



# HEALTH AND PE 7-10 CURRICULUM OVERVIEW



Year 7

Year 8

Year 9

Year 10

Theory

Practical

Theory

Practical

Theory

Practical

Theory

Practical

TERM 1

WEEK	Year 7 Theory	Year 7 Practical	Year 8 Theory	Year 8 Practical	Year 9 Theory	Year 9 Practical	Year 10 Theory	Year 10 Practical
WEEK 1	Unit 1: Fair Play	Unit 1: Fair Play	Unit 1: Adolescent relationships-support and respect	Unit 1: Athletics	Unit 1: Wellbeing and Change	Unit 1: Athletics	Unit 1: Lifelong Physical Activity	Unit 1: Lifelong and Physical Wellbeing plan
WEEK 2			As students move through adolescence, they become more independent, explore risk-taking behaviours, and develop their own identities. This unit allows students to explore and investigate their own identities and the benefits of respectful and inclusive relationships with peers and respectful on and offline behaviour. Students develop and use empathy when interacting with others. They examine the causes of conflict in relationships and consider supportive and helpful strategies to resolve conflict. Students explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social-networking situations.	In this unit, students use feedback to improve control and coordination of specialist movement skills. Students apply the elements of movement to compose and perform movement sequences in an athletics context. Students apply personal and social skills when providing and accepting feedback. Students experience all CHS Athletic events available to enter on CHS Athletics Day.	In a rapidly changing world, wellbeing is an increasingly important aspect of everyone's life. In this unit, students revise factors that shape identity and examine the links between character strengths, identity and gender to support students to understand and respect themselves and others. They explore how external factors, including social media, can influence the identity of themselves and others and how developing healthy emotional management strengthens relationships and mental wellbeing. Students use the context of change, managing disappointment, loss and grief to refine and evaluate personal strategies to manage emotions in challenging situations. The learning activities are interactive with students involved in discussion, group work and using scenarios to demonstrate understanding. They will use a journal to record responses and to develop ideas. The summative assessment is made up of 3 parts, to be completed as students work through the unit.	In this unit, students use feedback to improve control and coordination of specialist movement skills. Students apply the elements of movement to compose and perform movement sequences in an athletics context. Students are put into teams and score points within their Year 9 cohort for their performance making it interesting and competition like.	Lifelong physical activity and wellbeing can not only benefit the individual but also the community in which they live. In this unit, students understand how a health literate person can draw on their physical, emotional, cognitive, and social capacities in an integrated way to support health promoting behaviours throughout their lifespan. Students develop the ability to gain access to, understand, and use health information and services in ways that promote and maintain health and wellbeing. Students explore how policies and guidelines are made and implemented and how they influence attitudes and beliefs about physical activity and wellbeing. Students critique health information and evaluate the influence of media messaging, marketing information and interpersonal factors on health decision-making. Students demonstrate forward planning in their individualised lifelong physical activity and wellbeing plan, utilising several key guiding policies and guidelines. Students evaluate and review factors that influence health decisions at different stages of life to develop a wellbeing and movement plan to suit their changing needs.	Lifelong physical activity are important elements in enhancing health, fitness, and wellbeing. Through participating in modified games, Students explore the benefits of lifelong physical activity and how the modification of activities and games can increase participation and inclusivity. They examine the body's responses to exercise and use data analysis and the CHANGE1 model to propose and justify activities to improve levels of and participation.
WEEK 3	Unit 2: Mental Health	Unit 2: Athletics						
WEEK 4	In this unit, students investigate the importance of respectful relationships and the links to health and wellbeing. They investigate a range of different types of interactions that occur, including online and face-to-face social interactions, friendship groups, or sports teams. Students apply skills to establish and maintain positive and healthy relationships, including effective communication, and applying online and social protocols, inclusivity, and dealing with bullying. They analyse factors that influence the way individuals respond emotionally to different situations and demonstrate empathy and sensitivity in response to family, social, or online situations.	In this unit, students use feedback to improve control and coordination of specialist movement skills. Students apply the elements of movement to compose and perform movement sequences in an athletics context. Students apply personal and social skills when providing and accepting feedback. Students experience all CHS Athletic events available to enter on CHS Athletics Day.						
WEEK 5								
WEEK 6								
WEEK 7								
WEEK 8		Unit 3: Striking and Fielding		Unit 2: Striking and Fielding		Unit 2: Striking and Fielding	Unit 2: Ultimate Frisbee	Unit 2: Ultimate Frisbee
WEEK 9		Understanding the why before the how gives purpose to refining skills to improve performance in a game. In this unit, students participate in the striking and fielding game of softball. Using a game sense approach to develop thinking players, they understand why it is important to refine movement skills to improve game performance and achieve movement outcomes. Students acquire an understanding of how manipulating movement concepts can enhance the execution of skills and the performance of movement sequences.		Understanding the why before the how gives purpose to refining skills to improve performance in a game. In this unit, students participate in the striking and fielding game of softball. Using a game sense approach to develop thinking players, they understand why it is important to refine movement skills to improve game performance and achieve movement outcomes. Students acquire an understanding of how manipulating movement concepts can enhance the execution of skills and the performance of movement sequences.		Understanding the why before the how gives purpose to refining skills to improve performance in a game. In this unit, students participate in the striking and fielding game of softball. Using a game sense approach to develop thinking players, they understand why it is important to refine movement skills to improve game performance and achieve movement outcomes. Students acquire an understanding of how manipulating movement concepts can enhance the execution of skills and the performance of movement sequences.		In this unit students will work on the practical game of Ultimate Frisbee. Students will learn to self referee, backhand and forehand throw, take one handed and two handed catches and transfer offensive and defensive skills learnt from previous sports taught. They will communicate effectively in teams. Students will also self analyze their own and team mates performances through video analysis where they will complete a written task.
WEEK 10								
WEEK 11								

TERM 2

WEEK	Year 7 Theory	Year 7 Practical	Year 8 Theory	Year 8 Practical	Year 9 Theory	Year 9 Practical	Year 10 Theory	Year 10 Practical	
WEEK 1	Unit 3: Fitness	Unit 4: Fitness	Unit 2: Adolescent Nutrition & Physical Activity	Unit 3: Dodge and Go	Unit 3: SHINE	Unit 3: Team Transfer	Unit 3: Coaching & Leadership	Unit 3: Net and Wall	
WEEK 2	In this unit, students investigate the many different activities that they can undertake to improve their own physical fitness. They undertake small fitness tests where they will be taught how to analyze their own level of fitness and how to improve on these areas. They will make connections with the local community and begin to recognize fitness activities and facilities. The major focus will be on the ability to improve on their own level of fitness in being able to perform activities and workouts that are free of charge.	In this unit, students investigate the many different activities that they can undertake to improve their own physical fitness. They undertake small fitness tests where they will be taught how to analyze their own level of fitness and how to improve on these areas. They will make connections with the local community and begin to recognize fitness activities and facilities. The major focus will be on the ability to improve on their own level of fitness in being able to perform activities and workouts that are free of charge.	Many changes occur during adolescence that influence nutrition and physical activity choices. In this unit, students investigate the factors that contribute to healthy nutritional choices. They explore the changes that occur during adolescence that impact on influence food choices and physical activity. Students investigate the Australian 24-hour Movement Guidelines to explore their own health choices and the choices of their wider communities. They consider the impact of social, personal, cultural, and economic factors on health choices of teenagers to understand the complex nature of health in contemporary times. Students gather and analyze primary data from their community around nutrition and physical activity during consultations and propose strategies and actions to enhance the health of those around them. This unit of work uses an inquiry-based approach, whereby students consider information and pose their own questions, while seeking solutions. Students need to be self-reliant to research and understand their own health. The skills, knowledge and understanding students acquire in this unit can be applied to a variety of movement contexts such as healthy eating, in the outdoors or healthy eating, for movement performance.	In this unit, students focus on participation in physical activity promoting lifelong health and wellbeing. They review the health and skill-related components of fitness and identify, practice, and apply the components to an activity they are interested in. They investigate the major movements involved with playing touch football and align these movements with the relevant components of fitness. They investigate fitness principles and fitness activities and design an improvement plan for the invasion game sport of touch football, Gaelic Football and Indoor Hockey. Students compose and perform movement sequences using their understanding of the elements of movement to enhance team performance.	The Shine program is an effective health program that allows students to consider and clarify values, attitudes, develop personal and social skills and acquire relevant information in regards to Sexual Health. Students will be encouraged to consider how they are affected by their own values and how their attitudes can affect others. They will develop an understanding and respect for the diversity within the community.	