

Year 7 & 8 Health and Physical Education Curriculum and assessment plan

Aviation High School

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Health and Physical Education. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas.

How to use this template: Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

Level description	Context and cohort considerations (if applicable)
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Students in Year 7 and Year 8 study HPE for three lessons per week across two semesters. There are five Year 7 classes with two class on Line 1 and three classes on Line 2.</p> <p>There are five Year 8 classes with one class on Line 1, two classes on Line 3 and two classes on Line 4.</p> <p>Classes have access to an outdoor facility (hall, oval, multi-sport courts) for two lessons each week. They also have access to a classroom for one lesson per week when required.</p> <p>The school has a focus on the use of high-impact teaching strategies in the planning and implementation of teaching and learning in Years 7–10. In alignment with this, the HPE faculty has prioritised Harvard Thinking Routines and use of formal and informal feedback as a strategy to improve student performance across Years 7–10.</p>

Note: Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

Unit 1 Year 7 — Harm Minimisation	Unit 2 Year 7 — Breaking Down Barriers	Unit 1 Year 8— Screen Time & Mental Health	Unit 2 Year 8 — Benefits of Physical Activity
Duration: Year 7/ Term 1: 10 Weeks	Duration: Year 7/ Term 2: 10 Weeks	Duration: Year 8/Term 3: 10 Weeks	Duration: Year 8/Term 4: 10 Weeks
This unit focuses on different aspects of safety; online, water, vaping, road etc. Students will gain knowledge about safe and unsafe behaviours within these topics.	This unit focuses on adolescents travelling through puberty and how stereotypes can impact respectful relationships.	This unit focuses on how much screen time students are getting each day, what the national guidelines are and how screens are impacting mental health. They look at statistics and uncover ways in which we can reduce mental health issues.	This unit focuses on the importance of physical activity and how most adolescence don’t meet the national guidelines. Students participate in fitness testing and create a physical activity plan to ensure they meet the guidelines.

Note:

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

	Unit 1		Unit 2		Unit 3		Unit 4	
	Assessment — Safety Project & Modified Game creation	Timing	Assessment — Exam & Dance design	Timing	Assessment — Social Media Instagram Deck	Timing	Assessment — Fitness & Health Plan	Timing
Assessment	<p>Students create an infographic of their selected area of safety Poster</p> <p>3 lessons in class</p> <p>Students participate in a range of Indigenous and Modified games throughout the term and then create their own in groups of 2 or 3.</p>	<p>Term 3 10 Weeks</p>	<p>Students answer knowledge and understanding questions about puberty, sexuality and stereotypes.</p> <p>Practice exam week 7, Final exam week 8 Multiple choice and short response</p> <p>Students participate in a variety of dance styles throughout the term and then design their own movement sequence to music.</p>	<p>Term 4 9 Weeks</p>	<p>Students create an advertisement to show different ways to improve mental health with screen time and social media. Multi-modal</p> <p>4 assessment lessons</p>	<p>Term 1 10 Weeks</p>	<p>Students analyse how much they exercise and whether they meet the National Guidelines and then make a physical activity plan to ensure they do. Technique: Written Part A – Barriers and Enablers due Week 5 Part B – Written Health Plan due Week 7 Part C - Evaluation due Week 9</p>	<p>Term 2 10 Weeks</p>
Achievement standard	<p>By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that 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. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.</p>		<p>By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that 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. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.</p>		<p>By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that 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. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.</p>		<p>By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that 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. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.</p>	
Moderation	Blind moderation will be completed in Week 10.		Blind moderation will be completed in Week 10.		Blind moderation will be completed in Week 10.		Blind moderation will be completed in Week 10.	

Note: Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

Content descriptions	Units				Content descriptions	Units			
	1	2	3	4		1	2	3	4
Personal, social and community health					Movement and physical activity				
Identities and change analyse and reflect on the influence of values and beliefs on the development of identities AC9HP8P01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moving our bodies analyse, refine and transfer movement skills in a variety of movement situations AC9HP8M01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes AC9HP8P02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	design and demonstrate how movement strategies can be manipulated to improve movement outcomes AC9HP8M02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes AC9HP8P03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes AC9HP8M03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with others examine the roles of respect, empathy, power and coercion in developing respectful relationships AC9HP8P04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Making active choices participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing AC9HP8M04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities AC9HP8P05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	participate in physical activities that utilise community spaces and outdoor settings, and evaluate strategies to support increased use of these spaces AC9HP8M05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
analyse factors that influence emotional responses and devise strategies to self-manage emotions AC9HP8P06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomes AC9HP8M06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent AC9HP8P07	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning through movement propose and evaluate movement strategies and skills that would be most effective in different movement situations AC9HP8M07	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Making healthy and safe choices refine protective behaviours and evaluate community resources to seek help for themselves and others AC9HP8P08	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation AC9HP8M08	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing AC9HP8P09	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities AC9HP8M09	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing AC9HP8P10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

Note: Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

Focus areas				
	1	2	3	4
Alcohol and other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food and nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health benefits of physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Relationships and sexuality	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active play and minor games	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Challenge and adventure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundamental movement skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games and sports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifelong physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhythmic and expressive activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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