



# Health & Physical Education (HPE)

Essential Learnings by the end of **Year 9**

## Learning and assessment focus

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

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 address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs 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 inequities and plan investigations and activities
- research, analyse and evaluate data, information and evidence
- draw conclusions and make decisions to construct arguments
- propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
- refine movement skills and apply movement concepts, and the principles of training
- create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- identify risks and devise and apply safe practices
- select and apply positive, respectful and inclusive personal development skills and strategies
- reflect on health inequities, and identify the impact of diverse influences on health and well-being, movement capacities and personal development, and the best use of positive influences
- reflect on learning, apply new understandings and justify future applications.

# Knowledge and understanding

## Health

Health is multidimensional and dynamic, and influenced by actions and environments.

- Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent
  - e.g. *social experiences can trigger emotional and cognitive responses that impact on physical health; an individual's health and wellbeing status can fluctuate.*
- The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices
  - e.g. *the media, marketing and social trends can influence adolescent choices when selecting where to eat and what to do when socialising with friends; historical, social and cultural influences have impacted on the health of Aboriginal people and Torres Strait Islander people.*
- Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety
  - e.g. *strategies advocated in drug, anti-violence and sexual health campaigns, and access to resources and support, can help people manage health risks.*
- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines
  - e.g. *adolescents should select foods that deliver the essential nutrients needed for bone formation and density, skin growth and repair, normal body function, metabolism and growth; saturated fats, total fats and sugar intake should be limited.*



## Physical activity

Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals.

- Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities  
*e.g. developing controlled, coordinated and efficient movement specific to aerobics or swimming enables more active participation and increases health benefits.*
- Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities  
*e.g. encouraging, communicating and coordinating with a partner or team in orienteering or rock-climbing can make participation more enjoyable.*
- Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing  
*e.g. choosing physical activities that are personally enjoyable sustains motivation to be active; the frequency, intensity, duration and type of physical activity or work-out influence health and wellbeing outcomes.*

## Personal development

Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.

- Identity, health and wellbeing are interdependent and influenced by social and cultural factors  
*e.g. the interaction between social experiences and the way a person perceives their place in the world can influence emotional and physical wellbeing.*
- Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships  
*e.g. when composing an email, careful consideration of the impact on all recipients may prevent misinterpretation of the tone or intent causing offence.*
- Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations  
*e.g. negotiation strategies are used in the classroom to establish guidelines for smooth functioning and to facilitate discussion.*