

Quick guide to *Refresh.ED* units that address WA and Australian HPE Curriculum content descriptions

| PRE-PRIMARY | | | | |
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| HPE Strand/Sub-strand | WA Curriculum content descriptions | ACARA Content descriptions | <i>Refresh.ED</i> Unit name | <i>Refresh.ED</i> Focus area |
| Personal, social and community health <i>Being healthy, safe and active</i> | Personal strengths of individuals | Identify personal strengths (ACPPS001) | | |
| | The different parts of the body and where they are located | Name parts of the body and describe how their body is growing and changing (ACPPS002) | | |
| | Protective behaviours to keep safe and healthy: • saying 'no' • moving away • telling an adult • asking for help | Identify people and demonstrate protective behaviours and other actions that help keep them safe and healthy (ACPPS003) | | |
| | Trusted people in the community who can help individuals feel safe | | Food and your body | HEALTH |
| Personal, social and community health <i>Communicating and interacting for health and wellbeing</i> | Personal and social skills to interact with others: • expressing needs, wants and feelings • active listening • self-discipline | Practise personal and social skills to interact positively with others (ACPPS004) | Food and your body | CHOICE |
| | | | Safe in the kitchen | EXPERIENCE |
| | | | Knowing my food | CHOICE |
| | Emotional responses individuals may experience in different situations, such as feeling: • happy • sad • excited • tired • angry • scared • confused | Identify and describe emotional responses people may experience in different situations (ACPPS005) | Food and your body | HEALTH |
| | Appropriate language and actions to communicate feelings in different situations | | Food and your body | CHOICE |
| Personal, social and community health <i>Contributing to healthy and active communities</i> | Actions that promote health, safety and wellbeing, such as: • eating healthy food • practising appropriate personal hygiene routines • identifying household substances that can be dangerous • following safety symbols and procedures | Identify actions that promote health, safety and wellbeing (ACPPS006) | Knowing my food | CHOICE |
| | | | Food and your body | HEALTH |
| | | | Safe in the kitchen | EXPERIENCE |
| | Safe active play in outdoor settings and the natural environment | Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007) | Food from nature and nurture | SOURCE |

| YEAR 1 | | | | |
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| HPE Strand/Sub-strand | WA Curriculum content descriptions | ACARA Content descriptions | Refresh.ED Unit name | Refresh.ED Focus area |
| Personal, social and community health <i>Being healthy, safe and active</i> | Personal strengths and how these change over time | Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) | | |
| | The strengths of others and how they contribute to positive outcomes, such as games and physical activities | | | |
| | Ways in which the body changes as individuals grow older | Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016) | Introducing food groups | HEALTH |
| | Strategies to use when help is needed, such as: • dialling 000 in an emergency • reading basic safety signs • accessing a safety house or a trusted network • asking a trusted adult | Practise strategies they can use when they need help with a task, problem or situation (ACPPS017) | Ready to cook | EXPERIENCE |
| | The benefits of healthy eating and regular physical activity on health and wellbeing | Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018) | Ready to cook | EXPERIENCE |
| Introducing food groups | | | HEALTH | |
| Knowing food groups | | | CHOICE | |
| Personal, social and community health <i>Communicating and interacting for health and wellbeing</i> | Appreciation and encouragement of the behaviour of others through the use of: • manners • positive language • praise | Describe ways to include others to make them feel that they belong (ACPPS019) | Introducing food groups | HEALTH |
| | Positive ways to react to their own emotions in different situations, such as: • walking away • seeking help • remaining calm | Identify and practise emotional responses that account for own and others' feelings (ACPPS020) | Introducing food groups | HEALTH |
| | Ways health messages are communicated on: • television • posters • radio | Examine health messages and how they relate to health decisions and behaviours (ACPPS021) | Ready to cook | EXPERIENCE |
| | | | Introducing food groups | HEALTH |

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| | | | Knowing food groups | CHOICE |
| Personal, social and community health <i>Contributing to healthy and active communities</i> | Actions that support a safe classroom, such as: • moving around safely • sharing appropriately • following class rules | Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) | Ready to cook | EXPERIENCE |
| | | | Knowing food groups | CHOICE |
| | Physical activities that can take place in natural and built settings in the local community | Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023) | Farm to fork | SOURCE |
| | | | Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024) | Introducing food groups |

| YEAR 2 | | | | |
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| HPE Strand/Sub-strand | WA Curriculum content descriptions | ACARA Content descriptions | Refresh.ED Unit name | Refresh.ED Focus area |
| Personal, social and community health <i>Being healthy, safe and active</i> | Personal strengths and achievements and how they contribute to personal identities | Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) | | |
| | Changes in relationships and responsibilities as individuals grow older | Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016) | | |
| | Strategies to use when help is needed: • procedure and practice for dialling 000 in an emergency • locating safety houses and trusted networks in the local community | Practise strategies they can use when they need help with a task, problem or situation (ACPPS017) | | |
| | Strategies and behaviours that promote health and wellbeing: • personal hygiene practices • healthy eating • sufficient sleep • staying hydrated • regular physical activity | Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018) | Planet to plate | SOURCE |
| Personal, social and community health <i>Communicating and interacting for health and wellbeing</i> | Strategies to include others in activities and games | Describe ways to include others to make them feel that they belong (ACPPS019) | Introducing serves | CHOICE |
| | | | Food practices and traditions | EXPERIENCE |
| | Ways to interpret the feelings of others in different situations, such as: • words other people use • facial expressions • body language | Identify and practise emotional responses that account for own and others' feelings (ACPPS020) | To grow, be healthy and active | HEALTH |
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| | | To grow, be healthy and active | HEALTH | |

