

# HEALTH AND PHYSICAL EDUCATION LEARNING AREA

## Curriculum Plan

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education curriculum (P–10) 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 make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities. As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities 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 in various contexts and settings. Students learn about how the body moves; how to approach and resolve challenges; how to optimise movement performance; and the benefits of physical activity to themselves, others and communities. Through movement in a variety of contexts and settings, students acquire, practise, manage and refine personal, interpersonal, social and cognitive skills.

Through Health and Physical Education, students learn how to enhance their health, safety and wellbeing and to contribute to building healthy, safe and active 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.

The Health and Physical Education curriculum teaches students how to be part of a healthy, active population and experience the personal and social benefits of living a healthy, active and fulfilling life. Given these aspirations, the curriculum has been shaped by the following five interrelated propositions that are informed by a strong evidence base:

### **1. Focus on educative purposes**

The curriculum focuses on the development of disciplinary knowledge, understanding and skills, which underpin Health and Physical Education. The priority for the curriculum is to provide ongoing, developmentally appropriate and explicit teaching and learning experiences about health and movement.

### **2. Take a strengths-based approach**

A strengths-based approach is characterised by focusing on supporting students to develop knowledge, understanding and skills required to make healthy, safe and active choices. This approach affirms that students and their communities have particular strengths which can be nurtured to improve health.

### **3. Value movement**

The curriculum focuses on the explicit development of movement skills and concepts required for students to participate in a range of physical activities with competence and confidence. This supports ongoing participation across the lifespan, and positive health outcomes.

#### 4. Develop health literacy

The development of health literacy skills is essential for people to increase control over their health and for better management of disease and risk, at both an individual and population level. The curriculum focuses on developing knowledge, understanding and skills related to the following health literacy dimensions:

- functional – knowledge, understanding and skills related to comprehending, evaluating and applying health information
- interactive – knowledge, understanding and skills related to making decisions and setting goals to enhance health
- critical – skills related to being able to selectively access and critically analyse health information from a variety of sources and apply this to promote own and others' health.

#### 5. Include a critical inquiry approach

The curriculum engages students in critical inquiry processes that develop research skills and the ability to appraise health and physical activity knowledge, and the way this influences decision-making and health-related behaviours

### Lower School Years 7 to 10

The Health and Physical Education department offers the following programs for year 7 to 10 Students.

Subject	Year Group	No of Hours per week
Physical Education	7-10	1
Health Education	7-10	1

### Upper School Years 11 to 12

The Health and Physical Education department offers the following programs for year 11 to 12 Students.

Subject	Year Group	No of Hours per week
<b>Health Studies</b> ATAR GENERAL PRELIMINARY	11 & 12	5
<b>Physical Education Studies</b> ATAR GENERAL	11	5

## Guidelines for the Teachers in the delivery of the curriculum

### 1. Teaching and Learning Programs:

All teachers should distribute a copy of teaching program, assessment policy. All year 7-12 programs must be strictly followed. Any part of the program must not be changed without prior permission or consultation with the HOLA. All assessment tasks mentioned in this program must be administered all the time unless otherwise discussed with the HOLA. Any modification / change in the program / assessments tasks must be discussed in the general departmental meeting. The **WA SCSA Australian curriculum for Health and Physical Education** should be taught and delivered from January 2017.

### 2. Assessments:

- a) All formal assessments must be carried out on the same week for respective year levels. Teachers are given responsibility for writing the tests, assessments, programs and answer keys. These documents will be sent to the HOLA for approval before distribution. Feedback must be given to students as soon as possible and students should do the correction in their own time and must understand their mistakes for that particular test.
- b) The HPE assessment schedule is as follows.

Term 1		Term 2		Term 3		Term 4	
<b>Y7 - 10 Assessment Structure</b>							
<i>Health Task</i>	10%	<i>Health Task</i>	10%	<i>Health Task</i>	10%	<i>Health Task</i>	10%
<i>End of Term Health Test</i>	40%	<i>End of Term Health Test</i>	40%	<i>End of Term Health Test</i>	40%	<i>End of Term Health Test</i>	40%
<i>PE Marking Rubric</i>	50%	<i>PE Marking Rubric</i>	50%	<i>PE Marking Rubric</i>	50%	<i>PE Marking Rubric</i>	50%
<b>Semester 1 %</b>	<b>50%</b>	<b>Semester 1 %</b>	<b>50%</b>	<b>Semester 2 %</b>	<b>50%</b>	<b>Semester 2 %</b>	<b>50%</b>
<b>Semester 1 Total</b>		<b>100%</b>		<b>Semester 2 Total</b>		<b>100%</b>	

### 3. Reporting and Marks Analysis:

Reports for every year group need to be submitted electronically on the iWise data base. Names of all the students at risk from year 12 should be given to the HOLA as well to the Deputy Principal fortnightly. HPE reports are due each semester but students for 7 – 10 are assessed each term. Once the marks are entered by the teachers, teachers send their analysis to the HOLA. Then HOLA analyses the results and send the report to the principal and to the Deputy Principal with the board report.

### 4. Teacher's resource files:

All teachers must keep a resource file for each Year group on SharePoint containing:

- a) Programs
- b) Assessment tasks & marking keys
- c) Resources & worksheets

### 5. Students' portfolios/files:

- a) Marked assessment tasks need to be put in students' portfolios.
- b) The Head of Learning Area is required to evaluate student's work to make sure that programs are followed and assessment items are marked properly.

