

Keys4Life updated curriculum alignment

The table below reflects updates to the Western Australian Curriculum implemented in 2025 and 2026. It replaces the curriculum references on page 15 of the Keys4Life 7th Edition Teacher Resource and aligns the Keys4Life program with the current curriculum.

| Year 10 Syllabus | Strand | Sub strand | Content descriptor | Lesson | | | | | | | | | | | |
|--|---------------------------------------|--------------------------------|---|--------|---|---|---|---|---|---|---|---|----|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| <p>Health and Physical Education</p> <p><i>The teaching and learning content supports alignment to some required elements of the curriculum. It does not encompass the entire Health and Physical Education Curriculum.</i></p> <p><i>Within the required parameters of the 10 lessons, schools have autonomy to design and implement the program according to their context. Lessons offer opportunities for teachers to adapt content to best meet the needs of their students.</i></p> <p><i>The scope of the learner's permit theory test meets the requirement of the learner's permit issued by the Department of Transport. The learner's permit theory test is not a school-based assessment for assessing and reporting against the achievement standards of the Western Australian Curriculum.</i></p> | Personal, social and community health | Personal identity and change | Impact of societal and cultural influences on personal identities and health behaviour. | | • | • | • | • | • | | | | • | | |
| | | Staying Safe | Analysis of health information and content related to Road safety. | • | • | • | | • | • | • | • | • | • | • | • |
| | | | Skills and strategies to manage situations where risk is encouraged by others. | | | | • | • | • | • | • | • | | | |
| | | | Skills and strategies to manage situations where response to an emergency situation is required. | | | | | | | | | | | | • |
| | | Healthy and active communities | Health promotion designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community. | | | • | | • | • | • | | | | • | • |
| | | | Social, economic and environmental factors that can influence health. | | • | | | • | • | • | | | | • | • |
| | | Interacting with others | Managing the effects of emotional responses on relationships. | | | | | | | • | | | | • | |

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|--------------------------------|---------------------------------------|--|---|--------|---|---|---|---|---|---|---|---|----|--|--|--|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | |
| English | Language | Language for expressing and developing ideas | Evaluate the features of visual and multimodal texts, and the effects of those choices on representations. | | | | | • | | | • | | | | | |
| Humanities and Social Sciences | Humanities and Social Sciences skills | Communicating and reflecting | Generate a range of viable options in response to an issue or event to recommend and justify a course of action and predict the potential consequence of the proposed action. | | • | | • | | • | | • | | | | | |
| | | | Compare evidence to substantiate judgements. | | | | | | • | | | | | | | |
| | | Questioning and researching | Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. | | | • | • | • | | | | | | | | |
| | | Analysing | Account for different interpretations and points of view/perspectives in information and/or data. | | | | • | | • | | | | • | | | |
| Science | Science inquiry | Processing, modelling and analysing | Analyse and connect a variety of data and information to explain patterns, relationships and anomalies, and draw conclusions based on evidence. | | | | | | | | • | | | | | |
| | Science understanding | Physical sciences | Motion can be quantitatively determined; quantities, including time, distance, displacement, speed, velocity and acceleration, can be classified as scalar or vector; vector diagrams can be used to represent the magnitude and direction of motion. | | | | | | | | • | | | | | |
| | | | Newton's laws of motion can be used to predict motion; the relationship between force, mass and acceleration of objects can be quantitatively determined. | | | | | | | | | • | | | | |