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| | personal health choices, such as 'slip, slop, slap' | Examine health messages and how they relate to health decisions and behaviours (ACPPS021) | Introducing serves | CHOICE |
| Personal, social and community health <i>Contributing to healthy and active communities</i> | Actions that keep people safe and healthy in and outside the classroom, such as: <ul style="list-style-type: none"> • staying hydrated • being sun smart • following school rules | Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) | Introducing serves | CHOICE |
| | | | To grow, be healthy and active | HEALTH |
| | | | Planet to plate | SOURCE |
| | | | Food practices and traditions | EXPERIENCE |
| | | Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023) | Planet to plate | SOURCE |
| | Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024) | Food practices and traditions | EXPERIENCE | |

| YEAR 3 | | | | |
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| HPE Strand/Sub-strand | WA Curriculum content descriptions | ACARA Content descriptions | Refresh.ED Unit name | Refresh.ED Focus area |
| Personal, social and community health <i>Being healthy, safe and active</i> | Factors that strengthen personal identities, such as the influence of: • family • friends • school | Explore how success, challenge and failure strengthen identities (ACPPS033) | | |
| | Physical, social and emotional changes that occur as individuals grow older, such as changes to: • the body • friendships • feelings | Explore strategies to manage physical, social and emotional change (ACPPS034) | Eating to needs | HEALTH |
| | | | Eating for variety | CHOICE |
| | Assertive behaviours and communication skills to respond to unsafe situations, such as: • keeping calm • using appropriate non-verbal communication skills • seeking help | Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) | | |
| | Actions in daily routines that promote health, safety and wellbeing: • healthy eating • appropriate levels of physical activity | | Exploring snacks | EXPERIENCE |
| | | | Eating to needs | HEALTH |
| | | | Eating for variety | CHOICE |
| | | | Knowing and growing our food | SOURCE |
| Personal, social and community health <i>Communicating and interacting for health and wellbeing</i> | Behaviours that show empathy and respect for others | Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) | | |
| | Circumstances that can influence the level of emotional response to situations | Investigate how emotional responses vary in depth and strength (ACPPS038) | | |
| | Choices and behaviours conveyed in health information and messages | Discuss and interpret health information and messages in the media and on the Internet (ACPPS039) | Exploring snacks | EXPERIENCE |
| | | | Eating to needs | HEALTH |
| | | | Eating for variety | CHOICE |

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| Personal, social and community health <i>Contributing to healthy and active communities</i> | Ways to be active in natural environments | Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) | Knowing and growing our food | SOURCE |
| | | Research own heritage and cultural identities and explore strategies to respect and value diversity (ACPPS042) | | |

| YEAR 4 | | | | | |
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| HPE Strand/Sub-strand | WA Curriculum content descriptions | ACARA Content descriptions | Refresh.ED Unit name | Refresh.ED Focus area | |
| Personal, social and community health <i>Being healthy, safe and active</i> | Use of persistence and resilience as tools to respond positively to challenges and failure, such as: <ul style="list-style-type: none"> • using self-talk • seeking help • thinking optimistically | Explore how success, challenge and failure strengthen identities (ACPPS033) | | | |
| | Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: <ul style="list-style-type: none"> • positive self-talk • assertiveness • seeking help • sharing responsibilities | Explore strategies to manage physical, social and emotional change (ACPPS034) | Unpacking foods | | |
| | Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: <ul style="list-style-type: none"> • being alert and aware of unsafe situations • using assertive behaviour and language • knowing who or where to go for help in the community | Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) | Breakfast around the world | EXPERIENCE | |
| | | | Balanced Diet | HEALTH | |
| | | | Unpacking foods | CHOICE | |
| | Strategies to ensure safety and wellbeing at home and at school, such as: <ul style="list-style-type: none"> • following school rules • identifying and choosing healthier foods for themselves | | Breakfast around the world | EXPERIENCE | |
| | | | Balanced Diet | HEALTH | |
| | | | Unpacking foods | CHOICE | |
| | Personal, social and community health <i>Communicating and interacting for health and wellbeing</i> | The positive influence of respect, empathy and the valuing of differences in relationships | Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) | | |
| | | Strategies to identify and manage emotions before reacting | Investigate how emotional responses vary in depth and strength (ACPPS038) | | |
| Ways in which health information and messages can influence health decisions and behaviours | | Discuss and interpret health information and messages in the media and on the Internet (ACPPS039) | Breakfast around the world | EXPERIENCE | |
| | | | Balanced diet | HEALTH | |

