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|  | Years 7–8 band plan — Australian Curriculum: Health and Physical Education |

## Implementation year: School name:

This band plan has been developed in consultation with the Curriculum into the Classroom project team.

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| Identify curriculum | Phase curriculum focus[[1]](#footnote-1) | **Years 7–10 curriculum focus**  Students in these years are beginning to face more complex life decisions. Their lives and environments in which they are living are changing rapidly. A major influence on these students is the world around them, with peers becoming a key source of information and motivation. Increasing levels of access to mobile technologies give students the capacity to be connected and online at all hours of the day. It is important students develop the knowledge, understanding and skills to manage their online engagements, particularly their online identities, and balancing their time online with schoolwork, sleep and other commitments. Health and Physical Education in these years plays an important role in maintaining physical activity participation. Practical learning experiences in these years support students to select, implement and maintain appropriate physical activity routines to enhance their health and wellbeing. They learn about the benefits of being fit and how fitness can be improved and maintained through specific activities.  The Health and Physical Education curriculum in Year 7–Year 10 focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. The curriculum provides scope for students to examine and address health areas relevant to them, their families and community as well as developing health literacy skills. The curriculum supports students to investigate techniques to assess the quality of movement performances and how to use a range of tools to appraise, analyse and enhance performances. In addition, they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges. |
| Year level descriptions1 | The Years 7 and 8 curriculum expands students’ knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others’ health, safety and wellbeing. They do this as they examine the nature of their relationships and the factors that influence people’s beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help seeking strategies that support them to access and evaluate health and physical activity information and services.  The curriculum for Year 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement competence and confidence. They develop more complex skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts across a variety of physical activities. Students explore the important role that games and sports, outdoor recreation, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine a range of personal and social skills as they participate in a range of physical activities.  The focus areas to be addressed in Years 7 to 8 include, but are not limited to:   * alcohol and other drugs (AD) * food and nutrition (FN) * health benefits of physical activity (HBPA) * mental health and wellbeing (MH) * relationships and sexuality (RS) * safety (S) * challenge and adventure activities (CA) * games and sports (GS) * lifelong physical activities (LLPA) * rhythmic and expressive movement activities (RE). |
| Achievement standard1 | By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact of relationships and respecting diversity on wellbeing. They analyse factors that influence emotional responses. They investigate and use strategies and practices that enhance their own and others’ health and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions and propose and implement actions that promote their own and others’ health, safety and wellbeing. They demonstrate control and accuracy when performing specialised movement skills and apply and transfer movement concepts and strategies to different movement situations. They apply the elements of movement to compose and perform movement sequences. |

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|  | Course organisation | The *Australian Curriculum: Health and Physical Education* is organised in 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.  *In the Australian Curriculum: Health and Physical Education (F–10), the two strands, Personal, social and community health and Movement and physical activity are interrelated and inform and support each other. Both strands of the Health and Physical Education curriculum must be taught in each year from Foundation to Year 10.*  *Health and Physical Education lessons will provide students with the opportunity to participate in physical activity on a weekly basis as a minimum.*  *When developing teaching and learning programs, teachers are encouraged to combine content descriptions from across sub-strands to provide students with learning experiences that meet their needs, interests, abilities and local contexts.*  The plan for Years 7 and 8 band Health and Physical Education is organised to:   * provide flexibility when making decisions about how the subject will be implemented, based on the local context and needs of students in schools; for example, being implemented in a range of ways and through a number of different school subjects, such as home economics or outdoor education * align with the *Australian Curriculum: Health and Physical Education*, which is organised in year level bands for the achievement standards and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to year levels, and developed using the Australian Curriculum: Health and Physical Education content descriptions and achievement standards * practical application enhances the development of knowledge and understanding across health and movement contexts. | | | |
| Teaching and learning | Year 7 unit overviews | Units are paired. That is, one from Personal, social and community health and one from Movement and physical activity, are paired and taught concurrently. | | | |
