



# Western Australian Curriculum

## Health Education

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Sample teaching and learning outline | Year 10

## **Acknowledgement of Country**

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## 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 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.

## Health Education Year 10 Sample teaching and learning outline

Week	Lesson content	Curriculum content	Resources
Weeks 1–4	<p><b>Exploring Identity</b></p> <ul style="list-style-type: none"> <li>defining identity and the factors that shape and influence it, including life experiences, cultural beliefs and the media</li> <li>analysing examples of gender portrayals in contemporary media and popular culture and their impact on societal attitudes and behaviour</li> <li>understanding the negative consequences of explicit sexual imagery and sexualisation, particularly for girls and society (e.g. body dissatisfaction, low self-esteem, and links to violence and abuse)</li> </ul>	<p><b>Personal identity and change</b> Impact of societal and cultural influences on personal identities and health behaviour</p> <p><b>Interacting with others</b> Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and others' health and wellbeing</p> <p><b>Healthy and active communities</b> Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours</p>	<p>Government of Victoria – Respectful Relationships Education <a href="https://www.vic.gov.au/respectful-relationships">https://www.vic.gov.au/respectful-relationships</a></p>
Weeks 5–10	<p><b>Health in the media</b></p> <ul style="list-style-type: none"> <li>analysing media sources designed to influence health in both positive and negative ways (e.g. road safety campaigns, junk food marketing, distortion of body image in popular media)</li> <li>understanding the intent and impact of alcohol advertising on young people</li> <li>evaluating strategies to increase the appeal and exposure of alcohol to young people (e.g. use of digital technologies, shaping of attitudes and societal norms)</li> <li>assessing the pros and cons of self-regulation in alcohol advertising</li> </ul>	<p><b>Staying safe</b> Analysis of health information and content related to:</p> <ul style="list-style-type: none"> <li>alcohol, drugs or other harmful substances</li> <li>body image</li> <li>processed food</li> <li>road safety</li> <li>relationships</li> </ul> <p>Skills and strategies to manage situations where risk is encouraged by others</p> <p><b>Healthy and active communities</b> Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours</p>	<p>Alcohol and Drug Foundation – Alcohol advertising, social media and young people <a href="https://adf.org.au/talking-about-drugs/alcohol-advertising-social-media-youth/">https://adf.org.au/talking-about-drugs/alcohol-advertising-social-media-youth/</a></p>
Weeks 11–18	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>describing the characteristics, attributes, and rights and responsibilities of respectful partners (Year 9)</li> </ul>	<p><b>Interacting with others</b> Skills and strategies to promote respectful relationships</p>	<p>Government of Victoria – Respectful Relationships Education <a href="https://www.vic.gov.au/respectful-relationships">https://www.vic.gov.au/respectful-relationships</a></p>

Week	Lesson content	Curriculum content	Resources
	<ul style="list-style-type: none"> <li>examining the characteristics of intimate relationships and the meaning of consent</li> <li>exploring communication strategies for seeking, giving and denying consent</li> <li>clarifying the meaning and implications of gender-based violence, including its connection to power imbalances</li> <li>applying actions and strategies to strengthen respectful relationships, such as assertive verbal and non-verbal communication, informed decision-making, and effective negotiation</li> <li>analysing bystander actions and responses to relationship issues or emergencies (e.g. sexism, discrimination, violence against women)</li> </ul>	<p><b>Staying safe</b> 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>Growing and Developing Healthy Relationships – Sexual consent and law (modify accordingly) <a href="https://gdhr.wa.gov.au/learning-activities/sexual-consent-and-law">https://gdhr.wa.gov.au/learning-activities/sexual-consent-and-law</a></p> <p>Growing and Developing Healthy Relationships – Keeping safe in sexual situations <a href="https://gdhr.wa.gov.au/learning-activities/keeping-safe-in-sexual-situations">https://gdhr.wa.gov.au/learning-activities/keeping-safe-in-sexual-situations</a></p>
Weeks 19–25	<p><b>Positive mental health</b></p> <ul style="list-style-type: none"> <li>examining examples of strong emotional responses in common situations (e.g. panic, stress, anxiety) and their potential impact on health (e.g. depression, sleep problems, skin conditions, changes in appetite or energy levels)</li> <li>identifying effective ways to manage emotional responses, including when and how to seek support</li> <li>evaluating youth mental health services available locally and online by creating and applying checklists to assess their usefulness and appropriateness</li> <li>exploring existing community strategies that support and manage mental health challenges</li> </ul>	<p><b>Interacting with others</b> Managing the effects of emotional responses on relationships</p> <p><b>Healthy and active communities</b> Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours</p>	<p>Mental Health Commission (WA) – Your Health and Wellbeing <a href="https://www.mhc.wa.gov.au/your-health-and-wellbeing/youth/">https://www.mhc.wa.gov.au/your-health-and-wellbeing/youth/</a></p> <p>Headspace – Home <a href="http://headspace.org.au">http://headspace.org.au</a></p> <p>Beyond Blue – Home <a href="https://www.beyondblue.org.au/">https://www.beyondblue.org.au/</a></p> <p>ReachOut – Home <a href="http://au.reachout.com">http://au.reachout.com</a></p>

