

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

Implementation year: 2019

School name: Palm Beach-Currumbin State High

Identify curriculum	Phase curriculum focus	<p><b>Years 7–10 curriculum focus</b></p> <p>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.</p> <p>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.</p>
	School context description	<p><b>Timetable:</b></p> <p>In years 7 and 8 students will complete 3 units of work; one health based, one sport and recreation based and one physical education based. Sports Excellence students will complete the recreation and physical education based units within their sports excellence focus.</p> <p><b>Topic selection:</b></p> <p>Selection of topics will consider achievement standards, current research (including Australia’s Health 2017 and Mission Youth Australia Survey 2017) and senior phase syllabi.</p> <p><b>Pedagogy:</b></p> <p>The five propositions of the Australian Curriculum: Health and Physical Education will underpin the teaching of the 3 units in each year level;</p> <ol style="list-style-type: none"> <li>1. Focus on educative purposes</li> <li>2. Take a strengths-based approach</li> <li>3. Value movement</li> <li>4. Develop health literacy</li> <li>5. Include a critical inquiry approach</li> </ol>
	Year level descriptions	<p>The Year 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 other 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.</p> <p>The curriculum for Years 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. Students develop specialised movement 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 to a variety of physical activities. Students explore the 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 personal and social skills as they participate in a range of physical activities.</p> <p>Focus areas to be addressed in Years 7 and 8 include:</p> <ul style="list-style-type: none"> <li>• alcohol and other drugs (AD)</li> <li>• food and nutrition (FN)</li> <li>• health benefits of physical activity (HBPA)</li> <li>• mental health and wellbeing (MH)</li> <li>• relationships and sexuality (RS)</li> <li>• safety (S)</li> <li>• challenge and adventure activities (CA)</li> <li>• games and sports (GS)</li> <li>• lifelong physical activities (LLPA)</li> <li>• rhythmic and expressive movement activities (RE).</li> </ul>

<b>Achievement standard</b>	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on well being of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select 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.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, 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. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
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Year 7 unit overviews	Unit 1 (Recreation) — Teamwork in Ball Sports	Unit 2 (Health) — Building healthy relationships	Unit 3 (Physical Education) — Functional anatomy in Track and Field
Focus area	<input type="checkbox"/> Alcohol and other drugs <input type="checkbox"/> Food and nutrition <input type="checkbox"/> Health benefits of physical activity <input type="checkbox"/> Mental health and wellbeing <input checked="" type="checkbox"/> Relationships and sexuality <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Active play and minor games <input type="checkbox"/> Challenge and adventure activities <input type="checkbox"/> Fundamental motor skills <input checked="" type="checkbox"/> Games and sports <input checked="" type="checkbox"/> Lifelong physical activities <input type="checkbox"/> Rhythmic and expressive activities	<input type="checkbox"/> Alcohol and other drugs <input checked="" type="checkbox"/> Food and nutrition <input type="checkbox"/> Health benefits of physical activity <input type="checkbox"/> Mental health and wellbeing <input checked="" type="checkbox"/> Relationships and sexuality <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Active play and minor games <input type="checkbox"/> Challenge and adventure activities <input type="checkbox"/> Fundamental motor skills <input type="checkbox"/> Games and sports <input type="checkbox"/> Lifelong physical activities <input type="checkbox"/> Rhythmic and expressive activities	<input type="checkbox"/> Alcohol and other drugs <input type="checkbox"/> Food and nutrition <input type="checkbox"/> Health benefits of physical activity <input type="checkbox"/> Mental health and wellbeing <input type="checkbox"/> Relationships and sexuality <input type="checkbox"/> Safety <input type="checkbox"/> Active play and minor games <input type="checkbox"/> Challenge and adventure activities <input checked="" type="checkbox"/> Fundamental motor skills <input checked="" type="checkbox"/> Games and sports <input type="checkbox"/> Lifelong physical activities <input type="checkbox"/> Rhythmic and expressive activities
Year 7 unit descriptions and Australian Curriculum alignment	<p>In this unit, students explore a range of strategies to enhance inclusion during game play in two ball sports.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>travel, mark and intercept to achieve and retain possession (ACPMP080)</li> <li>design and refine movement concepts and strategies to manipulate space and their relationship to other players in the space (ACPMP084)</li> <li>explain how individual or team performance has improved through modifications to effort, time and space (ACPMP084)</li> <li>adopt roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes (ACPMP086)</li> <li>apply an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group (ACPMP086)</li> <li>demonstrate to others the approach taken to solve movement challenges (ACPMP087)</li> <li>modify rules, equipment or scoring systems to allow all participants to enjoy and succeed (ACPMP088)</li> <li>applying the principles of ethical behaviour consistently when participating in physical activities (ACPMP088)</li> </ul>	<p>In this unit, students will explore how to build healthy relationships with self, family and friends. Topics will include nutrition, sleep, puberty.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Examine the impact of physical change on gender and sexual identity (ACPPS070)</li> <li>Identifying and accessing health information and services that support young people to effectively manage changes and transitions as they grow older (ACPPS071)</li> <li>Investigating the changing nature of peer and family relationships and proposing strategies to manage these changes (ACPPS071)</li> <li>Analysing how roles and responsibilities change (ACPPS071)</li> <li>Researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability impacts to create a weekly menu plan (ACPPS073)</li> <li>Exploring skills and strategies needed to communicate and engage in relationships in respectful ways (ACPPS074)</li> <li>Practising ways to communicate concerns about their health to a variety of support people (ACPPS076)</li> <li>investigating food-serving recommendations from The Australian Guide to Healthy Eating and producing a guide to help students make healthy choices when buying food from the school canteen (ACPPS077)</li> <li>exploring how kinship and extended-family structures in different cultures support and enhance health and wellbeing (ACPPS079)</li> <li>investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing (ACPPS079)</li> <li>examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability and how resisting stereotypes can help students be themselves (ACPPS079)</li> </ul>	<p>In this unit, students learn the anatomical and movement terminology for a range of track and field events. Students will perform a range of track and field events.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>use visual and kinaesthetic feedback when coordinating eye–hand and eye–foot movements to control different pieces of equipment (ACPMP080)</li> <li>perform movement sequences to travel around, over, under and through natural or built obstacles (ACPMP080)</li> <li>explore similarities in the bases of support and flow of movements when performing movement sequences (ACPMP082)</li> <li>select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment (ACPMP082)</li> <li>perform a range of movements and analyse technique based on understanding of take-off, body position and landing (ACPMP084)</li> <li>demonstrate an understanding of how to adjust the angle of release of an object and how this will affect the height and distance of flight (ACPMP084)</li> </ul>

