

# HEALTH & PHYSICAL EDUCATION

## CORE SUBJECT: Across Four Semesters

### WHY STUDY HEALTH & PHYSICAL EDUCATION?

*Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices. The Australian Curriculum: Health and Physical Education (F–10) is informed by these sciences and offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.*



*In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self to build and manage satisfying relationships. The curriculum helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature they develop the use of critical inquiry skills that research and analyse the knowledge of the field. They learn to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and belong.*

*Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity, participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts, and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.*

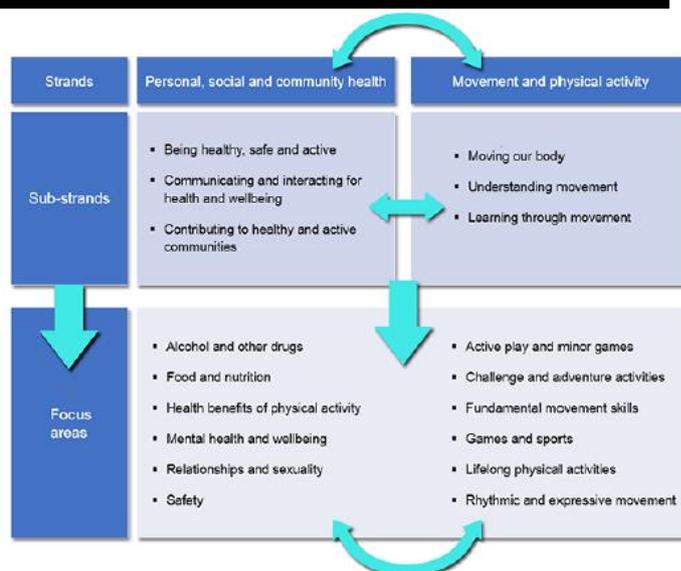
*Health and Physical Education addresses how contextual factors influence the health, safety, wellbeing and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for and positively influence their own and others' health and wellbeing.*

*Healthy active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.*

## STRANDS

The curriculum is organised into two content strands — **Personal, social and community health** and **Movement and physical activity**. Each strand contains content descriptions which are organised under three sub-strands.

Figure 1: Relationship of curriculum elements



## SUB-STRANDS

### Being healthy, safe and active

The content focuses on supporting students to make decisions about their own health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions and the contextual factors that influence students' health, safety and wellbeing. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions required to be an active individual.

### Communicating and interacting for health and wellbeing

The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

### Contributing to healthy and active communities

The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

### Moving our body

The content lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activities.

### Understanding movement

The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own lives, across time and cultures.

### Learning through movement

The content focuses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision making, problem-solving, critical and creative thinking and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within organised sport and recreation.

## ICTs

There are a number of ICTs that students will be exposed to within Health and Physical Education. These include: Microsoft Office and Apple Applications, Heart Rate Monitors, Video Recorders and Programs, Blood Glucose Readers, Pedometers, Blood Pressure Monitors and other multimedia applications used within certain units.

## Assessment

Students will be assessed in both theory and practical classes within the following three areas:

### Acquire

Theory – Identify, examine and compare information

Practical – Practise and demonstrate skills in drill situations

### Apply

Theory – Explore, critique and explain information

Practical – Demonstrate skills in game situations

### Participate

Theory – Working both individually and in group situations, taking part in class discussions and completing set tasks

Practical – Taking part in games, assisting with setting up and packing away, and playing within the rules and regulations of each particular activity/sport

## Year 7 Units

### Semester 1

#### 7HPE

This unit explores dealing with adolescence, impacts on one's self-concept and self-esteem and developing a positive relationship between friends, family and the wider community. It suggests reasons why conflict might occur and develops strategies to deal effectively with it. Students will also participate in physical activities such as swimming, athletics, a variety of mixed games designed to encourage participation and teamwork, along with gym sessions.



## Year 7 Units

### Semester 2

#### PE452 – RACQUET SPORTS

Racquet Sports is designed to improve hitting skills, hand-eye coordination and fitness while competing in both **badminton** and **tennis**, along with other mixed games and gym sessions. In this unit students will study the bones and muscles of the human body, investigate The Australian Guide to Healthy Eating and identify the importance of nutrition and how it can impact one's performance during physical activities. They will also investigate the influences of food choices and the sustainable global view on food.



#### PE459 – MIXED GAMES



The aim of this unit is for students to participate in activities where boys and girls cooperate in a sport-based environment during modified sports or school-based games, along with gym sessions. It aims to improve students' abilities in throwing, catching, kicking, spatial awareness, team cooperation and communication. In this unit students will study the bones and muscles of the human body, investigate The Australian Guide to Healthy Eating and identify the importance of nutrition and how it can impact one's performance during physical activities. They will also investigate the influences on food choices and the sustainable global view on food.

**\*PE494 – EXCELLENCE IN CRICKET (permission must be given to participate)**

The aim of these units is to nurture the characteristics of students to create future elite sportspeople. This unit provides students with the opportunity to further develop their knowledge and skills of a specific sport while learning the characteristics and attitudes required to compete at an elite level. Content covered will include studying the history of cricket, rules & regulations and analysing technique. Students will study the bones and muscles of the human body, investigate The Australian Guide to Healthy Eating and identify the importance of nutrition and how it can impact one's performance during physical activities. They will also investigate the influences on food choices and the sustainable global view on food.



**\*PE495 – EXCELLENCE IN BASKETBALL (permission must be given to participate)**



The aim of these units is to nurture the characteristics of students to create future elite sportspeople. This unit provides students with the opportunity to further develop their knowledge and skills of a specific sport while learning the characteristics and attitudes required to compete at an elite level. Content covered will include studying the history of basketball, rules & regulations and analysing plays/strategies. Students will study the bones and muscles of the human body, investigate The Australian Guide to Healthy Eating and identify the importance of nutrition and how it can impact one's performance during physical activities. They will also investigate the influences on food choices and the sustainable global view on food.

**\*PE496 – EXCELLENCE IN TOUCH FOOTBALL (permission must be given to participate)**

The aim of these units is to nurture the characteristics of students to create future elite sportspeople. This unit provides students with the opportunity to further develop their knowledge and skills of a specific sport while learning the characteristics and attitudes required to compete at an elite level. Content covered will include studying the history of touch football, rules & regulations, analysing plays/strategies and developing solutions to various game-related scenarios. Students will study the bones and muscles of the human body, investigate The Australian Guide to Healthy Eating and identify the importance of nutrition and how it can impact one's performance during physical activities. They will also investigate the influences on food choices and the sustainable global view on food.

