

# Subject Group Overview PHE

## Year 1: Grade 6 Hamish Sutherland and Anna Erickson

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
Systems in Sports and Safety - Beginnings  9 weeks	Systems	Environment Function	Orientation in space and time: People, boundaries, exchange and interaction	The implementation of systems improves function within an environment	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Social: II - Collaboration <i>Working effectively with others</i> <ul style="list-style-type: none"> <li>• Delegate and share responsibility for decision-making</li> <li>• Help others to succeed</li> <li>• Listen actively to other perspectives and ideas</li> <li>• Encourage others to contribute</li> <li>• Give and receive meaningful feedback</li> </ul>	<p><b>Students will be able to:</b></p> <p><b>Knowledge:</b>  <b>Fitness:</b></p> <ul style="list-style-type: none"> <li>• Understand the 3 primary energy systems</li> <li>• Learn to balance a circuit to give a full-body workout</li> </ul> <p><b>Soccer and Touch</b></p> <ul style="list-style-type: none"> <li>• know the rules of the game</li> <li>• understand systems of offense and defense</li> </ul> <p><b>Health:</b></p> <ul style="list-style-type: none"> <li>• Identify the systems of campus security and child protection</li> <li>• Identify the systems to use for safety in the home and when on a bike</li> <li>• Identify and use road rules</li> <li>• Understand the actual systems of road use in Bali</li> <li>• follow the systems for resuscitation</li> </ul>
Relationships in Sport and Health - Beginnings  9 weeks	Relationships	Choice Perspectives	Identities and relationships	perspectives develop choice in relationships	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b></p> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Identify- the types and nature of relationships</li> <li>• Evaluate interpersonal relationships and resolve problems in relationships</li> <li>• Practice Communication skills (I messages, empathy, active listening)</li> <li>• Identify and eliminate bullying and harassment</li> </ul> <p><b>Volleyball and Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Identify the basic rules of the game</li> <li>• Observe and practice the relationship between teammates ie. pass, set, spike</li> <li>• Learn the positions on the court and rotations</li> </ul>

							<ul style="list-style-type: none"> <li>• Learn how we develop the relationships between players to play better volleyball</li> <li>• Demonstrate knowledge of basic balances and tumbling</li> <li>• Practice safety in gymnastics</li> <li>• Combine movements to develop a routine</li> <li>• Learn how to create flow and maximize use of space with our group</li> </ul>
<p>Communication in Sports and Health - Beginnings</p> <p>9 weeks</p>	<p>Communication</p>	<p>Interaction, Perspectives</p>	<p>Personal and Cultural Expression</p>	<p>Communication will enhance interaction with others and an understanding</p>	<p>A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3</p>	<p>Communication Collaboration Self-Management</p>	<p><b>Students will be able to:</b></p> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>• Identify the basic skills of passing, receiving, dribbling, set shooting, lay ups.</li> <li>• Practice communicating and working with partner</li> <li>• Dribble the ball left and right handed -</li> <li>• Do layups from L and R side using the body to protect the ball</li> <li>• Do free throws - moving out according to strength and ability to free throw from the free throw line</li> <li>• Identify and practice a zone defense - communicating with teammates in a zone defense set up</li> <li>• Participate in a basic tournament play with the opportunity to interact and communicate with peers as a referee and learn to see the game from a referees perspective</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Practice safe water entry techniques</li> <li>• Develop stroke mechanics in freestyle, backstroke, breaststroke, butterfly</li> <li>• Develop diving techniques- from side of the pool to using the starting blocks - streamline position - introduce butterfly kick before surfacing</li> <li>• Learn correct finishes in all strokes</li> <li>• Learn how to do proper turns - Freestyle tumble turn, 2 hand breaststroke and butterfly. Treading water - survival swimming</li> <li>• Demonstrate safety jumps - keeping head above water</li> </ul>

