



Western Australian Curriculum

Health Education

Sample teaching and learning outline | Year 8

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 8 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 is the world around them, and during this time their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 8, students develop skills and strategies to promote health, safety and wellbeing, including assertive responses and refusal skills, and apply them to a range of situations, including online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of movement skills and knowledge of tactical thinking and apply these to an expanding array of physical activity contexts. They build on skills to analyse performance and describe the impact of regular participation on health, fitness and wellbeing. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play and contribute to positive team cohesion.

Year 8 Achievement standard

By the end of the year:

Health Education

Students identify skills and strategies to manage change, and promote all aspects of their own and others' health. They make informed decisions, using assertive responses, and make contingency plans to avoid and prevent risks to health. Students identify the impact power and coercion can have on relationships and describe how these can be influenced by stereotypes.

Physical Education

Students perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In various contexts, they implement a range of tactics to achieve an intended outcome. Students provide simple descriptions of how to measure heart rate and breathing rate in response to changes in physical activity. They implement or interpret verbal, physical or situational cues to appropriately respond to others when working in a group.

Health Education Year 8 Sample teaching and learning outline

Week	Lesson content	Curriculum content	Resources
Weeks 1–4	<p>Respectful relationships</p> <ul style="list-style-type: none"> Identifying qualities that make a relationship strong, sustainable and equitable, as well as qualities that can destabilise relationships exploring identity – what makes people different and how identity can change (e.g. assuming more responsibility, gaining independence, connecting to peers, developing sexual feelings) practising ways to manage transitions, including strategies such as self-talk and seeking help understanding romantic relationships – how they differ from other types of relationships, and safe, respectful ways to get to know others establishing and maintaining healthy boundaries in romantic relationships 	<p>Personal identity and change Ways in which changing feelings and attractions form part of developing sexual identities</p> <p>Strategies to cope with and manage the impact of changes and transitions</p> <p>Interacting with others Strategies for managing the changing nature of peer and family relationships</p>	<p>Growing and Developing Healthy Relationships – Qualities of respectful relationships (modify accordingly) 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>Government of Victoria – Respectful Relationships Education https://www.vic.gov.au/respectful-relationships</p>
Weeks 5–8	<p>What influences me?</p> <ul style="list-style-type: none"> recognising influences on decision-making and behaviour (e.g. the media, behaviour of role models, beliefs, attitudes, prior experience, social norms and expectations) and their relative impact understanding that beliefs and values can vary between individuals and are shaped by different experiences reflecting on personal beliefs and clarifying attitudes toward health-supporting behaviours such as physical activity, balanced eating or sun protection 	<p>Personal, social and cultural factors that influence emotional responses and behaviour</p>	<p>Growing and Developing Healthy Relationships – Understanding influences on behaviour (modify accordingly) https://gdhr.wa.gov.au/-/family-peers-and-the-media-influence-how-we-behave</p>

Week	Lesson content	Curriculum content	Resources
Weeks 9–12	<p>Resilience, networks and support</p> <ul style="list-style-type: none"> describing interpersonal communication skills that support good health and strategies to overcome communication barriers exploring the meaning and importance of social connectedness identifying different forms of social connectedness (e.g. individuals, groups and places where people feel a strong sense of belonging) explaining reasons why someone might seek health information or assistance recognising barriers to seeking support (e.g. lack of confidentiality, trust) locating people, networks and agencies that support young people investigating effective ways to access health information and support services evaluating the pros and cons of using the internet or online spaces when seeking help 	<p>Staying safe</p> <p>Credible health information that can support people in a variety of situations</p>	<p>Reachout.com – Teacher resources https://schools.au.reachout.com/</p> <p>Be You – Whole school mental health resources https://beyou.edu.au/</p> <p>School Drug Education and Road Aware – Resilience education https://www.sdera.wa.edu.au/programs/resilience-education/</p> <p>Beyond Blue – Home https://www.beyondblue.org.au/</p>
Weeks 13–18	<p>Drugs and youth (a focus on alcohol)</p> <ul style="list-style-type: none"> defining drugs and their categories exploring reasons why people choose to use or avoid drugs recognising standard drink measures and the effects of alcohol on the body describing the social, financial and legal problems caused by alcohol and their impact on relationships examining patterns of alcohol use in young people (including challenging the assumption that most young people use alcohol) 	<p>Staying safe</p> <p>Reasons why young people choose to use or not use alcohol, drugs or other harmful substances, and strategies that could be used if someone is being encouraged to use them</p> <p>Staying safe</p> <p>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments</p>	<p>School Drug Education and Road Aware - Challenges and Choices http://www.sdera.wa.edu.au/resources/secondary-resources/</p> <p>Mental Health Commission (WA) – Alcohol Think Again resources http://alcoholthinkagain.com.au</p>

