CURRICULUM	Year 7 Health and Physical Education			
	Year Level Description The Years 7–8 curriculum builds on each student's prior learning. During this time, a major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing. Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others. Students investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. They examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students continue to refine their health literacy skills as well as their understanding of the sources of support available, to seek early help when they or people around them need it. In these years, Health and Physical Education plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement. Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances. Students have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.			
	SEMESTER 1		**SEMESTER 2**	
	Term 1	**Term 2**	**Term 3**	**Term 4**
Unit Name	**Promoting Positive Relationships**	**Movement Magicians**	**Super Snacks and Space Invaders**	**Approaching Adolescence and Thrown Together**
Unit description	Analyse how stereotypes, respect, empathy and valuing diversity influence positive and negative relationships. They will use this knowledge to resolve/support a negative relationship. Students will reflect on and refine personal and social skills as they participate in a range of physical activities and team sports. Students will demonstrate safety, fair play and inclusivity to establish and maintain positive relationships	Investigate a specialised movement sequence from selected athletic event or netball, rugby league and football movement strategy. Explain and demonstrate the correct technique. Examine and critique your own performance and suggest strategies to improve an individual's technique.	Investigate the five food groups and analyse food products to make informed decisions about selecting healthy meal choices. Apply and transfer movement skills and movement concepts across a range of situations. **This unit is supported by a Virtual Reality Module- *Food and Nutrition.* Immersive Pedagogy supporting documentation is available as part of this module.**	Examine a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. Students will suggest solutions and strategies to manage developmental challenges during adolescence. Students apply movement concepts and refine strategies across a range of striking sports (such as T-Ball, Cricket, Badminton).

ASSESSMENT		Year 7			
		Semester 1		Semester 2	
		Term 1	Term 2	Term 3	Term 4
		AT1 – Promoting Positive Relationships	AT2 – Movement Magicians	AT3- Super Snacks and Space Invaders	AT4 – Approaching Adolescence and Thrown Together
	Technique	Examination	Project	Project	Examination
	Type of text	Combination Response	Journal entry	Report	Combination Response
	Mode	Written	Written	Written	Written
Range and balance of summative assessment conventions	Conditions	• Supervised Exam • 60 minutes allowed • Individual work • Closed book • Short response (50 -75 words) • Extended response (100 – 200 words)	• Individual task • 400-600 Words • 4 lessons of class time provided	• Individual task • 400-600 Words • 4 lessons of class time provided	• Supervised Exam • 60 minutes allowed • Individual work • Closed book • Short response (50 -75 words) • Extended response (100 – 200 words)

Aspects of the achievement standard

	Term 1	Term 2	Term 3	Term 4
Analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences.				✓
Analyse how stereotypes, respect, empathy and valuing diversity influence relationships.	✓			
Analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.			Year 8 Unit – Social Safety	
Analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing.		Year 8 Unit – Healthy Hero's	✓	
Apply and transfer movement skills and movement concepts across a range of situations.			✓	✓
Implement and evaluate the effectiveness of movement strategies on movement outcomes.		✓		
Propose and evaluate strategies designed to achieve personal		Year 8 Unit – Healthy Hero's		

health, fitness and wellbeing outcomes.				
Select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.	✓			

Term 1 Term 2 Term 3 Term 4   ✓   indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard