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, and build and manage satisfying relationships. The curriculum helps them to be resilient, and 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 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 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)
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, 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 and Rock & Water, a program structured to deal with one’s well-being.

Semester 2

PE451 – FOOTY CODES

The Footy Codes unit is designed to improve skills such as passing and catching, hand-eye coordination, spatial awareness and communication within a number of football sports. The three codes to be developed are soccer/futsal, Australian Rules and Gaelic Football. In this unit students will study the bones and muscles of the human body and identify the importance of nutrition and how it can impact one’s performance during physical activities. By identifying and developing the various fitness components students will then endeavour to improve these specific health and skill-related components in order to lead a long and successful life.

PE452 – RACQUET SPORTS

Racquet Sports is designed to improve hitting skills, hand-eye coordination and fitness while competing in both badminton and tennis. In this unit students will study the bones and muscles of the human body and identify the importance of nutrition and how it can impact one’s performance during physical activities. By identifying and developing the various fitness components students will then endeavour to improve these specific health and skill-related components in order to lead a long and successful life.
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. It aims to improve students’ abilities in throwing, catching, kicking, spatial awareness, team cooperation and communication. In this unit students will also study the bones and muscles of the human body and identify the importance of nutrition and how it can impact one’s performance during physical activities. By identifying and developing the various fitness components students will then endeavour to improve these specific health and skill-related components in order to lead a long and successful life.

Year 8 Units

Semester 1

8HPE

In this unit students will study the bones and muscles of the human body and identify the importance of nutrition and how it can impact one’s performance during physical activities. By identifying and developing the various fitness components students will then endeavor to improve these specific health and skill-related components in order to lead a long and successful life. Students will also participate in physical activities such as swimming, athletics, a variety of mixed games and Rock & Water, a program structured to deal with one’s well-being.

Semester 2

PE552 – 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 explore 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. Tobacco and alcohol are two of the biggest preventable causes of death and students will study the effects and other associated topics associated with their use.

PE554 – RECREATIONAL PURSUITS

Recreational Pursuits allows students to develop their skills in activities such as archery, ten-pin bowling and team-initiative tasks. These activities will allow them to participate in a less-competitive atmosphere whilst still learning the importance of team building and participation in physical activity. Students will also explore 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. Tobacco and alcohol are two of the biggest preventable causes of death and students will study the effects and other associated topics associated with their use.

PE564 – SPORT-A-RAMA

Students will have the opportunity to choose and participate in a wide variety of sports such as touch, lacrosse, soccer, cricket and baseball. It will involve evaluating their own and others’ performances in order to plan and implement ways of improving performance. Students will also explore 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. Tobacco and alcohol are two of the biggest preventable causes of death and students will study the effects and other associated topics associated with their use.