

# Life Ed & the Australian Curriculum V.9.0

Health and Physical Education  
Updated 09/24

Year Level	Module Name	Abbreviation
Foundation and Prep	My Body Matters	<b>MBM</b>
Foundation and Prep	Harold's Friend Ship	<b>HFS</b>
Foundation and Prep	Safety Rules!	<b>SR</b>
Year 1 and 2	Ready, Steady, Go!	<b>RSG</b>
Year 1 and 2	Growing Good Friends	<b>GGF</b>
Year 1 and 2	Harold's Online World *NEW in 2025	<b>HOW</b>
Years 3 and 4	The Inside Story	<b>TIS</b>
Years 3 and 4	Friends & Feelings	<b>FAF</b>
Years 3 and 4	bCyberwise	<b>BCW</b>
Years 5 and 6	Take A Breath	<b>TAB</b>
Years 5 and 6	Think Twice	<b>TT</b>
Years 5 and 6	Decisions	<b>DEC</b>
Years 5 and 6	Relate Respect Connect	<b>RRC</b>

**The Life Ed program is designed to be integrated into the primary F-6 curriculum taught in Australian schools. The core program consists of modules focusing on the three interrelated focus areas of physical health, safety and social and emotional wellbeing.**

To help you plan and achieve the goals of your health and wellbeing curriculum, we have linked our modules to the Australian Curriculum – Health and Physical Education. The table highlights the specific content descriptions, within the Strands for Health and Physical Education, which are addressed in each of the Life Ed Modules.

Each module includes;

- An online pre-visit “tuning in” lesson
- Life Ed facilitated lesson
- Online post-visit “extending” lessons
- “Booster” lessons



Health & Physical Education	Life Ed Modules		
	Foundation	MBM	HFS
<b>Strand: Personal, social and community health</b>			
<b>Sub strand: Identities and change</b> Investigate who they are and the people in their world ( <a href="#">AC9HPFP01</a> )			
<b>Sub strand: Interacting with others</b> Practise personal and social skills to interact respectfully with others ( <a href="#">AC9HPFP02</a> )			
Express and describe emotions they experience ( <a href="#">AC9HPFP03</a> )			
Explore how to seek, give or deny permission respectfully when sharing possessions or personal space ( <a href="#">AC9HPFP04</a> )			
<b>Sub strand: Making healthy and safe choices</b> Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe ( <a href="#">AC9HPFP05</a> )			
Identify health symbols, messages and strategies in their community that support their health and safety ( <a href="#">AC9HPFP06</a> )			
<b>Strand: Movement and physical activity</b>			
<b>Sub strand: Moving our bodies</b> Practise fundamental movement skills in minor game and play situations ( <a href="#">AC9HPFM01</a> )			
Experiment with different ways of moving their body safely and manipulating objects and space ( <a href="#">AC9HPFM02</a> )			
<b>Sub strand: Making active choices</b> Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active ( <a href="#">AC9HPFM03</a> )			
<b>Sub strand: Learning through movement</b> Follow rules to promote fair play in a range of physical activities ( <a href="#">AC9HPFM04</a> )			

## Health & Physical Education

Years 1 & 2

RSG

GGF

HOW

### Strand: Personal, social and community health

#### Sub strand: Identities and change

Describe their personal qualities and those of others, and explain how they contribute to developing identities ([AC9HP2P01](#))

#### Sub strand: Interacting with others

Identify and explore skills and strategies to develop respectful relationships ([AC9HP2P02](#))

Identify how different situations influence emotional responses ([AC9HP2P03](#))

Practise strategies they can use when they need to seek, give or deny permission respectfully ([AC9HP2P04](#))

#### Sub strand: Making healthy and safe choices

Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe ([AC9HP2P05](#))

Investigate a range of health messages and practices in their community and discuss their purposes ([AC9HP2P06](#))

### Digital Technologies

Discuss how existing digital systems satisfy identified needs for known users ([AC9TDI2P03](#))

Discuss that some websites and apps store their personal data online ([AC9TDI2P07](#))

### The Arts: Media Arts

Explore where, why and how people across cultures, communities and/or other contexts experience media arts ([AC9AMA2E01](#))