Week	Lesson content	Curriculum content	Resources
	<ul style="list-style-type: none"> challenging alcohol-related norms and myths assessing the risks associated with alcohol use and applying strategies to avoid or reduce harm in risky situations practising refusal strategies 		
Weeks 19–22	<p>Assertive communication about consent</p> <ul style="list-style-type: none"> understanding the concept of consent exploring types of verbal and non-verbal communication, including passive, aggressive and assertive styles, and their impact on consent-related conversations practising strategies and steps for seeking, giving and denying consent developing refusal skills and boundary-setting strategies examining the legal aspects of consent 	<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 (modify accordingly) https://gdhr.wa.gov.au/learning-activities/consent-assertive-and-respectful-communication</p> <p>Youth Law Australia – Sex and dating https://yla.org.au/wa/topics/health-love-and-sex/sex/</p> <p>Kids Helpline – All about consent https://kidshelpline.com.au/teens/issues/what-consent</p>
Weeks 23–27	<p>Relationship safety</p> <ul style="list-style-type: none"> describing types of bullying behaviour exploring the negative impacts of bullying (e.g. poor self-esteem, reduced academic performance, anxiety, unhappiness) developing appropriate ways to resolve conflict and actions to prevent or address bullying behaviours recognising the characteristics of cyberbullying assessing the potential harm from online actions (e.g. sexting, sharing nudes, trolling) examining the legal and social consequences of sexting (short- and long-term) 	<p>Interacting with others</p> <p>Impacts of bullying and harassment on relationships, including online relationships</p> <p>Role of power and coercion within relationships, and how these can be influenced by gender stereotypes</p> <p>Staying safe</p> <p>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments</p>	<p>Bullying No Way – Classroom resources https://bullyingnoway.gov.au/resources/classroom-resources</p> <p>Friendly schools – Teaching resources http://www.friendlyschools.com.au/resources</p> <p>eSafety Commissioner – Classroom resources https://www.esafety.gov.au/educators/classroom-resources</p> <p>Government of Victoria – Advice sheets https://www.vic.gov.au/advice-sheets</p> <p>Our Watch – The Line https://www.ourwatch.org.au/education/resources/the-line</p>

Week	Lesson content	Curriculum content	Resources
	<ul style="list-style-type: none"> applying strategies to deal with risky behaviour and reduce harm associated with sexting making safe and responsible decisions online <p>Power, coercion and gender stereotypes in relationships</p> <ul style="list-style-type: none"> understanding power dynamics and how power can be used in relationships identifying forms of coercion and control analysing the impact of gender stereotypes on power imbalances 		<p>Kids Helpline – Toxic relationships https://kidshelpline.com.au/teens/issues/toxic-relationships</p> <p>eSafety Commissioner – Power and gender in relationships https://www.esafety.gov.au/young-people/power-and-gender-in-relationships</p>
Weeks 28–31	<p>We're all different</p> <ul style="list-style-type: none"> understanding human rights and responsibilities exploring the benefits of living in a multicultural society (e.g. exposure to different languages, art, food, community events) examining the impact and consequences of discriminatory behaviour (e.g. racism on public transport or in sporting contexts, such as the AFL) identifying positive ways to celebrate diversity and their contribution to community health, connection and relationships (e.g. community events such as Harmony Day) developing personal actions to challenge discriminatory behaviours 	<p>Healthy and active communities</p> <p>Benefits to individuals and communities of valuing diversity and promoting inclusivity</p>	<p>Australian Human Rights Commission – Teachers https://humanrights.gov.au/education/teachers</p>

Week	Lesson content	Curriculum content	Resources
Weeks 31–35	<p>Health and wellbeing promotion</p> <ul style="list-style-type: none"> • understanding the importance of physical activity – including benefits to physical and social health and wellbeing • reflecting on students’ current personal levels of physical activity • exploring the National Physical Activity Guidelines and Sedentary Behaviour Guidelines for Children • identifying ways to encourage healthy decisions and behaviours related to being physically active and less sedentary • implementing school-based strategies to increase levels of physical activity <p>Health and safety promotion</p> <ul style="list-style-type: none"> • understanding health promotion and safety issues affecting young people • evaluating examples of health promotion initiatives targeting safety in Australia • designing and implementing school-based strategies that support young people in managing health and safety risks 	<p>Healthy and active communities</p> <p>Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them</p>	<p>Australian Institute of Health and Welfare – Physical activity https://www.aihw.gov.au/reports/physical-activity/physical-activity</p> <p>Australian Government – About physical activity and exercise https://www.health.gov.au/topics/physical-activity-and-exercise/about-physical-activity-and-exercise</p> <p>School Drug Education and Road Aware – Challenges and Choices http://www.sdera.wa.edu.au/resources/secondary-resources/</p> <p>eSafety Commissioner – Home https://www.esafety.gov.au/</p> <p>Road Safety Commission WA – Home https://www.wa.gov.au/organisation/road-safety-commission</p> <p>SunSmart – Home https://www.sunsmart.com.au/</p>