| Personal, social and community health | Unit 1 — Approaching adolescence | Unit 2 — I can make good decisions | Unit 3 — Super snacks | Unit 4 — Generations |
| Year 7 unit descriptions | In this unit, students focus on the individual as they grow from childhood to adolescence. They investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. Students explore the development of self-values and beliefs, and address increases in adult expectations as they transition towards independence. Students examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence.  **Note** – this unit contains some explicit concepts, images and terminology related to puberty.  Students will:   * examine the stage of growth known as adolescence and consider how society recognises this * examine how the adolescence transition impacts on personal identity * investigate physical and cognitive changes occurring during puberty * explore how the changes associated with puberty impact on identity * analyse a variety of emotional responses associated with adolescence and consider what might influence these responses * evaluate how diversity and changing relationships impact on wellbeing during adolescence * investigate a range of strategies and resources suitable for helping manage the changes and transition during puberty. | In this unit, students investigate alcohol and drugs, the laws associated with their use, and the long- and short-term effects these have on the body. Students examine health information with respect to alcohol and drugs to evaluate possible health concerns and develop assertive skills to use in peer situations.  Students will:   * recognise the availability of alcohol/drugs and investigate the social context of alcohol/drug use * identify the types of alcohol/drugs that are available and the laws associated with alcohol and drug use by adolescents * investigate the short- and long-term effects alcohol and drugs have on the body * evaluate health information available and possible health concerns regarding the usage of alcohol and drugs * explore the circles of influence from peers around decision making on alcohol/drugs and develop assertiveness skills to use in peer situations. | In this unit, students engage in a variety of learning experiences about health information and its interpretation. Students investigate the Australian Guide to Healthy Eating and analyse food products and promote the health and wellbeing of individuals and others.  Students will:   * understand how to choose healthy food options for adolescents * interpret the Australian Guide to Healthy Eating to draw conclusions about their own food intake * investigate and propose strategies to implement to make more sustainable food choices * interpret food labels to draw conclusions as to the place snacks have in a healthy diet * use positive health messages to promote healthy snacks to improve health and wellbeing of self and others. | In this unit, students identify what are respectful relationships with family and friends and how empathy and ethical decision making contribute to these. Students explore the generational gap and the idea of mental wellness, how to cope in stressful situations, and types of mental illness and how to de-stigmatise these in society.  Students will:   * identify the relationships that occur within a family and the characteristics of these relationships * explore the characteristics and behaviours of respectful relationships and how these are changing as they grow older * investigate the benefits of having respectful relationships and examine their impact on their own and others’ health and wellbeing * investigate factors that influence emotions * identify what is meant by mental wellness and explore how to cope with stressful situations * analyse these factors and develop strategies to demonstrate empathy and sensitivity and identify situations that would require empathy and sensitivity, such as mental health situations * explore types of mental illness and identify ways to de-stigmatise mental illness. |

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| Teaching and learning | Movement and physical activity | Unit 1 — Thrown together | Unit 2 — In the running | Unit 3 — Fit and healthy | Unit 4 — Shoots and scores! |
| Year 7 unit descriptions | In this unit, students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity in games and sports. They apply and refine movement concepts and strategies in response to a range of modifications made to Newcombe games.  Students will:   * examine and apply personal and social skills which contribute to working in teams * adopt roles and responsibilities that support and enhance team cohesion * examine and apply fair-play and inclusivity principles within games and teams * investigate and apply movement concepts and strategies used in Newcombe games and game modifications * explore adjustments to strategies required for success in Newcombe games and game modifications * identify, apply and refine strategies in response to modifications (rules and/or scoring systems) made to Newcombe games. | In this unit, students participate in a variety of activities to demonstrate control and accuracy when performing specialised jumping and throwing movement skills.  Students will:   * explore the jump and throw movement skills * develop skills to perform the jumps and throws * use feedback to improve accuracy and control * perform jump and throw movement skills. | In this unit, students participate in a range of physical activities that develop health- and skill-related fitness components. They create and monitor personal fitness plans.  Students will:   * explore components of health- and skill-related fitness * develop the components of health- and skill-related fitness * practice and apply components of health- and skill-related fitness * compose a routine of health- and skill-related components to form a fitness plan * monitor personal progress using their fitness plan. | In this unit, students participate in and investigate a range of cultural and historical games with sticks and balls such as the Indigenous games: Gorri, Wungoolay, Kokan and Koolche.  Students will:   * participate in games with cultural and historical significance * identify the movement concepts and strategies involved in the games * apply movement concepts and refine strategies to achieve successful outcomes * evaluate and justify reasons for decisions and choices of action in game situations. |