Week	Lesson content	Curriculum content	Resources
Weeks 26–29	<p><b>Thinking critically about health</b></p> <ul style="list-style-type: none"> <li>defining what health means and what it looks for individuals and communities</li> <li>analysing the factors that influence health how they can impact health outcomes both positively and negatively</li> <li>exploring actions designed to address health influences and improve outcomes, such as initiatives from 'Closing the Gap' targeting Indigenous disadvantage</li> </ul>	<p><b>Healthy and active communities</b></p> <p>Social, economic and environmental factors that can influence health</p>	<p>World Health Organisation – Constitution  <a href="https://www.who.int/about/governance/constitution">https://www.who.int/about/governance/constitution</a></p> <p>World Health Organisation – Determinants of health  <a href="https://www.who.int/news-room/questions-and-answers/item/determinants-of-health">https://www.who.int/news-room/questions-and-answers/item/determinants-of-health</a></p> <p>Coalition of Australian Governments – Closing the Gap  <a href="https://www.closingthegap.gov.au/">https://www.closingthegap.gov.au/</a></p>
Weeks 30–33	<p><b>Health promotion</b></p> <ul style="list-style-type: none"> <li>explaining what health promotion is, its goals, and examples at the community level</li> <li>evaluating a health promotion campaign (e.g. road safety, physical activity or mental health), including its aims, target audience and key strategies</li> <li>understanding methods for identify health issues, such as through surveys and interviews</li> <li>designing and implementing a school-based health promotion campaign with multiple strategies that encourage healthy behaviours</li> </ul>	<p><b>Healthy and active communities</b></p> <p>Health promotion designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community</p>	<p>Vic Health  <a href="https://www.vichealth.vic.gov.au/about/health-promotion">https://www.vichealth.vic.gov.au/about/health-promotion</a></p> <p>Health promotion campaigns:  Road safety  <a href="https://www.wa.gov.au/organisation/road-safety-commission">https://www.wa.gov.au/organisation/road-safety-commission</a></p> <p>LiveLighter – Home  <a href="https://livelighter.com.au">https://livelighter.com.au</a></p> <p>Act Belong Commit – Home  <a href="http://www.actbelongcommit.org.au">http://www.actbelongcommit.org.au</a></p>
Weeks 34–35	<p><b>Emergency response</b></p> <ul style="list-style-type: none"> <li>identifying basic first aid principles</li> <li>describing examples of emergency situations and appropriate response strategies</li> </ul>	<p><b>Staying safe</b></p> <p>Skills and strategies to manage situations where response to an emergency situation is required</p>	<p>Australian Red Cross – First aid essentials guide  <a href="https://www.redcross.org.au/firstaid/first-aid-essentials-guide/">https://www.redcross.org.au/firstaid/first-aid-essentials-guide/</a></p> <p>St. John WA – First aid information and resources  <a href="https://stjohnwa.com.au/online-resources/first-aid-information-and-resources">https://stjohnwa.com.au/online-resources/first-aid-information-and-resources</a></p>