and evaluate responses to situations where external influences may impact on their ability to make healthy and safe life choices. Evaluate and apply relevant information on health practices to decisions that enhance the health, safety and wellbeing of themselves and their communities from a variety of resources
Connection to the Natural Environment	H 7.2 Plan and implement strategies for connecting to nature to promote the health and well-being of themselves and their communities.	H 10.2 Self initiate community projects that promote their own and others' connection to nature for health and well-being.
Soul Health: Change and Development	H 7.3 Understand personal, physical and social changes that occur as they grow older and develop strategies to manage these changes.	H 10.3 Examine personal, physical and social changes and transitions that occur and their effect on relationships.
Respectful relationships	H 7.4 Investigate what a respectful relationship is and examine how this impacts on their own and others health and well-being.	H 10.4 Investigate how empathy and ethical decision making contribute to respectful relationships.
Emotional Capacities	H 7.5 Identify and analyse factors that influence the emotional capacities of the adolescent. Develop strategies to build empathy, trust and sensitivity for themselves and others.	H 10.5 Evaluate hypothetical and real life situations, discuss a range of possible emotional responses and reflect on their outcomes.
The Individual and the Community	H 7.6 Examine why individuals and communities value diversity and promote inclusivity.	H 10.6 Critique behaviour and social, cultural and economic factors that effect and influence the health and well-being of communities.
Spiritual Health: Personal Identity	H 7.7 Investigate, understand, and explore how identities are influenced and created by society and culture.	H 10.7 Evaluate factors that shape identities and analyse how individuals impact the identities of others.
Challenge and Crisis	H 7.8 Practice and apply strategies to seek assistance and guidance for themselves or others.	H 10.8 Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and well –being may be at risk.

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Physical Education Classes K-2	Kindergarten	Classes 1-2
Indoor Circle Games, Imaginative Movement	PE K-1 Engage in imaginative movement and circle games (incorporating fundamental movement skills and sequences)	PE 2-1 Engage in imaginative movement and circle games, skipping and movement of geometric forms (incorporating fundamental movement skills and ) *with or without equipment
Outdoor Play and Games	PE K.2 Engage in imaginative self-directed and collaborative outdoor play and movement safely in the garden, park or bush	PE 2-2 Engage in imaginative self-directed outdoor play and in cooperative movement and informal games in the garden, park or bush ----- (with safety using elements of balance, changing speeds and various structures and friends to create solutions in play)
Household Activities	PE K.3 Participate in indoor and outdoor household activities incorporating movement skills	
Structured Games		PE 2-3 Participate in self-initiated games or structured games with equipment, using rules of fair play

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Physical Education Classes 3-6	Classes 3-4	Classes 5-6
Gymnastics	PE 4-1 Practice and refine gymnastics skills and a variety of movement sequences incorporating linked fundamental movement skills	PE 6-1 Design, refine and perform specialized gymnastics skills, movement sequences and dances in groups with variations through time, speed, special dimensions and interactions between people
Roundelays	PE 4-2 Practice <b>Teacher centred</b> roundelays to rhythms and rhymes	PE 6-2 <b>Practice roundelays</b> to rhythms and rhymes
Games with Equipment and Staff Exercises	PE 4-3 Practice games with equipment e.g. bean bag and wooden staves Identifying how they move safely through space at different speeds and levels and in combination with people	PE 6-3 Practice more complex games with equipment such as <b>wooden staves</b>
Games	PE 4-4 <b>Participate in and practice games and dances</b> from their own and other cultures using movement skills and strategies. Incorporate inclusive practices and test creative solutions using speed, direction, body position	PE 6-4 Practice games --- Using a variety of movement skills, engage in exploration of game strategies whilst developing inclusive practices and finding creative solutions
Ethical Behaviour and Fair Play	PE 4.5 Understand and apply simple rules and scoring systems, play fairly and cooperatively, including others; sharing experiences of success or challenge and acknowledging health-giving aspects of movement	PE 6.5 Demonstrate ethical behaviour and fair play aligning with rules; participate positively in groups, encouraging others and negotiating roles/ responsibilities
Activities, Bushwalks and Camps	PE 4.6 Participate in outdoor activities, bushwalks and activity camps	PE 6.6 <b>Participate positively in group work during activities, bushwalks and camps</b> , encourage others and negotiate roles; find creative solutions to challenges, discuss effects of shared regular activity on class community connections, health and well-being

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Physical Education Classes 7-10	Classes 7-8	Classes 9-10
Track and Field	PE 8.1 Participate in a variety of <b>track and field events</b> and use feedback to develop and improve skills in challenging situations *suppleness *endurance and speed *spring and height *solidness *skill	PE 10.1 Develop specialised skills in a variety of extended <b>track and field events</b> and use feedback to develop and improve transfer of response to new and challenging situations *suppleness *endurance and speed *spring and height *solidness <b>*skill</b> as well as focus, posture and strength
Sports	PE 8.2 Practise and apply movement skills and elements and evaluate chosen strategies for challenges in a <b>diverse range of sports</b>	PE 10.2 In a <b>diverse range of sports</b> apply and analyse movement skills and elements and evaluate chosen strategies with increased focus and ability to transfer understanding to create solutions for new movement challenges
Gymnastics	PE <b>8.3 Participate in Gymnastics</b> and demonstrate how the elements of movement enhance movement sequences	PE 10.3 Perform more complex <b>Gymnastics</b> and demonstrate and evaluate how the elements of movement enhance composed movement sequences
Physical Fitness	PE 8.4 Contribute to planning, participate in and monitor <b>physical fitness</b> in diverse activities	PE 10.4 Design, implement and evaluate personal - physical fitness and activity plans
Social and Cultural Significance of Games	PE 8.5 Participate in and investigate <b>cultural and historical significance</b> of physical activities such as <b>fencing, sailing or archery</b>	PE 10.5 Participate in and investigate cultural and historical significance of physical activities in the school and wider community such as fencing, wheelchair basketball and team sports
Personal and Social Skills in Games and Sports	PE 8.6 Practice and apply personal and social skills in physical activities and create and modify scoring systems for fair play, safety and inclusivity.	PE 10.6 Practice and apply rules of fair play and ethical behaviour; engage in leadership and collaboration skills and reflect on the outcome on groups and teams in movement activities