



Western Australian Curriculum

Physical Education

Sample teaching and learning outline | Year 10

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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Overview

The sample teaching and learning outline provides a sequential series of content areas through which the Physical 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 of movement skills, concepts and strategies to enable them to confidently, competently and creatively participate in a range of physical activities in various contexts and settings.

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

Year 10 Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Health and Physical Education provides opportunities for students to refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

In Year 10, students develop health literacy skills to evaluate health information and messages in the media and evaluate their impact on personal identity and the health of the broader community. They continue to develop and refine communication techniques to enhance interactions with others, including situations where the giving or denying of consent is required. Students develop skills and strategies to promote respectful relationships, and an understanding of how emotional responses impact relationships.

In continuing to improve performance, students transfer learned movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve performance and critically evaluate movement responses based on the outcome of previous performances. Students create plans to enhance or maintain levels of lifelong physical activity to improve fitness, health and wellbeing. They investigate skills, such as leadership and apply these to motivate participation and contribute to effective team relationships and performance. Students are also provided with opportunities to apply fair play and ethical behaviour to influence the outcome of physical activities.

Year 10 Achievement standard

By the end of the year:

Health Education

Students explain the impact of social and cultural influences on personal identity and health, safety and wellbeing. They analyse images and media messages about health, and examine choices that support the development of respectful relationships. Students evaluate the impact of strategies to promote respectful relationships.

Physical Education

Students select, use and evaluate individual movement skills and sequences and implement tactics appropriate to the physical activity context, based on the outcome of previous performances. They apply appropriate technique while performing skills that increase in complexity. Students describe ways to measure perceived exertion in response to physical activity. Students demonstrate ethical behaviour, fair play and teamwork in various contexts and apply skills and strategies to improve team performance toward inclusive, lifelong participation.

Physical Education Year 10 Sample teaching and learning outline

Week	Curriculum content	Key teaching concepts	Lesson content
Week 1	<p>Movement skills and sequences within different physical activity contexts and settings reflecting:</p> <ul style="list-style-type: none"> increased complexity transference of skills to other activities <p>Note: <i>The above content is ongoing and will be addressed throughout the skill development teaching and learning activities</i></p> <p>Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments</p>	<p>Introduction</p> <p>Characteristics of sports categories/families:</p> <ul style="list-style-type: none"> invasion net/wall striking/fielding 	<p>Invasion sports – principles of play:</p> <ul style="list-style-type: none"> offence scoring invading maintaining possession defence restricting scoring reducing invasion of opponents regaining possession
Weeks 2–3	<p>Measurement of the body’s response to physical activity:</p> <ul style="list-style-type: none"> perceived exertion rating <p>Personalised plans for improving or maintaining physical activity levels to improve health, fitness and wellbeing</p>	<p>Invasion sports</p> <ul style="list-style-type: none"> Characteristics of invasion sports and fundamental skill development 	<p>Focus</p> <ul style="list-style-type: none"> skill development to enable passing, receiving, positioning: correct timing force generation variety
Weeks 4–5	<p>Personalised plans for improving or maintaining physical activity levels to improve health, fitness and wellbeing</p>	<p>Gaining, maintaining or regaining possession</p>	<p>Focus</p> <ul style="list-style-type: none"> under different pressures: game like intensity different styles of offence and defence
Weeks 6–7	<p>Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances</p> <p>Skills and strategies to improve team or group performance</p>	<p>Defensive strategies used to gain or regain possession</p>	<p>Focus</p> <ul style="list-style-type: none"> evaluating and adapting performance based on previous performance creating opportunities to influence play reading the play

Week	Curriculum content	Key teaching concepts	Lesson content
	<p>Management of levels of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p>		
Weeks 8–10	<p>Skills and strategies to improve team or group performance</p> <p>Management of levels of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p> <p>Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments</p>	<p>Transfer of skills</p>	<p>Change of sporting context</p> <ul style="list-style-type: none"> • select from a different type to demonstrate transference of skills: <ul style="list-style-type: none"> ▪ throwing (netball, basketball, rugby) ▪ kicking (Australian Rules football, soccer) ▪ use of implement (hockey, lacrosse)
Weeks 11–13	<p>Skills and strategies to improve team or group performance</p> <p>Management of levels of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p> <p>Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments</p>	<p>Striking/fielding</p> <p>Characteristics of striking/fielding sports and fundamental skill development</p>	<p>Striking/fielding</p> <ul style="list-style-type: none"> • skill development, e.g. <ul style="list-style-type: none"> ▪ softball batting and fielding (retrieving and throwing) ▪ striking the ball from a delivery or a batting tee ▪ fielding the ball from ground or in the air

Week	Curriculum content	Key teaching concepts	Lesson content
Weeks 14–16	Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances	Using space Defending space	Using space <ul style="list-style-type: none"> hitting the ball away from fielders hitting the ball out of playing area advancing a runner Defending Space <ul style="list-style-type: none"> fielding positions variety in delivery of the ball where to throw the ball when fielding Tactical play <ul style="list-style-type: none"> changing batting stance reading position of the fielders altering delivery of the ball
Weeks 17–19	Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances Skills and strategies to improve team or group performance Management of levels of participation and rules during physical activities Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities	Game play	Game play
Weeks 20–23	Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments	Net sports Characteristics of net sports and fundamental skill development	Net sports <ul style="list-style-type: none"> fundamental skill development to enable a variety of passing methods to a team-mate or sending the object over the net defence/offence with or without a racquet

Week	Curriculum content	Key teaching concepts	Lesson content
Week 24	Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances	Using space	Using space <ul style="list-style-type: none"> controlling midcourt/advantageous position on court moving the opponent placement of shots
Weeks 25–27	The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings	Modified game play	Modified game play <ul style="list-style-type: none"> playing area number of players on court
Week 28–30	Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances Skills and strategies to improve team or group performance Management of levels of participation and rules during physical activities Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities	Game play	Game play <ul style="list-style-type: none"> scoring systems singles, doubles tournament play, i.e. round robin, elimination, double elimination, league