							<ul style="list-style-type: none"> <li>Practice lifesaving freestyle with head above water Communicating with a swimmer in trouble. Interacting to perform an assisted rescue</li> <li>Learn to play water polo</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Demonstrate sportsmanship - what it means. Interacting and communicating with the opposition in a sportsmanlike and respectful manner</li> <li>Practice communication skills - learning to apply both verbal and non-verbal communication through games</li> <li>Identify short and long-term effects of different types of addictions. - What is addiction? How do we communicate drug information?</li> <li>Learn about nutrition - What is a diet? Investigate different fad diets. How is nutritional information communicated?</li> </ul>
Changes in Sports and Health - Beginnings  9 Weeks	Change	Adaptation Refinement	Identities and Relationships Physical, psychological and social development	Refining technique and adaptation to training will create changes in student performance	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b> <b>ATHLETICS</b></p> <ul style="list-style-type: none"> <li>Demonstrate safety - all activities particularly field events, begin with safety guidelines</li> <li>Learn to perform a dynamic warm up appropriate for Athletics</li> <li>Learn all the various skills used in Athletics: <ul style="list-style-type: none"> <li>sprinting - balance, arm position, looking straight ahead, relaxed, standing start</li> <li>middle distance running - pacing</li> <li>high jump - Fosbury Flop, focus on J curve run up, safe landing</li> <li>long jump - run up, taking off from the board, feet forward landing</li> <li>triple jump - keeping the hop low and bounding all stages</li> <li>shot put - Position of shot in neck, elbow high, use of legs to initiate drive and rotation of hips/trunk/shoulders</li> <li>discus - holding the disc, disc leaves front of hand (pointer finger last), drive and rotation of hips/trunk/shoulders</li> </ul> </li> </ul>

							<ul style="list-style-type: none"> <li>○ javelin - difference between throwing a ball and throwing javelin, grip options, drive and rotation of hips/trunk/shoulders</li> <li>○ relays - end to end baton changes</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>● Reflect on their sense of self. Who am I? How am I CHANGING?</li> <li>● Learn about puberty and the reproductive system: physical changes, menstrual system</li> <li>● Learn ways of coping with growing up: emotional changes</li> <li>● Identify their support networks as an adolescence: who can I turn to?</li> <li>● Discover lifelong physical activity: why is it important? Physically, emotionally, life balance, support networks</li> <li>● Explore women and cultural heritage issues in sport</li> <li>● Explore choices in recreation that lead to lifelong physical activity</li> </ul>
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## Year 2: Grade 7

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
Systems in Sports and Safety - Action 9 weeks	Systems	Environment Function Systems	Orientation in space and time: People, boundaries, exchange and interaction	The development and implementation of systems improves safety and how things function within an environment	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	I. Communication skills  <i>Exchanging thoughts, messages and information effectively through interaction</i> ● Give and receive meaningful feedback ● Interpret and use effectively modes of	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <p>Understand different training and testing systems in:</p> <ul style="list-style-type: none"> <li>● Fitness</li> </ul> <p>Understand the games of:</p> <ul style="list-style-type: none"> <li>● Soccer</li> <li>● Gaelic Football</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>● understand the schools' 'Child Protection Policy' - identification of Gr 7 responsible adults available to talk to</li> </ul>

						<p>non-verbal communication</p> <ul style="list-style-type: none"> <li>Negotiate ideas and knowledge with peers and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple systems of campus security and personal safety including: Earthquake response, intruder response, fire response and the use of Emergency Drills.</li> <li>Understand water Safety - swimming pools: identifying hazards, safety procedures/systems, safe conduct and basic rescue in a still water environment</li> <li>Understand accidents, Injuries and Prevention - recognizing systems in place to mitigate risk</li> <li>Understand CPR - students will learn to provide basic CPR using DR CAB and resuscitation Annie</li> <li>Understand First Aid - systems for dealing with burns cuts and bites</li> </ul>
Relationships in Sport and Health - Action 9 weeks	Relationships	Choice Perspectives	Identities and relationships	Understanding perspectives develops choice in relationships	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	<p>Communication Collaboration Self-Management</p>	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <p>Understand the game of:</p> <ul style="list-style-type: none"> <li>Volleyball</li> </ul> <p>Understand movement concepts and working relationships with group members in:</p> <ul style="list-style-type: none"> <li>Gymnastics</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>Identify different relationships – family, peer and school</li> <li>Work out ways of dealing with change in relationships</li> <li>Describe the qualities of a positive relationships and the position of Power in relationships</li> <li>Develop strategies to address the abuse of power.</li> <li>Understand what it means to be assertive</li> <li>Assess the processes involved in solving conflicts.</li> </ul>
Communication in Sports and Health - Action 9 weeks	Communication	Interaction, Perspectives	Personal and Cultural Expression	communication will enhance interaction with others and an understanding of different perspectives	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	<p>Communication Collaboration Self-Management</p>	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <p>Understand the game of:</p> <ul style="list-style-type: none"> <li>Basketball</li> </ul> <p>Communicate effectively in a peer instruction situation in::</p> <ul style="list-style-type: none"> <li>Swimming</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Demonstrate Sportsmanship - what it means. <b>Interacting</b> and <b>communicating</b> with the opposition in a sportsmanlike and respectful manner - this backs up the 'Code of Conduct' work done in the Relationships unit.</li> </ul>

