healthcurriculum_logo.png

The Health Curriculum has been tailored in accordance to the standards documented in AusVELS. Highlighted are key aspects that the Health Curriculum covers:

**Learning focus**

As students work towards the achievement of Level 10 standards in Health and Physical Education, they develop proficiency in a range of high-level movement and manipulative skills such as a smash in tennis, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They may be introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context.

They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate...

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They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success. They investigate community facilities available for health and physical fitness activities, engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for enhancing safe participation in these activities.

They learn and practise tactics and strategies relevant to the sports and activities in which they are participating, including the development of strategies to counter tactical challenges in game situations. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. They discuss sporting conduct, and implement fair play and good sporting behaviours. They undertake a variety of roles in team games (for example, player, coach, umpire and administrator) and assume responsibility for the organisation of aspects of a sporting competition.

Students extend their learning about the major tasks in establishing personal identity. They describe social and cultural factors, such as family, the media, community expectations influencing the development of personal identity, including the development of identity as it relates to gender. They discuss ways to express independence and the rights and responsibilities associated with the development of increasing independence. They rehearse strategies for being assertive when protecting their own and others’ health.

Students discuss relationships and how the different aspects of relationships vary between people and over time. They consider how the different roles and responsibilities in sexual relationships can affect their health and wellbeing. They explore a range of issues related to sexuality and sexual health such as safe sex practices, sexual negotiation, same sex attraction and the impact of alcohol on sexual and personal safety. Students explore assumptions, community attitudes and stereotypes about young people and sexuality. They learn strategies for supporting themselves and other young people experiencing difficulties in relationships or with their sexuality, and learn about the community services available to assist. Students investigate and evaluate the policies and practices in their school in relation to sexual and racial harassment, homophobia and/or discrimination, and consider their rights and responsibilities in these areas.

Students examine mental health issues relevant to young people and consider the importance of family and friends in supporting their mental health and emotional health needs. They consider the stigma of mental illness as well as the challenges for those with a mental illness and for those caring for them.

Students examine perceptions of challenge, risk and safety in a variety of settings such as in the home, school, the workplace and the community. They contrast risks that promote personal and social growth with those that endanger health. They discuss ways to balance risk and safety, and refine and evaluate harm-minimisation strategies. They examine strategies to promote safety such as those associated with occupational health and safety. Students examine the concept of adventure in outdoor activities as well as perceived and actual risk. They learn basic first aid skills such as cardiopulmonary resuscitation (CPR), asthma management and sports injury management.

Students explore assertiveness and resilience strategies that could be used in a range of situations. Using techniques such as role-play or simulation games, students are provided with opportunities to practise and reflect on the usefulness of these strategies.

Students learn to use simple health data to identify the major causes of illness, injury and death in Australia. They investigate personal behaviours and community actions that may contribute to the health of specific groups. Students investigate the work of government departments and non-government bodies in promoting and protecting the health of young people, including laws, policies and provision of health services. They identify the services provided through Medicare.

Students examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life. They learn to analyse the links between diet and current community health issues, and consider special dietary needs, and ways of improving their own diet. They research patterns of food consumption in Australia and investigate factors that influence food choice, such as changes in family life.

**Standards**

At Level 9, students are working toward the Level 10 standards.