In this unit, students apply teamwork skills and the capacity to apply and transfer movement strategies to an unfamiliar invasion game. They develop a deep understanding of the common objectives of invasion games, how position and reception in space supports team possession of the ball, and how to score points in selected invasion games. They develop and refine movement strategies that are specific to being 'on the ball' and 'off the ball' when in attack and defence and apply and transfer attacking and defending concepts and strategies to new and unfamiliar invasion game situations. In a team environment, they collaboratively devise and apply a code of behaviour that promotes fair play and equitable participation and compose and perform a rhythmic and expressive movement sequence that encapsulates the ethos of their team. They evaluate personal and peer contribution and the outcomes of collaborating, fair play and ethical behaviour. The unit focuses on the transfer of movement strategies from a familiar to an unfamiliar invasion game situations. In this unit are Korfbal and Touch Football.	In this unit, students apply movement concepts and refine feedback to improve control and accuracy of specialist movement skills. Students net and wall games using focus on the Net and tactical problems of setting up to attack by creating space on the opposite side of the net, winning the point, and defending space on their side of the net.	In this unit students will undertake their Australian Institute of Sport Community Coaching Essential Skills course. This course is an online 3 hour course with 8 modules to complete. This course helps coaches create fun, safe and inclusive environments for participants. On completion of this online course to successful complete the unit students will form groups and plan and execute a training session for primary school students. At the conclusion of this they will complete a small written assignment analyzing and critiquing their teaching performance with constructive feedback given from their class teacher.	In this unit students will undertake a practical unit where they will work on the Net and Wall games of Spike Ball, European Handball, Pickleball and Volleyball. They will recognise the transfer of skills and the difference of the varied equipment between the sports and the varied elements of skill required to be successful. They will work in teams and assist each other through giving written and verbal constructive feedback.
WEEK 3									
WEEK 4									
WEEK 5	Unit 4: SHINE	Unit 5: Invasion Games	Unit 3: SHINE	Unit 4: Fitness	Unit 4: Net and Wall	Unit 4: Net and Wall	Unit 4: SHINE		
WEEK 6	The Shine program is an effective health program that allows students to consider and clarify values, attitudes, develop personal and social skills and acquire relevant information in regards to Sexual Health. Students will be encouraged to consider how they are affected by their own values and how their attitudes can affect others. They will develop an understanding and respect for the diversity within the community.	In this unit, students participate in a range of smaller Invasion Games learning how to maintain possession, defend and attack areas of the court and progressing into larger games of Netball, run in a small competition.	The Shine program is an effective health program that allows students to consider and clarify values, attitudes, develop personal and social skills and acquire relevant information in regards to Sexual Health. Students will be encouraged to consider how they are affected by their own values and how their attitudes can affect others. They will develop an understanding and respect for the diversity within the community.	This unit exposes and makes students aware of the importance Fitness plays within their lives. Students undertake Fitness Testing and become made aware of simple fitness activities that can be completed at home with minimal equipment. Diet and recommended guidelines for Students aged are also a point of discussion.	In this unit, students apply movement concepts and refine strategies to suit different feedback to improve control and accuracy of specialist movement skills. Students net and wall games using focus on the Net and tactical problems of setting up to attack by creating space on the opposite side of the net, winning the point, and defending space on their side of the net.	In this unit, students apply movement concepts and refine feedback to improve control and accuracy of specialist movement skills. Students net and wall games using focus on the Net and tactical problems of setting up to attack by creating space on the opposite side of the net, winning the point, and defending space on their side of the net.			
WEEK 7									
WEEK 8									
WEEK 9									
WEEK 10									