							<ul style="list-style-type: none"> <li>• Develop <b>Communication</b> skills - learning to apply both verbal and non-verbal communication through games such as Pretzels, Chinese Whispers, Charades and Pictionary</li> <li>• Understand Drugs - short and long-term effects. What is addiction? How do we <b>communicate</b> drug information?</li> <li>• Understand Alcohol - classification of alcohol. Short- and long-term effects. Adult perspective - why do many adults drink alcohol?</li> <li>• Understand Nutrition - What is a diet? Investigate different fad diets. How is nutritional information <b>communicated</b>?</li> </ul>
Changes in Sports and Health - Action 9 weeks	Change	Adaptation Refinement	Identities and Relationships Physical, psychological and social development	refining technique and adaptation to training will create changes in their performance	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b> <b>PE</b></p> <p>Understand the training and skills to create change in:</p> <ul style="list-style-type: none"> <li>• Athletics</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>• Understand Growth &amp; Development: definition, types. Why do I CHANGE?</li> <li>• Understand Healthy environments: what constitutes a healthy environment for an adolescent? How can I CHANGE my environment to make it healthier?</li> <li>• Understand Reproduction: How does it happen? What CHANGES have occurred in my body to prepare for reproduction? How do we CHANGE from the moment of conception?</li> <li>• Understand Stereotyping: what is it? How does it affect us? How can stereotyping create CHANGE in possibilities and opportunities</li> </ul>

### Year 3: Grade 8

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
Systems in Sports and Safety - Protection 9 weeks	Systems	Environment Function Systems	Orientation in space and time <i>Explorations to develop</i> <ul style="list-style-type: none"> <li>• Peoples</li> <li>• Boundaries</li> <li>• Exchange and interaction</li> </ul>	The implementation of systems improves function within an environment	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b> <b>PE</b></p> <p>Understand the energy systems, training and testing systems in:</p> <ul style="list-style-type: none"> <li>• Fitness</li> </ul> <p>Understand the games of:</p> <ul style="list-style-type: none"> <li>• Gaelic Football</li> <li>• Flag Football</li> </ul>

							<p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>• Understand the schools' 'Child Protection Policy' - identification of Gr 8 responsible adults available to talk to</li> <li>• Identify simple systems of campus security and personal safety including: Earthquake response, intruder response, fire response and the use of Emergency Drills.</li> <li>• Understand Water Safety - Oceans: identifying hazards, safety procedures, safe conduct and basic rescue in an ocean environment</li> <li>• Understand Sports Safety - systems in place to promote safety in sports: rules, restrictions, equipment, provisions, preparation</li> <li>• Understand CPR - students will learn to provide basic CPR using DR CAB and resuscitation Annie</li> <li>• Understand First Aid - systems for the treatment of fractures and soft tissue injuries</li> </ul>
Relationships in Sport and Health - Protection 9 weeks	Relationships	Choice Perspectives	Identities and relationships	Understanding perspectives develops choice in relationships	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <p>Understand the game of:</p> <ul style="list-style-type: none"> <li>• Volleyball</li> </ul> <p>Understand movement concepts and working relationships with group members in:</p> <ul style="list-style-type: none"> <li>• Gymnastics</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>• Understand Contraception: Why? Why not? Explore different <b>perspectives</b> and the impact on <b>relationships</b></li> <li>• Develop knowledge of Contraception: methods - physical and chemical barriers, short-term and long-term methods. Advantages and disadvantages</li> <li>• Develop knowledge of Sexually transmitted diseases - types, symptoms, short- and long-term symptoms, methods of transfer, prevention.</li> <li>• Understand Self identity and self-esteem factors influencing their development and how they affect our relationships.</li> <li>• Develop respectful relationships.</li> <li>• Understand Changes in Relationships - coping with rejection or an unwanted end to a relationship</li> </ul>
Communication in Sports and Health - Protection	Communication	Interaction, Perspectives	Personal and Cultural Expression Social constructions of	Communication will enhance interaction with others and an understanding	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <p>Understand the game of:</p> <ul style="list-style-type: none"> <li>• Basketball</li> </ul>

