



Evidence where Yoga can be Utilised for Physical Education & Curriculum Requirements

Yoga's fit with the Australian curriculum and AusVELs

ACPMP104 | Content description | Years 9 and 10 | Health and Physical Education | Movement and Physical Activity | Understanding movement

Content description

Elaborations

Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time

- participating in a range of physical activities from the Asia region, such as yoga, tai chi, martial arts and Asia-inspired dance and performance art, and exploring their importance as a social and cultural practice (GS, RE, LLPA)

Games and sports / [ACPMP104](#) ×

focuses on the development of movement skills, concepts and strategies through a variety of games and sports. This content builds on learning in active play and minor games and fundamental movement skills.

It is expected that all students at appropriate intervals across the continuum of learning from Year 3 to Year 10 will participate in the following:

- modified games
 - traditional games or sports
 - culturally significant games and sports (such as traditional Indigenous games and games of significance from the Asia region)
- non-traditional games and sports (including student-designed games).

Lifelong physical activities / [ACPMP104](#) ×

focuses on how participation in physical activity can enhance health-related fitness and wellbeing across the lifespan.

It is expected that all students at appropriate intervals across the continuum of learning from Year 3 to Year 10 will participate in the following:

- individual and group fitness activities
- active recreation activities.

Schools could also offer the following activities if they have access to specialised facilities and equipment and relevant teacher expertise:



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- swimming
 - tai chi, **yoga**, Pilates
 - bushwalking
 - recreational cycling
- resistance training.

Rhythmic and expressive movement activities / [ACPMP104](#) x

focuses on how movement can be composed and performed in response to stimuli such as equipment, beats and sounds, images, words or themes.

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

- creative movement
- movement exploration
- dance styles and dance elements.

Schools could also offer the following activities if they have access to specialised facilities and equipment and relevant teacher expertise:

- circus skills
- rhythmic gymnastics
- educational gymnastics.

Physical Activity - Glossary Term

The process of moving the body that results in energy expenditure. Physical activity is a broad term that includes playing sport; exercise and fitness activities such as dance, **yoga** and tai chi; everyday activities such as walking to work, household chores and gardening; and many other forms of active recreation.

Wellbeing - Glossary Term

Relates to a sense of satisfaction, happiness, effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience.

AUS

Use of Personal, Social and Community Health

VELS

Physical, Personal and Social Learning and Interdisciplinary Learning strands.

Ausvels



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Physical Personal AND SOCIAL LEARNING

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

Movement and physical activity

Health knowledge and promotion

Interpersonal development

- Social relationships
- Teams
- (behavioural emotional, cognitive)

Personal learning

This domain supports the development of autonomous learners, with a positive sense of themselves as learners, by providing all learners with the knowledge, skills and behaviours to:

I develop an understanding of their strengths and potential

I seek and respond appropriately to feedback from their teachers, peers and other members of the community

I develop skills of goal setting and time and resource management

I increasingly manage their own learning and growth by monitoring their learning, and setting and reflecting on their learning goals

I learn to understand and to manage their own emotions

I develop resilience and dispositions which support learning

I recognise and enact learning principles within and beyond the school

I prepare for lifelong learning.



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CIVICS AND CITIZENSHIP

- Civic knowledge and understanding
- Community engagement.

They need to understand their rights and responsibilities as citizens, and democratic values and principles such as democratic decision making, representative and accountable government, freedom of speech, equality before the law, social justice and equality. This domain facilitates the practice of citizenship skills, the exploration and development of values and dispositions to support citizenship and the empowerment of informed¹decision-making.