



Western Australian Curriculum

Health and Physical Education

Scope and sequence | Years 7–10

Revised curriculum | For familiarisation in 2024

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.

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Overview

The current Western Australian Curriculum: Health and Physical Education was adopted and adapted from the Australian Curriculum Version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum during 2021–2022. Teachers then advised a preference for the existing Western Australian curriculum, especially the inclusion of examples.

The revised Western Australian Curriculum: Health and Physical Education has been adapted from the Australian Curriculum version 9.

Guide to reading this document

A separate Scope and sequence document has been developed to show the revised content across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

This Scope and sequence shows the revised content for the phase of learning: Years 7–10.

Health and Physical Education: Attitudes and values

Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Western Australian Curriculum: Health and Physical Education provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Strand: Personal, social and community health

Sub-strand: Personal identity and change

Year 7	Year 8	Year 9	Year 10
<p>Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes</p> <p>Ways to manage physical, emotional, and social changes associated with puberty</p> <p>For example:</p> <ul style="list-style-type: none"> • coping skills • communication skills • problem-solving skills and strategies • changing friendships/families 	<p>Strategies to cope with and manage the impact of changes and transitions</p> <p>For example:</p> <ul style="list-style-type: none"> • changing peer and family relationships • the influence of values and beliefs on the development of identities • accessing relevant health information and services <p>Ways in which changing feelings and attractions form part of developing sexual identities</p> <p>For example:</p> <ul style="list-style-type: none"> • how health information supports an individual to effectively manage change as they grow older 	<p>Factors that shape personal identities and adolescent health behaviours</p> <p>Strategies for managing changes and transitions</p>	<p>Impact of societal and cultural influences on personal identities and health behaviour</p> <p>For example:</p> <ul style="list-style-type: none"> • how diversity and gender are represented in the media • differing cultural beliefs and practices that surround transitions • defending personal values

Sub-strand: Staying safe

Year 7	Year 8	Year 9	Year 10
Health information, services and help-seeking strategies that young people can use in a variety of situations	Credible health information that can support people in a variety of situations	Skills to determine the appropriateness and reliability of online health information	Analysis of health information and content related to: <ul style="list-style-type: none"> • alcohol, drugs or other harmful substances • body image • processed food • road safety • relationships
Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online For example: <ul style="list-style-type: none"> • assertive responses • refusal skills 	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	Skills to deal with challenging or unsafe situations: <ul style="list-style-type: none"> • refusal skills • initiating contingency plans • acting assertively 	No content
Strategies to make informed choices to promote health, safety and wellbeing For example: <ul style="list-style-type: none"> • proposing alternatives to traditional medicine • demonstrating basic first aid in medical circumstances, such as asthma, allergies and anaphylaxis 	Skills and strategies to promote physical and mental health, safety and wellbeing in various environments For example: <ul style="list-style-type: none"> • assertive responses • stress management techniques • refusal skills • making informed choices • contingency planning • demonstrating basic first aid in medical circumstances, such as 	Actions and strategies to enhance health and wellbeing in a range of environments For example: <ul style="list-style-type: none"> • the use of complementary health practices to support and promote good health • responding to emergency situations to administer first aid, such as Danger, Response, Send, Airway, Breathing, Compression, 	Skills and strategies to manage situations where: <ul style="list-style-type: none"> • risk is encouraged by others; for example: <ul style="list-style-type: none"> ▪ pressure to engage in intimate relationships • response to an emergency situation is required; for example: <ul style="list-style-type: none"> ▪ water-based activities ▪ road trauma

Year 7	Year 8	Year 9	Year 10
	<p>non-life-threatening bleeds, sprains and strains</p> <ul style="list-style-type: none"> online environments (sharing intimate images or texts) 	<p>Defibrillation (DRSABCD)</p> <ul style="list-style-type: none"> identifying and managing unsafe situations safe blood practices 	<ul style="list-style-type: none"> alcohol, drugs and other harmful substances
<p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied</p> <p>For example:</p> <ul style="list-style-type: none"> exploring assertive and respectful communication understanding and applying online and social protocols to enhance relationships with others and protect own wellbeing, including recognising and responding to online content that may be harmful to self or others, such as grooming or image-based abuse, and respectfully communicating needs or concerns to others 	<p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied</p> <p>For example:</p> <ul style="list-style-type: none"> exploring assertive and respectful communication examining the nature of consent in different types of relationships 	<p>Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships</p> <p>For example:</p> <ul style="list-style-type: none"> describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication and respecting individuals' rights investigating the Western Australian legal requirements in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and 	<p>Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships</p> <p>For example:</p> <ul style="list-style-type: none"> reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others refining strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios, such as in peer group, family or work situations

Year 7	Year 8	Year 9	Year 10
		intimate partners, in both online and offline interactions	