9 weeks			reality, Ritual and play, Fields and disciplines	of different perspectives			<p>Communicate effectively in a peer instruction situation in::</p> <ul style="list-style-type: none"> <li>Swimming</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Understand Interpersonal communication - Understanding someone else's <b>perspective</b> to develop empathetic <b>communication</b></li> <li>Demonstrate Assertiveness - using assertive statements when <b>interacting</b> with elders/employees/teachers. Maintaining a respectful position while asserting your needs</li> <li>Understand Advertising and consumerism - how does advertising and consumerism as <b>communication</b> change our <b>perspective</b> of our needs</li> <li>Understand Understand Understand Women and cultural heritage in sport - looking at involvement in sport from a different <b>perspective</b></li> <li>Drugs - Why are some areas/environments more susceptible to drug abuse</li> <li>Alcohol - now does advertising and the media impact our perspective of alcohol</li> <li>Understand Nutrition - nutrition for performance. Eating what we need, when we need it.</li> </ul>
Changes in Sports and Health - Protection 9 weeks	Change	Adaptation Refinement	Identities and Relationships	Refining technique and adaptation to training will create changes in their performance	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <p>Understand the training and skills to create change in:</p> <ul style="list-style-type: none"> <li>Athletics</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>Understand Understand Stages of growth and development: from Conception to death, the physical <b>CHANGES</b> that occur</li> <li>Adolescence: focus on the social and emotional <b>CHANGES</b> at adolescence</li> <li>Describe Influences on growth &amp; development: external influences on <b>CHANGE</b> - family, friends, peers, media, society, beliefs</li> <li>Deal with loss and grief: stages of bereavement, who to turn to, how to move forward. How the loss of a loved one can <b>CHANGE</b> perspective</li> </ul>

## Year 4: Grade 9

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objective s:	ATL Skills:	Content:
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Systems in Sports and Safety - Prevention 9 weeks	Systems	Environment Function Systems	Orientation in space and time:	The development and implementation of systems improves safety and how things work within an environment	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	<p>I. Communication skills</p> <p><i>Exchanging thoughts, messages and information effectively through interaction</i></p> <ul style="list-style-type: none"> <li>● Give and receive meaningful feedback</li> <li>● Interpret and use effectively modes of non-verbal communication</li> <li>● Negotiate ideas and knowledge with peers and teachers</li> </ul>	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <p>Understand the energy systems, training and testing systems in:</p> <ul style="list-style-type: none"> <li>● Fitness</li> </ul> <p>Understand the games of:</p> <ul style="list-style-type: none"> <li>● Touch</li> <li>● Australian Rules Football</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>● Understand the schools' 'Child Protection Policy' - identification of Gr 9 responsible adults available to talk to</li> <li>● Identify of simple systems of campus security and personal safety including: Earthquake response, intruder response, fire response and the use of Emergency Drills.</li> <li>● Understand Systems for online safety - posting, commenting, information sharing, legal systems - age limits</li> <li>● Understand Systems for road safety - particular reference to realities of road use in Bali and liberal use of safety systems in place</li> <li>● Understand CPR - students will learn to provide basic CPR using DR CAB and resuscitation Annie</li> <li>● Understand First Aid - systems for the treatment of sports injuries</li> </ul>
Relationships in Sport and Health - Prevention	Relationships	Choice Perspectives	Identities and relationships	Understanding perspectives develops choice in relationships	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	<p>Communication Collaboration Self-Management</p>	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <p>Understand the game of:</p> <ul style="list-style-type: none"> <li>● Volleyball</li> </ul> <p>Understand movement concepts and working relationships with group members in:</p> <ul style="list-style-type: none"> <li>● Gymnastics</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>● Self Identity/Self Esteem</li> <li>● Consent and Coercion</li> <li>● Conflict Resolution</li> <li>● Protecting yourself in a Relationship</li> <li>● Forgive or forget? When someone has wronged you.</li> <li>●</li> <li>● Self identity and self-esteem factors influencing their development and how they affect our relationships.</li> </ul>

