



Western Australian Curriculum

Health Education

Sample teaching and learning outline | Year 9

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 9 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 9, students take into consideration the influence of external factors on their ability to make safe and informed choices, which may impact their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships, with a focus on skills that promote positive interactions and resolving conflict. Students examine effective strategies that may be implemented in situations where the giving or denying of consent is required.

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of movement skills. They explore ways to evaluate performances, through analysis of skills and movement, and measure a number of the body's responses to physical activities. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

Year 9 Achievement standard

By the end of the year:

Health Education

Students identify and apply relevant criteria to determine the effectiveness of various strategies that may be used to enhance health and wellbeing. They determine the appropriateness and reliability of health information and whether it is suitable for use in a particular context. Students examine a range of characteristics of respectful relationships. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

Physical Education

Students select and use individual movement skills and sequences that increase in complexity and perform them with increased speed and control and improved accuracy. They implement tactics and adapt them in response to previous performances. Students measure a number of the body's responses to physical activity. In competitive contexts, students participate ethically and demonstrate leadership and ways to build motivation. They encourage teamwork in various contexts toward inclusive, lifelong participation.

Health Education Year 9 Sample teaching and learning outline

Week	Lesson content	Curriculum content	Resources
Weeks 1–6	<p>What influences others and me?</p> <ul style="list-style-type: none"> investigating factors that influence personal health analysing case studies that show the positive and negative impact of these factors describing common concerns experienced by young people (e.g. school, bullying/conflict, stereotypes and expectations) connecting positive health influences to students' own personal concerns (e.g. how media can promote confidence and self-worth, how families can help reduce stress about the future) discussing strategies to manage changes in personal identity during the transition to middle adolescence 	<p>Personal identity and change</p> <p>Factors that shape personal identities and adolescent health behaviours</p> <p>Strategies for managing changes and transitions</p>	<p>Mission Australia – Youth surveys https://www.missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey</p> <p>Headspace – Understanding adolescence – supporting a young person https://headspace.org.au/explore-topics/supporting-a-young-person/adolescence/</p>
Weeks 7–15	<p>Alcohol – think ahead</p> <ul style="list-style-type: none"> reviewing the impact of alcohol on developing brains exploring challenging situations and risks for young people related to alcohol use (e.g. out-of-control parties, drink spiking, damage to reputation) identifying external influences such as peers, social norms and expectations analysing the challenges of managing external influences in high-risk situations applying strategies to avoid or reduce harm in challenging situations 	<p>Staying safe</p> <p>Skills to deal with challenging or unsafe situations:</p> <ul style="list-style-type: none"> refusal skills initiating contingency plans acting assertively <p>Healthy and active communities</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>Mental Health Commission (WA) – Alcohol Think Again resources http://alcoholthinkagain.com.au/</p> <p>School Drug Education and Road Aware – Challenges and Choices (link) http://www.sdera.wa.edu.au/resources/secondary-resources/</p> <p>Arc – Level 3–4 Resilience, Rights and Respectful Relationships https://arc.educationapps.vic.gov.au/learning/resource/76409</p>

Week	Lesson content	Curriculum content	Resources
Weeks 16–22	<p>Conventional and complementary healthcare</p> <ul style="list-style-type: none"> exploring the philosophy and intentions of complementary healthcare understanding why people choose complementary care in addition to, or instead of, conventional healthcare evaluating the pros and cons of seeking health information online developing skills to determine accuracy and reliability of online health information identifying ways to improve personal health literacy 	<p>Staying safe</p> <p>Actions and strategies to enhance health and wellbeing in a range of environments</p> <p>Skills to determine the appropriateness and reliability of online health information</p>	<p>Better Health Channel – Complimentary therapies https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/complementary-therapies</p> <p>Better Health Channel – Health information and products online https://www.betterhealth.vic.gov.au/health/healthyliving/health-information-and-health-products-online</p> <p>Australian Commission on Safety and Quality in Health Care – Finding good health information online https://www.safetyandquality.gov.au/consumers/finding-good-health-information-online</p> <p>Australia Bureau of Statistics – National Health Survey: Health literacy https://www.abs.gov.au/statistics/health/health-conditions-and-risks/national-health-survey-health-literacy</p>
Weeks 23–30	<p>Respectful relationships and positive communities</p> <ul style="list-style-type: none"> describe the characteristics and behaviours of a respectful partner – what they do and don't do, and how they treat their partner and others explaining the rights and responsibilities of partners in a relationship, including the role of respect, empathy, shared responsibility and effective communication exploring behavioural and social differences related to gender, and how these are reinforced within society distinguishing between violence, power and consent 	<p>Interacting with others</p> <p>Characteristics of respectful relationships and how these can prevent violence and abuse</p> <p>Healthy and active communities</p> <p>Implications of attitudes and behaviours on individuals and the community</p> <p>Staying safe</p> <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>Government of Victoria – Respectful Relationships Education https://www.vic.gov.au/respectful-relationships</p> <p>Australian Human Rights Commission – Teachers https://humanrights.gov.au/education/teachers</p> <p>Growing and Developing Healthy Relationships – Consent https://gdhr.wa.gov.au/learning-activities/consent-ready-vs-not-ready-sexual-activity</p> <ul style="list-style-type: none"> (modify accordingly)

Week	Lesson content	Curriculum content	Resources
	<ul style="list-style-type: none"> practising strategies for seeking, giving and denying consent, including in the context of sexual behaviours identifying power imbalances and analysing their impact on relationships examining the origins of prejudicial and discriminatory behaviours, including assumptions, beliefs, attitudes and stereotypes analysing the impact of prejudice and discrimination on mental health outcomes, including the risk of social isolation and community disharmony recognising practices that create or perpetuate prejudice and discrimination 		
Weeks 31–35	<p>Managing stress</p> <ul style="list-style-type: none"> understanding conflict – what it means and the common sources of conflict exploring positive ways to resolve conflict, such as using ‘I’ statements, active listening and understanding others’ perspectives applying and evaluating positive solutions to conflict in everyday situations (e.g. family or online conflicts) distinguishing between positive and negative stress and their effects on health identifying personal stressors and their effects on health investigating positive responses to stress, including how attitudes, personality traits and optimistic thinking influence stress levels practising practical and relevant stress management techniques for everyday situations 	<p>Interacting with others</p> <p>Managing emotional responses and resolving conflict in family or social situations</p>	<p>Reach Out – Emotional awareness and self-regulation https://schools.au.reachout.com/resilience/emotional-awareness-and-self-regulation</p> <p>Survivors & Mates Support Network – Managing emotions https://www.samsn.org.au/wellbeing/mental-wellbeing/managing-emotions/</p> <p>Kids Helpline – Ways to deal with conflict https://kidshelpline.com.au/teens/issues/ways-deal-conflict</p> <p>Relationships Australia WA – Self-Care Tip Sheets https://www.relationshipswa.org.au/resources/tip-sheets/self-care-tip-sheets</p>