Sub-strand: Healthy and active communities

Year 7	Year 8	Year 9	Year 10
<p>Strategies to make informed choices to promote health and wellbeing For example:</p> <ul style="list-style-type: none"> researching nutritious meals examining accessible physical activity options examining messages portrayed by the media and influential people <p>Preventive health practices for young people to avoid and manage risk For example:</p> <ul style="list-style-type: none"> sun-protective behaviours adoption of the <i>Australian Guide to Healthy Eating</i> application of road safety laws and guidelines <p>Health and social benefits of physical activity and recreational pursuits</p> <p>Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours For example:</p> <ul style="list-style-type: none"> television advertising 	<p>Benefits to individuals and communities of valuing diversity and promoting inclusivity For example:</p> <ul style="list-style-type: none"> affirming diversity exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community challenging racism, homophobia, sexism and disability discrimination researching how stereotypes and prejudices have been challenged in various contexts <p>Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them</p>	<p>Impact of external influences on the ability of adolescents to make safe and informed choices relating to:</p> <ul style="list-style-type: none"> sexual health behaviours alcohol, drugs or other harmful substance use risk-taking <p>Implications of attitudes and behaviours on individuals and the community For example:</p> <ul style="list-style-type: none"> prejudice marginalisation homophobia discrimination 	<p>Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours</p> <p>Health promotion designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community</p> <p>Social, economic and environmental factors that can influence health For example:</p> <ul style="list-style-type: none"> level of knowledge and awareness of healthy behaviours income/employment social networks and supports (family, friends and community attachment) housing access to services

Sub-strand: Interacting with others

Year 7	Year 8	Year 9	Year 10
<p>Impact of relationships on a person's wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> the benefits of respectful relationships and the roles of respect, empathy, power and coercion in relationships the influence of family and peers applying online and social protocols to enhance relationships <p>Ways in which decision-making, respect and empathy in developing respectful relationships can be influenced by gender stereotypes</p>	<p>Strategies for managing the changing nature of peer and family relationships</p> <p>Impacts of bullying and harassment on relationships, including online relationships</p> <p>For example:</p> <ul style="list-style-type: none"> psychological consequences, including decreased self-esteem and poor mental health social consequences, including negative attitudes to school and increased loneliness <p>Role of power and coercion within relationships, and how these can be influenced by gender stereotypes</p>	<p>Characteristics of respectful relationships and how these can prevent violence and abuse</p> <p>For example:</p> <ul style="list-style-type: none"> respecting the rights and responsibilities of individuals in the relationship communication respecting gender equality respecting personal differences and opinions empathy 	<p>Skills and strategies to promote respectful relationships</p> <p>For example:</p> <ul style="list-style-type: none"> appropriate emotional responses in a variety of situations challenging assumptions about gender taking action if a relationship is not respectful <p>Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and others' health and wellbeing</p>
<p>Factors that influence emotional responses and behaviour</p> <p>For example:</p> <ul style="list-style-type: none"> personal experience considering alternative ways to respond to situations, including showing empathy self-management strategies to regulate emotions 	<p>Personal, social and cultural factors that influence emotional responses and behaviour</p> <p>For example:</p> <ul style="list-style-type: none"> prior experience norms and expectations personal or cultural beliefs and attitudes 	<p>Managing emotional responses and resolving conflict in family or social situations</p> <p>For example:</p> <ul style="list-style-type: none"> coping with rejection negotiation skills 	<p>Managing the effects of emotional responses on relationships</p> <p>For example:</p> <ul style="list-style-type: none"> the impact of extreme emotions on situations or relationships the consequences of not recognising the emotions of others

Strand: Movement and physical activity

Sub-strand: Movement skills

Year 7	Year 8	Year 9	Year 10
Movement skills and sequences within different physical activity contexts and settings	Movement skills and sequences within different physical activity contexts and settings with a focus on: <ul style="list-style-type: none"> increased efficiency in skill performance control of balance and stability 	Movement skills and sequences within different physical activity contexts and settings reflecting: <ul style="list-style-type: none"> increased speed and accuracy improved efficiency increased complexity 	Movement skills and sequences within different physical activity contexts and settings reflecting: <ul style="list-style-type: none"> increased complexity transference of skills to other activities
Strategic and tactical skills used to create and use space through the manipulation of effort, space, time, objects and people	Selection of strategic and tactical skills in the manipulation of effort, space, time, objects and people in a variety of movement contexts	Skills, strategies and tactics in new or challenging movement situations and the impact of each on movement outcomes	The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances
Physical activities to enhance health, fitness and wellbeing, including moving in natural environments	Physical activities to enhance health, fitness and wellbeing, including moving in natural environments	Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments	Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments

Sub-strand: Understanding movement

Year 7	Year 8	Year 9	Year 10
Impact of regular participation in physical activities on health, fitness and wellbeing	Measurement of the body's response to physical activity: <ul style="list-style-type: none"> heart rate breathing/respiration 	Measurement of the body's response to physical activity: <ul style="list-style-type: none"> flexibility strength balance endurance 	Measurement of the body's response to physical activity: <ul style="list-style-type: none"> perceived exertion rating
Strategies to increase physical activity levels For example: <ul style="list-style-type: none"> games recreational activities outdoor pursuits 	Use of games, recreational activities and outdoor pursuits to enhance activity levels and achieve health and wellbeing outcomes	Use of games, recreational activities and outdoor pursuits to improve components of health, fitness and wellbeing	Personalised plans for improving or maintaining physical activity levels to improve health, fitness and wellbeing

Sub-strand: Interpersonal skills

Year 7	Year 8	Year 9	Year 10
<p>Communication skills that support and enhance:</p> <ul style="list-style-type: none"> • group and team cohesion • leadership • inclusion 	<p>Verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group</p>	<p>Skills and strategies for effective leadership, including teamwork and motivation</p> <p>For example:</p> <ul style="list-style-type: none"> • setting goals • establishing roles • communication • time management 	<p>Skills and strategies to improve team or group performance</p> <p>For example:</p> <ul style="list-style-type: none"> • motivation • teamwork • leadership
<p>Ethical behaviour and fair play when participating in physical activities</p>	<p>Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants</p>	<p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p> <p>Strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills</p>	<p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p> <p>Management of levels of participation and rules during physical activities</p>