TERM 3

WEEK	Year 7 Theory	Year 7 Practical	Year 8 Theory	Year 8 Practical	Year 9 Theory	Year 9 Practical	Year 10 Theory	Year 10 Practical	
WEEK 1		Unit 6: JR4H		Unit 5: JR4H	Unit 5: Finding a Way	Unit 6: It's Your Move	Unit 7: Ballroom Dance		
WEEK 2		In this unit, students are exposed to specialist movement sequences involving rhythm and timing within Skating Ropes. Students are shown a number of individual and partner skills with both single and long ropes. Students then work in groups to compose a routine to perform to the cohort involving sequence, rhythm and timing. Health importance and benefits of being active are made importance of in this unit. Awareness is made of the Heart Foundation and the opportunity to raise funds for this foundation is available.		In this unit, students are exposed to specialist movement sequences involving rhythm and timing within Skating Ropes. Students are shown a number of individual and partner skills with both single and long ropes. Students then work in groups to compose a routine to perform to the cohort involving sequence, rhythm and timing. Health importance and benefits of being active are made importance of in this unit. Awareness is made of the Heart Foundation and the opportunity to raise funds for this foundation is available.	In this unit, students refine movement skills and strategies to achieve successful outcomes in a challenge and adventure context. They solve occupational challenges by applying teamwork skills and evaluating leadership approaches, collaboration strategies and ethical behaviours. They work collaboratively to design navigational challenges in a school-based or natural setting. Students apply navigation skills and strategies to locate obvious and more difficult controls. In addition, they apply skills for living sustainably and practice skills for safe travel in a natural environment. Students are able demonstrate transfer of movement strategies between modes of travel and in different and unfamiliar environments.	In this unit, students participate in a variety of fitness activities that promote personal goals. Furthermore, students participate in recreational activities and explore the social and wellbeing benefits of physical activity, using particular focus on community connection and how this increases physical activity participation within communities. Students investigate a current physical activity intervention, Jane Run for Heart, assessing its effectiveness. In addition, students will plan a new and unique intervention for their local community which enhances both health and wellbeing for a diverse range of people. Students evaluate their personal physical activity goals. Heart Foundation provides a focus on the social	In this unit, students participate in a variety of fitness activities that promote personal goals. Furthermore, students participate in recreational activities and explore the social and wellbeing benefits of physical activity, using particular focus on community connection and how this increases physical activity participation within communities. Students investigate a current physical activity intervention, Jane Run for Heart, assessing its effectiveness. In addition, students will plan a new and unique intervention for their local community which enhances both health and wellbeing for a diverse range of people. Students evaluate their personal physical activity goals. Heart Foundation provides a focus on the social		
WEEK 3									
WEEK 4		Unit 7: Net and Wall		Unit 6: Net and Wall	Unit 6: Rights & Responsibilities				
WEEK 5		In this unit, students apply movement concepts and refine feedback to improve control and accuracy of specialist movement skills. Students net and wall games using focus on the Net and tactical problems of setting up to attack by creating space on the opposite side of the net, winning the point, and defending space on their side of the net.		In this unit, students apply movement concepts and refine strategies to suit different feedback to improve control and accuracy of specialist movement skills. Students net and wall games using focus on the Net and tactical problems of setting up to attack by creating space on the opposite side of the net, winning the point, and defending space on their side of the net.	Understanding the rights and responsibilities of each person within different relationships is important for respectful relationships. In this unit, students evaluate how positive attitudes toward diversity and gender equality can empower people to develop respectful and inclusive relationships and propose actions that can be taken when a relationship is not respectful. They analyze media messages and representations of cultural groups, gender, and stereotypes. They also analyze the impact that behaviours can have on individuals and the community. They propose strategies that promote inclusion and learn how to challenge stereotypes and inequality safely and respectfully. Students investigate South Australian legal requirements in relation to consent, and describe and reflect on strategies that enhance safety and wellbeing in relationships. They investigate how gender-based violence can take different forms and examine the rights and responsibilities of individuals in maintaining respectful relationships.				
WEEK 6	Unit 5: Physical Health and Nutrition	Unit 8: Dance							
WEEK 7	In this unit, students investigate and evaluate nutrition and physical activity information to develop their capacity to enhance their health and wellbeing. They explore the nutritional and physical activity requirements of adolescents, demonstrating informed decision-making skills to maintain a healthy balanced lifestyle. Students propose and implement actions to promote nutritional and physical health for adolescents in their local community. Learning is promoted through a strengths-based approach and aim to develop their skills to health literacy. Students will work in cooperative groups, identifying, describing, understanding and opinions based on personal experiences, beliefs, and values. They will source credible strategies and resources when engaging with problem-solving models to solve scenarios they may face in life.	This unit involves students being exposed and taught a variety of Line Dances, Individual Dances and Partner Dances. Students are made aware and understand the importance of timing, sequence and rhythm. Students form groups and compose a 2 minute performance to perform to the Year 7 cohort.							
WEEK 8									
WEEK 9									
WEEK 10									

