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| Years 7–8 band Health and Physical Education  Curriculum and assessment plan  [Insert school name, implementation year] |

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](http://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) |
| --- | --- |
| 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. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

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

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**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 — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | 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. | | 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. | | 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. | | 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. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

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

**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 |  |  |  |  |
| Food and nutrition |  |  |  |  |
| Health benefits of physical activity |  |  |  |  |
| Mental health and wellbeing |  |  |  |  |
| Relationships and sexuality |  |  |  |  |
| Safety |  |  |  |  |
| Active play and minor games |  |  |  |  |
| Challenge and adventure activities |  |  |  |  |
| Fundamental movement skills |  |  |  |  |
| Games and sports |  |  |  |  |
| Lifelong physical activities |  |  |  |  |
| Rhythmic and expressive activities |  |  |  |  |

**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 | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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