HEALTH & PHYSICAL EDUCATION

CORE SUBJECT: Across Two 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 and build and manage satisfying relationships. The curriculum helps them to be resilient, to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and 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 to which they 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.

(ACARA | The Australian Curriculum | Version 6.0 dated Tuesday, 18 February 2014)
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 and 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 the 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. Playing within the rules and regulations of each particular activity/sport

Year 10 Units

**Semester 1**

**PE755 – LEISURE ACTIVITIES**
Students will participate in possible activities such as swimming and water games, gym and fitness classes, golf, ten-pin bowling, disc golf, hookey and darts. These activities are often enjoyed by students and can be an excellent way of improving confidence and participation in physical activities. Students will also study various personal and social issues that are evident in today’s society and how to develop and maintain positive relationships. They will also research and discuss the equality and integrity in sport today, comparing it with past eras.

**PE763 – COACHING & SPORTS PSYCHOLOGY (recommended for Senior HPE Study)**
This unit focuses on sport psychology, using the sports of volleyball and basketball to integrate this content. Students research and discuss the basic principles and benefits of sport psychology and how to apply them to their own and others’ sporting performances. They will also have an opportunity to improve their coaching skills by discussing the importance of different learning styles, skill acquisition, team dynamics and coaching styles. They will experience different coaching techniques and styles that can both improve and hinder the progression of students acquiring and developing skills for particular sports/activities.

**PE797 – EXCELLENCE IN NETBALL (recommended for Senior HPE Study; permission must be given to participate)**
This unit focuses on sport psychology, using the sport of netball to integrate this content, with the aim of nurturing 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 whilst learning the characteristics and attitudes required to compete at an elite level. Students research and discuss the basic principles and benefits of sport psychology and how to apply them to their own and others’ sporting performances. They will also have an opportunity to improve their coaching skills by discussing the importance of different learning styles, skill acquisition, team dynamics and coaching styles. They will experience different coaching techniques and styles that can both improve and hinder the progression of students acquiring and developing skills for netball.
**PE798 – EXCELLENCE IN FUTSAL** *(recommended for Senior HPE Study; permission must be given to participate)*

This unit focuses on sport psychology, using the sports of futsal and soccer to integrate this content, with the aim of nurturing the characteristics of students to create future elite sports people. This unit provides students with the opportunity to further develop their knowledge and skills of a specific sport whilst learning the characteristics and attitudes required to compete at an elite level. Students research and discuss the basic principles and benefits of sport psychology and how to apply them to their own and others’ sporting performances. They will also have an opportunity to improve their coaching skills by discussing the importance of different learning styles, skill acquisition, team dynamics and coaching styles. They will experience different coaching techniques and styles that can both improve and hinder the progression of students acquiring and developing skills for futsal and soccer.

**PE799 – EXCELLENCE IN RUGBY LEAGUE** *(recommended for Senior HPE Study; permission must be given to participate)*

This unit focuses on sport psychology, using the sport of rugby league to integrate this content, with the aim of nurturing the characteristics of students to create future elite sports people. This unit provides students with the opportunity to further develop their knowledge and skills of a specific sport whilst learning the characteristics and attitudes required to compete at an elite level. Students research and discuss the basic principles and benefits of sport psychology and how to apply them to their own and others’ sporting performances. They will also have an opportunity to improve their coaching skills by discussing the importance of different learning styles, skill acquisition, team dynamics and coaching styles. They will experience different coaching techniques and styles that can both improve and hinder the progression of students acquiring and developing skills for rugby league.

**Year 10 Units**

**Semester 2**

**PE752 – RACQUET SPORTS**

Racquet Sports is designed to improve hitting skills, hand-eye coordination and fitness while competing in both squash and table tennis. Students will also undertake an in-depth study of participating and performing in games and sports, investigating rules, skills, along with movement and tactical skills required to participate successfully. They will then analyse these performances in a variety of formats with the aim of producing improvements where required, culminating in the planning and coordination of a modified session which will assist their peers in improving skills in the desired setting.

**PE765 – OUTDOOR RECREATION** *(recommended for Senior Recreation Study)*

This is a unit which combines fun, skill and outdoor activities to educate and teach students about outdoor education. This unit combines a strong enjoyable practical component with an equally challenging theory component. Practical activities may include kayaking, abseiling and orienteering to name a few. At the completion of this unit students will be fully prepared to undertake a Senior Sport & Recreation Course.

Students must be prepared to undertake an outdoor recreational camp which may involve an overnight stay during the semester. There will be an extra cost associated with this unit, with parents being notified at the commencement of the unit.
The aim of this unit is to assist students in the transition process to the Senior Curriculum, specifically in the areas of Health & Physical Education, Biology and Physics. This unit will involve the analysis of energy systems and the application of appropriate training methods for a more effective improvement in performance. Touch football and netball will be used in a practical setting. Students will also evaluate the biomechanical effectiveness of the human body and using the game of golf, study their own and others’ performances through photographic and video analysis.