ST JAMES CATHOLIC COLLEGE - SUBJECT OVERVIEW

SUBJECT: Health and Physical Education (HPE)
CLASS/YEAR GROUP: Year 9/10

Years 9 and 10 HPE band description

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. Students analyse how participation in physical activity and sport influence an individual’s identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

HPE Strands/Sub-strands/Key Ideas/Learning Contexts

**Strand 1. Personal, social and community health:**
- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

Learning contexts will include, but are not limited to: Alcohol and other drugs; Food and nutrition; Health benefits of physical activity; Mental health and wellbeing; Relationships and sexuality; Safety

**Strand 2. Movement and physical activity:**
- Moving our body
- Understanding movement
- Learning through movement

Learning contexts will include, but are not limited to: Active play and minor games; Challenge and adventure activities; Games and sports; Life-long physical activities; Rhythmic and expressive movement.

Students explore questions such as:
- How can I maintain a healthy, active, and safe lifestyle as I get older?
- What factors influence the challenges and decisions I may face in the future and how can I respond effectively to these challenges and decisions?
- How can I access strategies or resources to support me to make health decisions that are in the best interest of others and me?
- How do I support and contribute to community health and wellbeing?
- How can I improve my movement performances and those of others?
- How do meanings of health and physical activity change across communities and cultures?
- How can my behaviours and actions when participating in physical activities affect and influence the experience of others who are also participating?

**Years 9 and 10 HPE Achievement Standard**

By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They...
connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing. They apply movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

**Term One Content and Assessment Overview:**
Life-long physical activities - Physical Fitness
- Components of Fitness
- Fitness Assessment
- Participation, Collaboration and Performance in Physical Fitness activities

Health benefits of Physical Activity
- Setting personal fitness goals
- Participation in/reflection on personalised fitness program

Rhythmic and Expressive Movement
- Participation and Performance in Ballroom/Folk Dance

**Term Two Content and Assessment Overview:**
Active Play, Minor Games
- Participation, Collaboration and Performance in modified games and recreational activities. This will include a variety of individual and group activities negotiated with the group

Relationships and Sexuality
- Making responsible and informed decisions about Relationships and Sexuality respecting the uniqueness and dignity of individuals – fostering positive relationships and minimising potential harm/reducing risks (staying safe).

**Term Three Content and Assessment Overview:**
Games and Sports
- Participation, Collaboration and Performance in SEPEP (the Sport Education in Physical Education Program). This aims to educate students in organising and running a sporting competition

Mental Health and Well-Being
- Enhancing Resilience; Stress and Coping Strategies. Researching Mental Illness topics

**Term Four Content and Assessment Overview:**
Ball Sports
- Participation, Collaboration and Performance in a variety of individual and team ball sports

Alcohol and other Drugs
- Making informed decisions about Alcohol and Drug use - minimising potential harm/reducing risks (staying safe).