



Western Australian Curriculum

Health Education

Sample teaching and learning outline | Year 7

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Overview

The sample teaching and learning outline provides a sequential series of content areas through which the Health Education component of the Western Australian Curriculum: Health and Physical Education can be taught. Consistent with the rationale of the Health and Physical Education curriculum, this outline supports students' acquisition and application of knowledge, understanding and skills related to making informed decisions and taking appropriate actions to strengthen personal identity and autonomy, build resilience, manage risk and develop satisfying respectful relationships.

The sample teaching and learning outline includes an array of focus areas through which students can apply their understanding of key skills and concepts. These key focus areas are suggested as mediums for teaching and learning.

Year 7 Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Health and Physical Education provides opportunities for students to build on their prior learning. A major influence on students during this time is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 7, students develop strategies to manage the physical, emotional and social changes associated with transitions and puberty. They learn how to make decisions and take positive action to promote their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices. Students develop effective communication skills when consent is required to be given or denied.

Students continue to develop and refine movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to a range of physical activities. They have opportunities to analyse their performance using feedback to improve body control and coordination. They learn about the types of activities that enhance aspects of fitness and wellbeing. The application of fair play and ethical behaviour continues to be a focus for students as they consider how communication skills can assist with improving group cohesion.

Year 7 Achievement standard

By the end of the year:

Health Education

Students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify and apply strategies to communicate effectively and to make informed choices. They identify the health and social benefits of physical activity and identify a variety of preventative health strategies. Students apply appropriate protective behaviour strategies and protocols in face-to-face and online interactions.

Physical Education

Students perform movement skills and sequences in selected sport or physical activity contexts with improving accuracy and efficiency. They implement simple strategic and tactical skills to achieve the intended outcome in various contexts. Students describe how physical activity can improve elements of health, fitness and wellbeing. When participating in a variety of sports or physical activities, they demonstrate ethical behaviour and fair play and communicate ways to assist team cohesion and the achievement of an intended outcome.

Health Education Year 7 Sample teaching and learning outline

Week	Lesson content	Curriculum content	Resources
Weeks 1–4	<p>Respectful relationships</p> <ul style="list-style-type: none"> understanding the rights and responsibilities of individuals in a relationship recognising what respectful behaviour looks like, sounds like and feels like (examples of respectful relationships) exploring the characteristics of positive and respectful relationships and why they are important developing strategies to build respect and form respectful relationships with family and friends examining the influence of gender stereotypes 	<p>Interacting with others</p> <p>Impact of relationships on a person’s wellbeing</p> <p>Ways in which decision-making, respect and empathy in developing respectful relationships can be influenced by gender stereotypes</p>	<p>Growing and Developing Healthy Relationships – Consent: Qualities of respectful relationships https://gdhr.wa.gov.au/-/qualities-of-respectful-relationships</p> <p>Sexual Health Quarters – Schools (Education and Training resources) http://shq.org.au/education-and-training/schools/</p> <p>Education Victoria – Respectful Relationships Education http://www.education.vic.gov.au/school/teachers/health/Pages/respectrel.aspx</p> <p>Kids Helpline – Respect in relationships https://kidshelpline.com.au/teens/tips/building-respectful-relationships/</p> <p>Relationships Australia WA – The Road to Respectful Relationships https://www.relationshipswa.org.au/Tip-sheets/The-Road-to-Respectful-Relationships</p>
Weeks 5–11	<p>Puberty – emotional and social changes</p> <ul style="list-style-type: none"> recognising emotional changes during puberty – strong feelings/mood swings, navigating feelings about physical development, changes in energy levels describing social changes during puberty – seeking more independence from family, seeking more responsibility, searching for identity, exploring sexual identities (i.e. romantic relationships) practising ways to cope with emotional and social changes using 	<p>Personal identity and change</p> <p>Ways to manage physical, emotional, and social changes associated with puberty</p> <p>Interacting with others</p> <p>Factors that influence emotional responses and behaviour</p>	<p>Sexual Health Quarters – Schools (Education and Training resources) https://shq.org.au/education/community-education/schools/</p> <p>Growing and Developing Healthy Relationships – Puberty https://gdhr.wa.gov.au/learning-activities/puberty-part-1</p> <p>Be You – Social and emotional learning https://beyou.edu.au/resources/fact-sheets/social-and-emotional-learning</p>

Week	Lesson content	Curriculum content	Resources
	<ul style="list-style-type: none"> ▪ assertive communication – naming and being open with and accepting feelings, using ‘I’ statements to express emotions ▪ positive self-care strategies – stress management techniques, physical activity 		
Weeks 12–17	<p>Digital citizenship</p> <ul style="list-style-type: none"> • comparing the differences between online and face-to-face relationships • exploring the benefits of online communities • understanding digital footprints – current and future impacts • examining the rights and responsibilities of a digital citizen • identifying the risks associated with online environments • developing strategies to stay safe in online environments, including: <ul style="list-style-type: none"> ▪ distinguishing between appropriate and inappropriate behaviour ▪ applying actions to promote safety in online environments (e.g. guarding security and privacy) ▪ knowing what to do in response to inappropriate behaviour (e.g. reporting to the appropriate authority) • analysing media and social media influence • recognising media representation and bias 	<p>Interacting with others Impact of relationships on a person’s wellbeing</p> <p>Staying Safe Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online</p> <p>Healthy and active communities Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours</p>	<p>eSafety Commissioner – Classroom resources https://www.esafety.gov.au/educators/classroom-resources</p> <p>Growing and Developing Healthy Relationships – Issues with online communication https://gdhr.wa.gov.au/-/issues-with-online-communication</p> <p>Digital Citizenship NSW – Home http://www.digitalcitizenship.nsw.edu.au</p> <p>Government of Victoria – Education and Training – advice sheets https://www.vic.gov.au/advice-sheets</p> <p>Mayo Clinic – Social media use https://www.mayoclinic.org/healthy-lifestyle/tween-and-teen-health/in-depth/teens-and-social-media-use/art-20474437</p>