TERM 4

WEEK	Year 7 Theory	Year 7 Practical	Year 8 Theory	Year 8 Practical	Year 9 Theory	Year 9 Practical	Year 10 Theory	Year 10 Practical
WEEK 1	Unit 6: Decisions I Can Make	Unit 9: SEPEP	Unit 4: Culture and Community Connection	Unit 7: SEPEP Volleyball	Unit 4: Sustainable health	Unit 8: SEPEP Basketball		
WEEK 2	In this unit, students identify the strengths and capabilities adolescents have and issues causing concern to adolescents. They investigate strategies of self-regulation and goal setting and use personal strengths to enhance their own and others' health, safety, and wellbeing. Students practice applying strategies to solve real life scenarios, which can be transferred to all aspects of life. Students evaluate the credibility and reliability of health information sources when investigating the physical, social, and emotional health benefits of a healthy attitude towards alcohol and other drugs. They investigate and assess the credibility of support networks and online agencies. Students explore a vision and propose and implement actions that promote their own and others' health, safety, and wellbeing.	SEPEP involves understanding the importance and roles that are involved in the running of a sports club. Over a term students are involved in electing a committee and running a mini sports season during lessons. The Year 7 Sport undertaken is Rimmerball.	In this unit, students explore family and kinship groups in their own and a range of other cultures, and health beliefs across various cultural groups. They explore the cultural and historical significance of physical activities, and how connecting to the environment through participation in games and dance enhance community wellbeing. Students examine how beliefs inform values and how values contribute to identity, developing their understanding of the benefits of valuing diversity and challenging discrimination within communities.	SEPEP involves understanding the importance and roles that are involved in the running of a sports club. Over a term students are involved in electing a committee and running a mini sports season during lessons.	As students become more independent, they start to become aware of how their decisions and actions can have an impact on others and the need for advocacy for community action on important issues. In this unit, students develop an understanding of sustainable health concepts and identify factors that contribute to sustainable health, such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on health through a social-ecological model and conduct a community audit identifying and assessing factors that influence sustainable health. Through the analysis of national and South Australian community health initiatives, students develop high level skills, knowledge and understanding of how to identify and design a community health promotion strategy.	SEPEP involves understanding the importance and roles that are involved in the running of a sports club. Over a term students are involved in electing a committee and running a mini sports season during lessons.		
WEEK 3								
WEEK 4								
WEEK 5								
WEEK 6								
WEEK 7								
WEEK 8								
WEEK 9								

\*Please note: The Unit order may alter due to facility and resource availability