Health and Physical Education scope and sequence: Levels 7 to 10

| **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard | |
| By the end of Level 8, students analyse factors that influence identities and responses to change, and describe strategies to support themselves and others in responding to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. They analyse factors that influence emotional responses and justify strategies to manage emotions. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others). They analyse health information and messages to propose and design strategies that can enhance their own and others’ health, safety, relationships and wellbeing.  Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. They adapt and apply the elements of movement to compose and perform movement sequences. Students propose strategies designed to achieve personal fitness and evaluate their impact on health and wellbeing outcomes. They propose and evaluate strategies designed to promote personal health and wellbeing outcomes. Students apply and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts. | By the end of Level 10, students propose and evaluate personal strategies to manage their identities and responses to change and transitions. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. They evaluate personal strategies to manage emotional responses to different situations and reflect on the impact of their ability to manage these responses on health and wellbeing. Students propose and evaluate strategies to manage online and offline situations where their own or others’ health, safety, relationships or wellbeing may be negatively impacted. They synthesise health information from credible sources to propose and justify strategies that can enhance their own, others’ and the community’s health, safety, relationships and wellbeing.  Students evaluate and refine their own and others’ movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement skills and strategies to unfamiliar situations and evaluate the effectiveness to achieve successful outcomes. They apply criteria to evaluate and refine their own and others’ movement performances. Students critique the effectiveness of strategies designed to enhance health, fitness and wellbeing. They propose and evaluate community-based physical activity interventions designed to improve the health and wellbeing of themselves and others. Students apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. |
| Content descriptions | |
| Strand: Personal, Social and Community Health – Health Education | |
| Sub-strand: Identities and change | |
| *Students learn to:* | |
| analyse and reflect on the influence of values and beliefs on the development of identities  VC2HP8P01 | evaluate factors that shape identities and evaluate how individuals influence the identities of others  VC2HP10P01 |
| analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes  VC2HP8P02 | refine, evaluate and adapt strategies for managing changes and transitions  VC2HP10P02 |
| examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes  VC2HP8P03 | investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships  VC2HP10P03 |
| Sub-strand: Interacting with others | |
| *Students learn to:* | |
| examine the roles of respect, empathy, power and coercion in developing respectful relationships  VC2HP8P04 | evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships  VC2HP10P04 |
| investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities  VC2HP8P05 | propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities  VC2HP10P05 |
| analyse factors that influence emotional responses and devise strategies to self-manage emotions  VC2HP8P06 | evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing  VC2HP10P06 |
| explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline)  VC2HP8P07 | examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships  VC2HP10P07 |
| Sub-strand: Contributing to healthy communities | |
| *Students learn to:* | |
| refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR)  VC2HP8P08 | plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others’ health, safety or wellbeing may be negatively impacted at home, school and in the community  VC2HP10P08 |
| investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing  VC2HP8P09 | critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others’ and community’s attitudes and actions  VC2HP10P09 |
| plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeing  VC2HP8P10 | plan, justify and critique strategies to enhance their own, others’ and community’s health, safety, relationships and wellbeing  VC2HP10P10 |
| Strand: Movement and Physical Activity – Physical Education | |
| Sub-strand: Moving our bodies | |
| *Students learn to:* | |
| refine and transfer movement skills in a variety of movement situations, including indoor, outdoor and aquatic settings  VC2HP8M01 | analyse, apply and adapt their own and others’ movement skills in a range of challenging movement situations to enhance performance in indoor, outdoor and aquatic settings  VC2HP10M01 |
| design and demonstrate how movement strategies can be manipulated to improve movement outcomes  VC2HP8M02 | create and refine movement strategies to achieve successful outcomes across a range of challenging movement situations  VC2HP10M02 |
| demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes  VC2HP8M03 | apply movement concepts in new or challenging movement situations and analyse the impact they have on movement outcomes  VC2HP10M03 |
| adapt and perform movement sequences in a variety of contexts, demonstrating how the movement elements of time, effort, space, people and objects can enhance performance  VC2HP8M04 | evaluate their own and others’ movement compositions and provide and apply feedback to enhance performance, including the impact of the movement elements of time, effort, space, people and objects  VC2HP10M04 |
| Sub-strand: Making active choices | |
| *Students learn to:* | |
| participate in physical activities designed to improve fitness to investigate the impact of regular participation on health and wellbeing  VC2HP8M05 | participate in and evaluate physical activities designed to enhance health, fitness and wellbeing  VC2HP10M05 |
| participate in physical activities that utilise community spaces, outdoor environments and aquatic settings safely, and evaluate strategies to support the increased use of these spaces  VC2HP8M06 | participate in physical activities that promote health, safety and social outcomes in outdoor environments and aquatic settings to design and evaluate participation strategies for themselves and others  VC2HP10M06 |
| design and justify a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomes  VC2HP8M07 | design, implement and evaluate personalised plans for improving or maintaining their own or others’ physical activity levels to achieve health-related fitness, health and wellbeing outcomes  VC2HP10M07 |
| Sub-strand: Learning through movement | |
| *Students learn to:* | |
| propose, test and evaluate movement strategies and skills that would be most effective in different movement situations  VC2HP8M08 | transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situations  VC2HP10M08 |
| analyse modifications to equipment, rules and scoring systems that support fair play and inclusive participation  VC2HP8M09 | demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups  VC2HP10M09 |
| practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities  VC2HP8M10 | devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills  VC2HP10M10 |