							<ul style="list-style-type: none"> <li>• Developing respectful relationships.</li> <li>• Changes in Relationships - coping with rejection or an unwanted end to a relationship <ul style="list-style-type: none"> <li>• Sexual Decision making - social and emotional consequences,</li> <li>• Prejudice and gender imbalances in societies, their impact and how they develop.</li> <li>• Violence in society, the nature of the violence, its causes, it's impact on society and ways to overcome it</li> <li>• The impact of internet pornography on relationships - access to online pornography, it's impact on adolescents, it's depiction of a <b>relationship</b>, what purpose does it serve in society?</li> </ul> </li> <li>•</li> </ul>
Communication in Sports and Health - Prevention	Communication	Interaction, Perspectives	Personal and Cultural Expression Social constructions of reality, Ritual and play, Fields and disciplines	Communication will enhance interaction with others and an understanding of different perspectives	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Swimming</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Decision making - using <b>perspectives, interaction</b> and <b>communication</b> to develop situational understanding to support decision making</li> <li>• Values and beliefs - how do we form our own values and beliefs? How do we understand others perspectives and differing values and beliefs?</li> <li>• Social Media - how does social media inform our <b>perspectives</b>?</li> <li>• Social Media - how reliable is it as communication?</li> <li>• Social Media - what happened to face to face interaction?</li> </ul>
Changes in Sports and Health - Prevention	Change	Adaptation Refinement	Identities and Relationships Physical, psychological and social development	Refining technique and adaptation to training will create changes in their performance	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <p>Understand the training and skills to create change in:</p> <ul style="list-style-type: none"> <li>• Athletics</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>• Lifestyle diseases: <ul style="list-style-type: none"> <li>○ what are they?</li> <li>○ How do we contract lifestyle diseases?</li> <li>○ What <b>CHANGES</b> can we make in our lifestyle to prevent lifestyle diseases?</li> </ul> </li> </ul>

- Contraception and STI's:
  - Why do people choose to use contraception?
  - What types of contraception are there?
  - What STI's are a threat to a sexually active person?
  - How can we CHANGE lifestyle choices to avoid catching a STI?

## Year 5: Grade 10

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objective s:	ATL Skills:	Content:
Systems in Sports and Safety - Responding	Systems	Environment Function Systems	Orientation in space and time: People, boundaries, exchange and interaction	The development and implementation of systems improves safety and how things work within an environment	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	I. Communication skills  <i>Exchanging thoughts, messages and information effectively through interaction</i> ● Give and receive meaningful feedback  ● Interpret and use effectively modes of non-verbal communication  ● Negotiate ideas and knowledge with peers and teachers	<b>Students will be able to:</b>  <b>PE</b> <ul style="list-style-type: none"> <li>● Fitness</li> <li>● Rugby</li> <li>● Flag Football</li> </ul> <b>HEALTH</b> <ul style="list-style-type: none"> <li>● Exploration of the schools' 'Child Protection Policy' - identification of Gr 10 responsible adults available to talk to</li> <li>● Identification of simple systems of campus security and personal safety including: Earthquake response, intruder response, fire response and the use of Emergency Drills.</li> <li>● Looking at identifying security threats - unknown people, photo-taking, questioning</li> <li>● Promoting safe environments</li> <li>● Systems for workplace safety</li> <li>● Systems of health cover/insurance - exploring the costs and benefits and an international student</li> </ul>
Relationships in Sport and Health - Responding	Relationships	Choice Perspectives	Identities and relationships	Understanding perspectives develops choice in relationships	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<b>Students will be able to:</b> <b>PE</b> <ul style="list-style-type: none"> <li>● Volleyball</li> <li>● Gymnastics</li> </ul> <b>HEALTH</b> <ul style="list-style-type: none"> <li>● Sexual Decision making - social and emotional consequences,</li> </ul>