## **6. File inspections:**

With prior notification, the HOLA will be checking student' files. All teachers will be given a checklist prior to the file inspection date.

## **7. Teaching Year 11 & 12 subjects:**

The programs, tasks and exams for the Year 11 and 12 courses are managed by the teacher teaching that course. The teachers have to follow the programs designed by curriculum council and follow the guidelines mentioned by SCSA.

All teachers teaching Year 11 & 12 subjects must provide students with sufficient study materials and past WACE examination papers and must ensure that students practice. Fortnightly feedback about the students' performance should be given to HOLA and Deputy Principal.

## **8. External Moderation for Year 12 subjects:**

Teachers teaching Year 12 subjects should complete small group moderation if the number of students is less than 10.

**9. Internal Moderation:** Internal moderation is done once a semester where teachers from Kewdale, Thornlie and Dianella come to Kewdale and moderate student work. This will take place at the second staff meeting in each semester.

**10. Students' work samples:** Teachers must give the HOLA the work samples of their students every term.

**11. Relief work:** HPE staff must notify the HOLA and leave relief when they are not able to make it to work. Staff must ensure that:

- Relief is left in iWise
- Classroom relief is provided for every PE. Only PE trained teachers are allowed to take PE lessons.
- If it is an emergency, staff must notify the HOLA who must then set relief for your class.

**13. Professional Development:** Teachers must get their P.D approved from the HOLA before they register for the P.D. The HOLA has to get the approval from the Principal.

**14. Consensus Moderation:** Teachers teaching Year 11 & 12 must attend **consensus moderation meetings**. The information will be sent to the teachers by Deputy Principal. All work to be cross-marked.

**15. Department Meetings:** All the teachers must attend department meetings organised by HOLA.

## **16. Ordering – Books, equipment & resources**

Please send the department Education Assistant any request with all the relevant details via email and CC the HOLA. This creates a system for requests, one that we can track, manage and approve. Any requests not submitted through the EA might be lost in the system and subsequently not approved by the HOLA.

## **17. Students Uniform – “No change of clothes – no play”**

Staff are to implement a “No change of clothes – no play” policy towards the active participation in PE from Years 7 - 12. Please follow the behavioural policy when students continually fail to meet the expectations of the department

## Health and Physical Education Programs Y7 – 10

### Physical Education Course Outline

	Term 1	Term 2	Term 3	Term 4
Year 7	Invasion/Territory Games	Wall/Net & Target Games	Striking / Fielding Games	Sport Science
Year 8	Wall/Net & Target	Striking/Fielding	Sport Science	Invasion
Year 9	Striking/Fielding	Sport Science	Invasion	Wall/Net & Target
Year 10	Sport Science	Invasion	Wall/Net & Target	Striking/Fielding

### Health Education Course Outline

	Term 1	Term 2	Term 3	Term 4
Year 7	Promoting Health	Protect Yourself	Relationships and Transitions	Health Benefits of Physical Activity
Year 8	Bullying and Online Responsibility	Who am I?	Mental Health	Health Promotion Activities
Year 9	Factors that Affect Health	Health and Wellbeing: Actions and Strategies	Health Inquiry	Growing Up
Year 10	Personal Identity: Society and Culture	Health in the Media	Critical Health Literacy: Skills and Strategies	Keys For Life

## Health and Physical Education Programs Y11 - 12

### Year 11 & 12 Health ATAR

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

**Prerequisites for Year 11 entry:** Grade B or above in Year 10 Health Studies

**Prerequisites for Year 12 entry:** Grade B or above in Year 11 ATAR Health Studies

### Year 11 Health General

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments

**Prerequisites for Year 11 entry:** Grade C or above in Year 10 Health Studies

**Prerequisites for Year 12 entry:** Grade C or above in Year 11 General Health Studies

## **Year 12 Preliminary Health Studies**

The Health and Physical Education Preliminary course provides students with the opportunity to enhance their own and others' health, safety, wellbeing, and to participate in physical activity. It offers students an experiential curriculum that is contemporary and relevant.

In the Health and Physical Education Preliminary course, students are encouraged to strengthen their sense of self, and to build and maintain satisfying relationships. It assists with their development of resilience, decision making and ability to take actions to promote their health, safety and physical activity participation. Opportunities are provided for students to access and use resources for themselves and the communities with which they identify and to which they belong.

Integral to the Health and Physical Education Preliminary course is the acquisition of movement skills that enable students to confidently and competently participate in a range of physical activities.

Students develop movement skills in a variety of physical activities as a foundation for lifelong physical activity participation. In doing so, they have opportunities to develop an appreciation of the significance of physical activity and outdoor recreation. Movement is a powerful medium for learning through which students can acquire, practise and refine personal, interpersonal, behavioural and social skills.

### **No prerequisites for entry into Year 11**

## **Year 11 ATAR Physical Education Studies**

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

**Prerequisites for Year 11 entry:** Grade B or above in Year 10 PE Studies

## **Year 11 General Physical Education Studies**

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

**Prerequisites for Year 11 entry:** Grade C or above in Year 10 PE Studies