| Year 8 unit overviews | **Units are paired. That is, one from Personal, social and community health and one from Movement and physical activity, are paired and taught concurrently.** | | | |
| Personal, social and community health | Unit 1 — Food for life | Unit 2 — My decisions my life | Unit 3 — Supporting others | Unit 4 — Sharing community |
| Year 8 unit descriptions | In this unit, students explore dietary options for adolescents and the social and cultural influences on this. They will identify health concerns and explore the information used by them to facilitate choice. An evaluation of these materials will be completed by students and they will select strategies for planning and maintaining a healthy diet  Students will:   * investigate strategies and practices that enhance their own health and wellbeing * demonstrate skills to make informed decisions, and propose and implement an eating plan that will promote their own health and wellbeing * explore the changes that are occurring throughout adolescence * investigate the impact that these changes have on their food choices * understand the Dietary Guidelines for Adolescents * understand the Australian Guide to Healthy Eating * understand the nutritional health concerns for adolescents * understand how to determine the validity of health information * investigate and select strategies for planning and maintaining a healthy diet for different groups of adolescents. | In this unit, students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They will identify the family’s role in decision making and how to communicate and support peers in situations using alcohol and drugs, as well as the steps to follow in an emergency situation.  Students will:   * investigate why young people choose to use drugs/alcohol and strategies to make informed choices * examine pressures/influences and family influences on choosing to use alcohol/drugs and strategies to address this * demonstrate effective communication skills/assertive behaviour to manage self in stressful or uncomfortable peer situations with regard to alcohol/drugs * analyse health messages in the media in relation to alcohol and other drugs and assess their credibility * practice various strategies and behaviours to ensure control in pressure/emergency situations regarding alcohol and drugs * examine how diversity and gender are represented in the media and communities and explore the influence these representations have on identities. | In this unit, students recognise that they are becoming independent and explore risk-taking behaviours, rules, rights and responsibilities as they grow up. They explore respectful relationships with peers and how to conduct these relationships in life and online. They explore bullying, its effect on adolescents and seeking help.  Students will   * identify how teenagers are growing and changing and want to be independent * explore being safe and independent — (Daniel Morcombe lesson 1 — years 7 to 9) * identify risks and risk-taking behaviours and decisions and strategies (Daniel Morcombe lesson 2) * explore rules, rights and responsibilities (Daniel Morcombe lesson 3) * apply decision-making questions and models (Daniel Morcombe lesson 4) * explore respectful relationships between peers — establishing, rights, responsibilities and bullying behaviours both in relationships and online * recognise the impact bullying and harassment can have on relationships, including online relationships — Facebook, Twitter etc. — and explore strategies to seek help for others * plan and use behaviours to enhance mental health, safety and wellbeing of school communities. | In this unit, students explore family and kinship groups in their own and other cultures and the values and beliefs in various cultures. They explore the historical significance of physical activities in various cultures and their health practices. They identify behaviours and resources to enhance the health and wellbeing of communities, and identify family groups and kinship groups in own and other cultures.  Students will:   * explore how traditions and cultural practices, such as dance, influence personal and cultural identities * examine values and beliefs about cultural and social issues, such as gender, race, sexuality and disability * explore the health and physical activity practices of different groups within the community * identify behaviours and resources to enhance health and wellbeing of communities – increased physical activity, healthy canteen, decreased litter, reduced graffiti or decorative graffiti, community gardens, connecting with communities outside the school * investigate the cultural and historical significance of a range of physical activities * plan and implement strategies for connecting to the natural and built environment to promote the health and wellbeing of their communities. |
| Teaching and learning | Movement and physical activity | Unit 1 — Strokes and swings | Unit 2 — Get your motor running | Unit 3 — Hardcore handball | Unit 4 — Dance, divas and dudes |