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| | | | Unpacking foods | CHOICE |
| Personal, social and community health <i>Contributing to healthy and active communities</i> | Ways in which regular physical activity in natural and built environments promotes health | Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) | Food and environment | SOURCE |
| | | Research own heritage and cultural identities and explore strategies to respect and value diversity (ACPPS042) | Breakfast around the world | EXPERIENCE |

| YEAR 5 | | | | |
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| HPE Strand/Sub-strand | WA Curriculum content descriptions | ACARA Content descriptions | Refresh.ED Unit name | Refresh.ED Focus area |
| Personal, social and community health <i>Being healthy, safe and active</i> | Ways that individuals and groups adapt to different contexts and situations | Examine how identities are influenced by people and places (ACPPS051) | | |
| | Changes associated with puberty which vary with individuals: <ul style="list-style-type: none"> • physical • mental • emotional | Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052) | | |
| | Reliable sources of information that inform health, safety and wellbeing, such as: <ul style="list-style-type: none"> • internet-based information • community health organisations • publications and other media | Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) | Food systems | SOURCE |
| | | | Influences on our choices | CHOICE |
| | Strategies that promote a safe, healthy lifestyle, such as: <ul style="list-style-type: none"> • comparing food labels on products • increased physical activity • practising sun safety | Plan and practise strategies to promote health, safety and wellbeing (ACPPS054) | Limiting salt, fat and sugar | HEALTH |
| | | | Influences on our choices | CHOICE |
| | | | Exploring food and food safety | EXPERIENCE |
| Personal, social and community health <i>Communicating and interacting for health and wellbeing</i> | Skills to establish and manage positive relationships, such as: <ul style="list-style-type: none"> • showing respect and empathy • being cooperative • actively listening • being trustworthy • accepting differences | Practise skills to establish and manage relationships (ACPPS055) | Influences on our choices | CHOICE |
| | Situations in which emotions can influence decision-making: <ul style="list-style-type: none"> • in peer group • with friends • with family • during sporting or physical activities | Examine the influence of emotional responses on behaviour and relationships (ACPPS056) | Influences on our choices | CHOICE |
| | | Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057) | Influences on our choices | CHOICE |
| | | | Food systems | SOURCE |
| | Limiting salt, fat and sugar | HEALTH | | |
| Personal, social and community health | | Investigate the role of preventative health in promoting and maintaining health and | Exploring food and food safety | EXPERIENCE |

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| <i>Contributing to healthy and active communities</i> | Preventive health measures that can promote and maintain community health, safety and wellbeing, such as: <ul style="list-style-type: none"> • creating social connections for better mental health • meeting physical activity recommendations | wellbeing for individuals and the community. (ACPPS058) | Influences on our choices | CHOICE |
| | | | Limiting salt, fat and sugar | HEALTH |
| | | Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059) | | |
| | | Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060) | | |

| YEAR 6 | | | | |
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| HPE Strand/Sub-strand | WA Curriculum content descriptions | ACARA Content descriptions | Refresh.ED Unit | Refresh.ED Focus area |
| Personal, social and community health <i>Being healthy, safe and active</i> | Ways that personal identities change over time | Examine how identities are influenced by people and places (ACPPS051) | | |
| | Strategies and resources to understand and manage the changes and transitions associated with puberty | Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052) | | |
| | Criteria that can be applied to sources of information to assess their credibility | Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) | A closer look at nutrients and energy | HEALTH |
| | | | Food safety for health and environment | EXPERIENCE |
| | | | Choosing food for health | CHOICE |
| | Strategies that promote a healthy lifestyle | Plan and practise strategies to promote health, safety and wellbeing (ACPPS054) | A closer look at nutrients and energy | HEALTH |
| | | | Food safety for health and environment | EXPERIENCE |
| | | | Choosing food for health | CHOICE |
| | Personal, social and community health <i>Communicating and interacting for health and wellbeing</i> | Skills to establish and manage positive relationships, such as: • showing respect and empathy • being cooperative • actively listening • being trustworthy • accepting differences | Practise skills to establish and manage relationships (ACPPS055) | |
| Situations in which emotions can influence decision-making: • in peer group • with friends • with family • during sporting or physical activities | | Examine the influence of emotional responses on behaviour and relationships (ACPPS056) | | |
| | | Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057) | Choosing food for health | CHOICE |

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| Personal, social and community health <i>Contributing to healthy and active communities</i> | Preventive health measures that can promote and maintain community health, safety and wellbeing, such as: • creating social connections for better mental health • meeting physical activity recommendations | Investigate the role of preventative health in promoting and maintaining health and wellbeing for individuals and the community. (ACPPS058) | A closer look at nutrients and energy | HEALTH |
| | | | Food safety for health and environment | EXPERIENCE |
| | | | Choosing food for health | CHOICE |
| | | Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059) | | |
| | | Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060) | | |