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## Health & Physical Education

Years 1 & 2

RSG

GGF

HOW

### Strand: Movement and physical activity

#### Sub strand: Moving our bodies

Practise fundamental movement skills and apply them in a variety of movement situations ([AC9HP2M01](#))

Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness ([AC9HP2M02](#))

#### Sub strand: Making active choices

Participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable ([AC9HP2M03](#))

#### Sub strand: Learning through movement

Co-construct and apply rules to promote fair play in a range of physical activities ([AC9HP2M04](#))

Apply strategies to work collaboratively when participating in physical activities ([AC9HP2M05](#))

## Health & Physical Education

Years 3 & 4

TIS

FAF

BCW

### Strand: Personal social and community health

#### Sub strand: Identities and change

investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts ([AC9HP4P01](#))

Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty ([AC9HP4P02](#))

Describe how choices and actions can be influenced by stereotypes ([AC9HP4P03](#))

#### Sub strand: Interacting with others

Select, use and refine personal and social skills to establish, manage and strengthen relationships ([AC9HP4P04](#))

Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities ([AC9HP4P05](#))

Explain how and why emotional responses can vary and practise strategies to manage their emotions ([AC9HP4P06](#))

Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required ([AC9HP4P07](#))

#### Sub strand: Making healthy and safe choices

Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations ([AC9HP4P08](#))

interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours ([AC9HP4P09](#))

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing ([AC9HP4P10](#))

## Health & Physical Education

Years 3 & 4

TIS

FAF

BCW

### Strand: Movement and physical activity

#### Sub strand: Moving our bodies

Refine and apply fundamental movement skills in new movement situations  
([AC9HP4M01](#))

Apply and adapt movement strategies to achieve movement outcomes  
([AC9HP4M02](#))

Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences ([AC9HP4M03](#))

#### Sub strand: Making active choices

Participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well ([AC9HP4M04](#))

Participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation ([AC9HP4M05](#))

Explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations ([AC9HP4M06](#))

#### Sub strand: Learning through movement

Apply creative thinking when designing movement sequences and solving movement problems ([AC9HP4M07](#))

Apply rules and scoring systems to promote fair play when participating or designing physical activities ([AC9HP4M08](#))

Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities ([AC9HP4M09](#))

## Health & Physical Education

Years 5 & 6

TAB

TT

DEC

RRC

### Strand: Personal, social and community health

#### Sub strand: Identities and change

Explain how identities can be influenced by people and places, and how we can create positive self-identities ([AC9HP6P01](#))

Investigate resources and strategies to manage changes and transitions, including changes associated with puberty ([AC9HP6P02](#))

Investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes ([AC9HP6P03](#))

#### Sub strand: Interacting with others

Describe and demonstrate how respect and empathy can be expressed to positively influence relationships ([AC9HP6P04](#))

Describe and implement strategies to value diversity in their communities ([AC9HP6P05](#))

Apply strategies to manage emotions and analyse how emotional responses influence interactions ([AC9HP6P06](#))

Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully ([AC9HP6P07](#))

#### Sub strand: Making healthy and safe choices

Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations ([AC9HP6P08](#))

investigate different sources and types of health information and how these apply to their own and others' health choices ([AC9HP6P09](#))

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities ([AC9HP6P10](#))

## Health & Physical Education

Years 5 & 6

TAB

TT

DEC

RRC

### Strand: Movement and physical activity

#### Sub strand: Moving our bodies

Adapt and modify movement skills across a variety of situations ([AC9HP6M01](#))

Transfer familiar movement strategies to different movement situations ([AC9HP6M02](#))

investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes ([AC9HP6M03](#))

#### Sub strand: Making active choices

Participate in physical activities to investigate the body's reaction to different levels of intensity ([AC9HP6M04](#))

Participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation ([AC9HP6M05](#))

Propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives ([AC9HP6M06](#))

#### Sub strand: Learning through movement

Predict and test the effectiveness of applying different skills and strategies in a range of movement situations ([AC9HP6M07](#))

Devise and test alternative rules and game modifications to support fair play and inclusive participation ([AC9HP6M08](#))

Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities ([AC9HP6M09](#))