| Year 8 unit descriptions | **Swimphony of strokes**  In this context, students develop their skills in swimming strokes, survival skills and strategies in order to apply these in a variety of situations.  Students will:   * examine history and culture in the aquatic environment * examine appropriate safety skills and techniques in the aquatic environment * practice and refine swimming components and stroke sequences * apply and refine swimming strokes and survival skills in a variety of drills and water polo games * implement refined strategies in a game of water polo.   OR  **Groovy greens**  In this context, students develop their skills in golf strokes and strategies in order to apply these in a variety of situations.  Students will:   * investigate golfing history, etiquette and scoring * examine golf safety practices * select the appropriate club and develop their swing in order to play a variety of golf strokes * apply and refine their golf skills, etiquette, and scoring through golf activities * implement refined strategies in golf activities. | In this unit, students focus on participation in physical activity promoting lifelong health and wellbeing. Students investigate fitness principles, fitness activities and design a training program for a specific activity.  Students will:   * review the health- and skill-related components of fitness * participate in activities fitness activities * practice and apply health- and skill-related components of fitness in various activities * develop a personal fitness plan for a specific activity * perform and monitor their progress using their personal fitness plan. | In this unit, students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They participate in a variety of modified Olympic sports, including handball. They apply and refine movement concepts and strategies to suit different movement situations in the games.  Students will:   * examine and apply personal and social skills which contribute to working in teams * adopt roles and responsibilities that support and enhance team cohesion * apply fair-play and inclusivity principles * explore and participate in handball games * investigate and apply movement concepts and strategies * explore adjustments to strategies required for success * apply and refine strategies in response to modifications (rules and/or scoring systems). | In this unit, students develop movement skills related to dance from a variety of cultures. They investigate the hip hop genre and modify elements to form a sequence.  Students will:   * participate in and investigate a variety of cultural dances * explore components of dance routines * explain how the elements of movement can enhance performance * compose and perform a dance sequence. |
| General capabilities and cross-curriculum priorities | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_sust |
| Key | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_ethical Ethical understanding  Description: Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | | | |
| Develop assessment | Assessment | Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. | | | |
| Personal, social and community health | Unit 1 — Approaching adolescence | Unit 2 — I can make good decisions | Unit 3 — Super snacks | Unit 4 — Generations |
| Year 7 assessment | **Research**  Students complete an assignment. They explore changes and transitions during adolescence and the impact they have on identity. They analyse factors that influence emotional responses and investigate and recommend strategies and resources to manage these changes and transitions.  The assessment will gather evidence of the student’s ability to:   * identify how strategies and resources used to manage changes and transitions impact on identities * analyse factors that influence emotional responses * investigate strategies and resources to manage changes and transitions. | **Research**  Students complete a multimodal presentation. They explore the truth about alcohol and drugs and suggest strategies to manage the influences on their decision making.  The assessment will gather evidence of the student’s ability to:   * analyse factors that influence emotional responses * investigate strategies and practices that enhance their own and others’ health and wellbeing * demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing. | **Research**  Students complete an assignment. They investigate the quality of snack food products in their lunches and analyse their nutritional value using the Australian Guide to Healthy Eating and select strategies to promote healthy snack products to the school community.  The assessment will gather evidence of the student’s ability to:   * investigate strategies and practices that enhance their own and others’ health and wellbeing * demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing. | **Research**  Students complete a multimodal presentation. They work in groups to investigate the cultural and historical significance of physical activities and their connections to the environment.  The assessment will gather evidence of the student’s ability to:   * examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing * apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. |
| Movement and physical activity | Unit 1 — Thrown together | Unit 2 — In the running | Unit 3 — Fit and healthy | Unit 4 — Shoots and scores |
| Year 7 assessment | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity * apply and refine movement concepts and strategies to suit different movement situations. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * demonstrate control and accuracy when performing specialised movement skills. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * investigate and apply movement concepts and strategies to achieve movement and fitness outcomes * apply the elements of movement to compose and perform movement sequences. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * apply and refine movement concepts and strategies to suit different movement situations. |

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| Develop assessment | Personal, social and community health | Unit 1 — Food for Life | Unit 2 — My decisions my life | Unit 3 — Supporting others | Unit 4 — Sharing community |
