



# Health & Physical Education (HPE)

Essential Learnings by the end of **Year 7**

## Learning and assessment focus

Students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental factors. They understand how to promote health and wellbeing, active engagement in physical activity and enhance personal development. They recognise people who work in occupations related to health, physical activity and personal development.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively make decisions, take action and apply skills to promote health and wellbeing, movement capacities and personal development of individuals, groups and communities. They reflect on their learning and ways to capitalise on the benefits of positive influences on their health and wellbeing.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting.



## Ways of working

Students are able to:

- identify issues and plan investigations and activities
- collect, analyse and evaluate information and evidence
- draw conclusions and make decisions supported by information and evidence
- propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development
- apply movement concepts and make purposeful refinements to movement skills
- create and perform movement sequences through modifying and combining movement skills and applying movement concepts
- identify risks and justify and apply safe practices
- select and demonstrate appropriate personal development skills and strategies in team and group situations
- reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences
- reflect on learning, apply new understandings and identify future applications.

## Knowledge and understanding

### Health

**Health is multidimensional and influenced by individual, group and community actions, and environments.**

- Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated  
*e.g. a system of beliefs can create a sense of calm and a less anxious response in social and emotional situations, which impacts positively on health.*
- Family, peers and the media influence health behaviours  
*e.g. advertisements and celebrity endorsements can influence adolescents to eat a food product or join a sports program.*
- Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks  
*e.g. individuals using assertive refusal skills if offered drugs;  
 communities advocating for and implementing smoking bans;  
 provision of "kids help" lines.*
- Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence  
*e.g. puberty is a time of significant change when individuals have different energy and food needs, specific to gender and activity levels, which can be met through eating a balanced diet;  
 adolescents need to eat specified quantities of fruit and vegetables every day, because these foods are rich in vitamins, minerals and fibre.*

## Physical activity

**Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.**

- Modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities  
*e.g. transferring weight appropriately when batting enables the batter to hit the ball with greater force.*
- Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity  
*e.g. coordinating timing when paddling a canoe or dancing, in team defence in touch football or water polo, and in offensive passing in tag ball, makes the activity more enjoyable.*
- Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing  
*e.g. surfing or skateboarding for an hour a day can improve skill performance, increase energy to undertake everyday tasks and provide an opportunity to relax and have fun with friends.*

## Personal development

**Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.**

- Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture  
*e.g. dressing and other behaviours to achieve an image or to conform with or rebel against expectations.*
- Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem  
*e.g. looking after younger siblings, mentoring peers, learning leadership skills and contributing to a team effort are experiences that help students develop confidence and a positive image of self.*
- Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources  
*e.g. family and friends can help students manage the transition from primary to secondary school; beliefs can give meaning to life events such as the death of a loved one.*