Underpinning pedagogy	<input type="checkbox"/> Strengths based approach <input type="checkbox"/> Educative outcomes <input type="checkbox"/> Health literacy	<input checked="" type="checkbox"/> In through and about movement <input type="checkbox"/> socially critical perspective	<input checked="" type="checkbox"/> Strengths based approach <input checked="" type="checkbox"/> Educative outcomes <input checked="" type="checkbox"/> Health literacy	<input type="checkbox"/> In through and about movement <input type="checkbox"/> socially critical perspective	<input type="checkbox"/> Strengths based approach <input checked="" type="checkbox"/> Educative outcomes <input type="checkbox"/> Health literacy	<input checked="" type="checkbox"/> In through and about movement <input type="checkbox"/> socially critical perspective
Assessment	Practical performance		Investigation - Research assignment		Folio – practical performance + exam	
General capabilities and cross-curriculum priorities	<input type="checkbox"/> Literacy <input type="checkbox"/> ICT <input checked="" type="checkbox"/> Personal and social capability <input type="checkbox"/> ATSI history and culture <input type="checkbox"/> Sustainability	<input type="checkbox"/> Numeracy <input type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Ethical understanding <input type="checkbox"/> Engagement with Asia	<input checked="" type="checkbox"/> Literacy <input type="checkbox"/> ICT <input checked="" type="checkbox"/> Personal and social capability <input type="checkbox"/> ATSI history and culture <input type="checkbox"/> Sustainability	<input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Ethical understanding <input type="checkbox"/> Engagement with Asia	<input type="checkbox"/> Literacy <input type="checkbox"/> ICT <input type="checkbox"/> Personal and social capability <input type="checkbox"/> ATSI history and culture <input type="checkbox"/> Sustainability	<input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Ethical understanding <input type="checkbox"/> Engagement with Asia