Week	Lesson content	Curriculum content	Resources
Weeks 18–22	<p>Positive mental health</p> <ul style="list-style-type: none"> exploring ways to build self-confidence – recognising and building on strengths and achievements, setting goals, and managing stress investigating self-talk – what it is and what it sounds like defining resilience and understanding how it supports mental wellbeing identifying networks and agencies that support positive mental health, and how to access them developing strategies to create and maintain supportive networks 	<p>Personal identity and change Feelings, emotions and cultural beliefs and values associated with transitions; and practising self-talk and help-seeking strategies to manage these changes</p> <p>Staying safe Health information, services and help-seeking strategies that young people can use in a variety of situations</p>	<p>Health Direct – Self-talk https://www.healthdirect.gov.au/self-talk</p> <p>REACHOUT.com – Home http://au.reachout.com</p> <p>Headspace – Home http://headspace.org.au</p> <p>Black Dog Institute – Resources and support https://www.blackdoginstitute.org.au/resources-support/</p> <p>Be You – Social and emotional learning https://beyou.edu.au/resources/fact-sheets/social-and-emotional-learning</p>
Weeks 23–26	<p>Preventive health – Everyday practices and sun safety</p> <ul style="list-style-type: none"> asking: what is meant by prevention and why it is important? understanding everyday preventive practices (e.g. brushing teeth, regular physical activity) and how these contribute to overall health exploring essential elements of balanced choices based on Australian dietary guidelines, including strategies to support wellbeing identifying balanced meals and snack ideas that contribute to health planning how to make health-supporting choices on a budget recognising more beneficial options in takeaway environments developing practical life skills through preparing simple, nourishing recipes 	<p>Healthy and active communities Strategies to make informed choices to promote health, safety and wellbeing</p> <p>Preventive health practices for young people to avoid and manage risk</p>	<p>Eat for Health – Home https://www.eatforhealth.gov.au</p> <p>Cancer Council WA – SunSmart https://cancerwa.asn.au/cancer-prevention/sunsmart/</p> <p>SunSmart – Generation SunSmart https://www.generationsunsmart.com.au/online-learning/</p>

Week	Lesson content	Curriculum content	Resources
	<ul style="list-style-type: none"> • understanding the rationale for safe sun-protective behaviours (e.g. clothing, sunscreen, timing, shade, and sun safety education) • planning sun-smart events at school or in the local community • conducting a school sun-safety audit and recommending improvements to create a safer environment 		
Weeks 27–30	<p>Assertive communication in consent</p> <ul style="list-style-type: none"> • understanding assertive communication • seeking, giving and denying consent assertively • responding to consent decisions respectfully 	<p>Staying safe</p> <p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied</p>	<p>Growing and Developing Healthy Relationships – Consent https://gdhr.wa.gov.au/learning-activities/qualities-of-respectful-relationships</p> <p>Sexual Health Quarters – Schools (Education and Training resources) https://shq.org.au/education/community-education/schools/</p> <p>Be You – Assertive Communication and Healthy Relationships https://beyou.edu.au/resources/fact-sheets/social-and-emotional-learning</p> <p>eSafety Commissioner – Online boundaries and consent https://www.esafety.gov.au/educators/classroom-resources/online-boundaries-and-consent</p> <p>ReachOut – Confidence https://au.reachout.com/mental-wellbeing/confidence</p>

Week	Lesson content	Curriculum content	Resources
Weeks 31–35	<p>Active living</p> <ul style="list-style-type: none"> identifying different types of physical activity, including recreational activities such as orienteering, bushwalking and canoeing exploring the health and social benefits of physical activity across all ages understanding the recommended levels of physical activity for children (Australian physical activity guidelines) describing how the natural environment can support and promote physical activity planning and mapping opportunities for physical activity in local environments 	<p>Healthy and active communities</p> <p>Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings</p> <p>Strategies to make informed choices to promote health and wellbeing</p>	<p>Select as appropriate to context</p> <p>Australian Government – Australian Physical Activity and Sedentary Behaviour Guidelines https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians</p> <p>Nature Play WA – Home http://www.natureplaywa.org.au</p> <p>WA Department of Health – Healthy living A to Z http://healthywa.wa.gov.au/Healthy-living/Healthy-living-A-to-Z</p> <ul style="list-style-type: none"> (scroll down for physical activity heading) Local physical environments