| Year 8 assessment | **Research**  Students complete a research report. They investigate their diet against the Australian Guide to Healthy Eating and identify areas where they are on track and areas where they could focus efforts to enhance their health.  The assessment will gather evidence of the student’s ability to:   * investigate strategies and practices that enhance their own and others’ health and wellbeing * demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing. | **Research**  Students complete a reflective journal. They investigate types of drugs and alcohol and strategies to remain in control of their health.  The assessment will gather evidence of the student’s ability to:   * investigate strategies and resources to manage changes and transitions and their impact on identities * demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing. | **Research**  Students complete an assignment. They investigate strategies to support others while transitioning to independence, while maintaining respectful relationships.  The assessment will gather evidence of the student’s ability to:   * analyse factors that influence emotional responses * investigate strategies and practices that enhance their own and others’ health and wellbeing * apply personal and social skills to establish and maintain respectful relationships. | **Research**  Students complete an assignment. They investigate family and kinship groups to explore how traditions and cultural practices influence identities. They examine the significance of connecting to the natural and built environment for cultural groups.  The assessment will gather evidence of the student’s ability to:   * evaluate the impact on wellbeing of relationships and respecting diversity * investigate strategies and practices that enhance their own and others’ health and wellbeing * examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. |
| Movement and physical activity | Unit 1 — Strokes and swings | Unit 2 — Get your motor running | Unit 3 — Hardcore handball | Unit 4 — Dance, divas and dudes |
| Year 8 assessment | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity * apply and refine movement concepts and strategies to suit different movement situations. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * investigate and apply movement concepts and strategies to achieve movement and fitness outcomes * apply the elements of movement to compose and perform movement sequences. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity * apply and refine movement concepts and strategies to suit different movement situations. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the student’s ability to:   * apply the elements of movement to compose and perform movement sequences. |
| Making judgments and feedback | Consistency of teacher judgments | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. |

**Content descriptions for Years 7–8 Health and Physical Education**

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| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Personal, social and community health** | **Year 7** | | | | | **Year 8** | | | | | **Units** | **1** | **2** | **3** | **4** | | **1** | **2** | **3** | **4** | | **Being healthy, safe and active** | | | | | | | | | | | Investigate the impact of transition and change on identities (ACPPS070) | ✓ |  |  |  |  | |  | ✓ |  | | Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) | ✓ |  | ✓ | ✓ | ✓ | |  |  |  | | Practise and apply strategies to seek help for themselves or others (ACPPS072) |  | ✓ |  |  |  | | ✓ | ✓ |  | | Investigate and select strategies to promote health, safety and wellbeing (ACPPS073) |  |  | ✓ |  | ✓ | | ✓ |  |  | | **Communicating and interacting for health and wellbeing** | | | | | | | | | | | Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (ACPPS074) |  | ✓ |  | ✓ |  | |  | ✓ |  | | Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075) | ✓ |  |  | ✓ |  | | ✓ | ✓ |  | | Develop skills to evaluate health information and express health concerns (ACPPS076) |  | ✓ | ✓ |  | ✓ | | ✓ |  |  | | **Contributing to healthy and active communities** | | | | | | | | | | | Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077) |  |  | ✓ |  |  | | ✓ | ✓ | ✓ | | Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078) |  | ✓ |  |  |  | |  |  | ✓ | | Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079) | ✓ |  |  |  |  | |  | ✓ |  | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Movement and physical activity** | | **Year 7** | | | | **Year 8** | | | | | **Units** | **1** | | **2** | **3** | **4** | **1** | **2** | **3** | **4** | | **Moving our body** | | | | | | | | | | | Use feedback to improve body control and coordination when performing specialised movement skills (ACPMP080) |  | | ✓ |  |  | ✓ |  |  |  | | Compose and perform movement sequences for specific purposes in a variety of contexts (ACPMP081) |  | |  | ✓ |  |  | ✓ |  | ✓ | | Practise, apply and transfer movement concepts and strategies (ACPMP082) | ✓ | |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | | **Understanding movement** | | | | | | | | | | | Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083) |  | |  | ✓ |  |  | ✓ |  |  | | Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (ACPMP084) |  | | ✓ |  |  | ✓ | ✓ |  | ✓ | | Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085) |  | |  |  | ✓ | ✓ |  |  | ✓ | | **Learning through movement** | | | | | | | | | | | Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086) | ✓ | |  |  |  |  |  | ✓ |  | | Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087) |  | |  |  | ✓ | ✓ |  | ✓ |  | | Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088) | ✓ | |  |  |  |  |  | ✓ |  | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Health and Physical Education*, <http://www.australiancurriculum.edu.au/healthandphysicaleducation/Curriculum/F-10>. [↑](#footnote-ref-1)