

Healthy Young People

The Australian Curriculum

Health and Physical Education (HPE) Focus Areas

There are 12 focus areas in the HPE Curriculum that provide the breadth of learning required. See the [Australian Curriculum](#) for more information.

This document maps six of the Healthy Young People (HYP) Missions to the relevant focus areas.

Please note: The Choose your own Mission provides the opportunity for students to address other relevant focus areas not listed here.

Focus Area

Food and Nutrition:

This focus area addresses the role of food and nutrition in enhancing health and wellbeing. The content supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will learn about the following:

- food groups and recommendations for healthy eating (including The Australian Guide to Healthy Eating)
- nutritional requirements and dietary needs (including The Australian Dietary Guidelines) food labelling and packaging
- food advertising
- personal, social, economic and cultural influences on food choices and eating habits
- strategies for planning and maintaining a healthy, balanced diet
- healthy options for snacks, meals and drinks
- sustainable food choices.

| | Make Water the Main Drink | We Respect Every Body | Healthy Food is the Main Food | We Log Enough Sleep | Stand Up, Sit Less, Screens Down | We Work Our Hearts |
|--|---------------------------|-----------------------|-------------------------------|---------------------|----------------------------------|--------------------|
| | Yes | Yes | Yes | No | No | No |

Focus Area

Health benefits of physical activity

This focus area addresses the influence and impact regular physical activity participation has on individual and community health and wellbeing. The content supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will learn about the following:

- physical benefits of participating in physical activities (including impact on health-related and skill-related components of fitness)
- benefits of physical activities based on intensity, nature and frequency
- social, emotional and cognitive benefits of regular physical activity
- social, cultural and environmental influences on physical activity participation
- sedentary behaviours and their impact on health and wellbeing
- strategies for minimising sedentary behaviour and including physical activity in daily routines.

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|--|---------------------------|-----------------------|-------------------------------|---------------------|----------------------------------|--------------------|
| | No | Yes | No | No | Yes | Yes |

Focus Area

Mental health and wellbeing

This focus area addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content supports students

to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will learn about the following:

- mental health and wellbeing, and mental health promotion
- destigmatising mental illness in the community
- the impact of physical, social, spiritual and emotional health on wellbeing
- body image and self-worth and their impact on mental health and wellbeing
- resilience, and skills that support resilient behaviour
- coping skills, help-seeking strategies and community support resources
- networks of support for promoting mental health and wellbeing.

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|--|---------------------------|-----------------------|-------------------------------|---------------------|----------------------------------|--------------------|
| | No | Yes | No | Yes | No | No |