Year 8 unit overviews	Unit 1 (Recreation) — Swimming and Survival	Unit 2 (Health) — Coping with pressure	Unit 3 (Physical Education) — Fitness for Touch
Year 8 unit descriptions and Australian Curriculum alignment	<p>In this unit, students will learn and apply a range of swimming and survival skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>design and perform movement sequences to travel around, over, under and through natural or built obstacles (ACPMP080)</li> <li>examine and demonstrate the similarities of strategies used in different physical activities and how they can be transferred to new movement situations (ACPMP082)</li> <li>explore similarities in the flow of movements when performing movement sequences (ACPMP082)</li> <li>perform physical activities that improve health- and skill-related components of fitness (ACPMP083)</li> <li>create, perform and appraise movement sequences that demonstrate variations in flow and levels (ACPMP084)</li> </ul>	<p>In this unit, students will understand how to recognise pressure and implement strategies to manage pressure situations (including peer pressure, body image pressure and stress)</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>investigate how changing feelings and attractions are part of developing sexual identities (ACPPS070)</li> <li>identify feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions and associated responsibilities (ACPPS070)</li> <li>examine online profiles and identities and developing strategies to promote safety in online environments (ACPPS070)</li> <li>access and assess health information and services that support young people to effectively manage changes and transitions as they grow older (ACPPS071)</li> <li>analyse how roles and responsibilities change and evaluating strategies for managing these increasing responsibilities (ACPPS071)</li> <li>evaluate and practise coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older (ACPPS071)</li> <li>develop and evaluate strategies on use of social media, phones and the internet to remain safe and protect and respect the privacy of self and others (ACPPS071)</li> <li>practise different communication techniques to persuade someone to seek help (ACPPS072)</li> <li>explore help-seeking scenarios young people encounter and sharing strategies for dealing with each situation (ACPPS072)</li> <li>understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content (ACPPS074)</li> <li>recognise the impact bullying and harassment can have on relationships, including online relationships (ACPPS074)</li> </ul>	<p>In this unit, students investigate how the components of fitness relate to performance in Touch.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>use visual and kinaesthetic feedback when coordinating eye–hand and eye–foot movements to control different pieces of equipment (ACPMP080)</li> <li>design and perform movement sequences to create, use and defend space (ACPMP080)</li> <li>explore similarities in the bases of support and flow of movements when performing movement sequences (ACPMP082)</li> <li>select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment (ACPMP082)</li> <li>perform physical activities that improve health- and skill-related components of fitness and analyse how the components are developed through these activities (ACPMP083)</li> <li>measure heart rate, breathing rate and ability to talk in order to monitor the body’s reaction to a range of physical activities, and predict the benefits of each activity on health- and skill-related fitness components (ACPMP083)</li> <li>design and monitor a personal fitness plan that propose realistic strategies for maintaining fitness, health and wellbeing (ACPMP083)</li> <li>create, perform and appraise movement sequences that demonstrate variations in flow and levels (ACPMP084)</li> <li>design and refine movement concepts and strategies to manipulate space and their relationship to other players in this space (ACPMP084)</li> <li>explain how individual or team performance has improved through modifications to effort, space and time (ACPMP084)</li> </ul>

			<ul style="list-style-type: none"> <li>• recognise and interpret emotional responses to stressful situations and proposing strategies for managing these responses (ACPPS075)</li> <li>• propose ways to support others who are going through a challenging time (ACPPS076)</li> <li>• develop strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities (ACPPS079)</li> </ul>			
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Assessment	Practical performance		Examination		Project – practical performance + folio	
General capabilities and cross-curriculum priorities	<input type="checkbox"/> Literacy <input type="checkbox"/> ICT <input type="checkbox"/> Personal and social capability <input type="checkbox"/> ATSI history and culture <input type="checkbox"/> Sustainability	<input type="checkbox"/> Numeracy <input type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Ethical understanding <input type="checkbox"/> Engagement with Asia	<input type="checkbox"/> Literacy <input type="checkbox"/> ICT <input checked="" type="checkbox"/> Personal and social capability <input type="checkbox"/> ATSI history and culture <input type="checkbox"/> Sustainability	<input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Ethical understanding <input type="checkbox"/> Engagement with Asia	<input type="checkbox"/> Literacy <input type="checkbox"/> ICT <input type="checkbox"/> Personal and social capability <input type="checkbox"/> ATSI history and culture <input type="checkbox"/> Sustainability	<input checked="" type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Ethical understanding <input type="checkbox"/> Engagement with Asia

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

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