							<ul style="list-style-type: none"> <li>• Prejudice and gender imbalances in societies, their impact and how they develop.</li> <li>• Violence in society, the nature of the violence, its causes, its impact on society and ways to overcome it</li> <li>• The impact of internet pornography on relationships - access to online pornography, its impact on adolescents, its depiction of a <b>relationship</b>, what purpose does it serve in society?</li> </ul>
Communication in Sports and Health - Responding	Communication	Interaction, Perspectives	Personal and Cultural Expression Social constructions of reality, Ritual and play, Fields and disciplines	Communication will enhance interaction with others and an understanding of different perspectives	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Swimming</li> </ul> <p><b>Health</b></p> <p>Understand 'Controversial Health Issues' - <b>communicating</b> different <b>perspectives</b></p> <ul style="list-style-type: none"> <li>• Abortion - right to life vs right to choose</li> <li>• IVF - cheating or helping nature</li> <li>• Euthanasia - taking a life vs a right to die</li> <li>• Online relationships - real or pretend? How do we protect ourselves?</li> <li>• Communicating Consent</li> <li>• A Growth Mindset vs a Fixed Mindset</li> </ul>
Changes in Sports and Health - Responding	Change	Adaptation Refinement	Identities and Relationships Physical, psychological and social development	Refining technique and adaptation to training will create changes in their performance	A: 1,2,3 B: 1,2 C: 1,2,3 D: 1,2,3	Communication Collaboration Self-Management	<p><b>Students will be able to:</b></p> <p><b>PE</b></p> <p>Understand the training and skills to create change in:</p> <ul style="list-style-type: none"> <li>• Athletics</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>• Understand the a drug is a chemical which has a physiological effect (CHANGE) when ingested or otherwise introduced into the body.</li> <li>• Understand drugs in sport: <ul style="list-style-type: none"> <li>○ History</li> <li>○ Types of drugs and their short- and long-term effects</li> <li>○ Impact on sports</li> <li>○ Testing - ASADA</li> <li>○ Case histories</li> </ul> </li> <li>• Understand drug abuse in adolescence: <ul style="list-style-type: none"> <li>○ Why does it occur?</li> </ul> </li> </ul>

- What are the figures?
- What drugs are abused?
- Does drug abuse target sections of society?
- How do we help ourselves or someone we know who is abusing drugs?

**(Grade 6) Year 1 Key concepts**

<b>Systems</b>	<b>1</b>	<b>Relationships</b>	<b>1</b>	<b>Communication</b>	<b>1</b>	<b>Change</b>	<b>1</b>
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**(Grade 6) Year 1 Related concepts**

<b>Choice</b>	<b>1</b>	<b>Perspective</b>	<b>2</b>	<b>Interaction</b>	<b>1</b>	<b>Adaptation</b>	<b>1</b>
<b>Environment</b>	<b>1</b>	<b>Function</b>	<b>1</b>				

**(Grade 7) Year 2 Key concepts**

<b>Systems</b>	<b>1</b>	<b>Relationships</b>	<b>1</b>	<b>Communication</b>	<b>1</b>	<b>Change</b>	<b>1</b>
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**(Grade 7) Year 2 Related concepts**

<b>Choice</b>	<b>1</b>	<b>Interactions</b>	<b>1</b>	<b>Adaptation</b>	<b>1</b>	<b>Perspective</b>	<b>2</b>
<b>Function</b>	<b>1</b>	<b>Systems</b>	<b>1</b>	<b>Refinement</b>	<b>1</b>	<b>Environment</b>	<b>1</b>

**(Grade 8) Year 3 Key concepts**

<b>Systems</b>	<b>1</b>	<b>Relationships</b>	<b>1</b>	<b>Communication</b>	<b>1</b>	<b>Change</b>	<b>1</b>
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**Year 3 Related concepts**

<b>Choice</b>	<b>1</b>	<b>Interactions</b>	<b>1</b>	<b>Adaption</b>	<b>1</b>	<b>Perspective</b>	<b>2</b>
<b>Environment</b>	<b>1</b>	<b>Function</b>	<b>1</b>	<b>Refinement</b>	<b>1</b>	<b>Systems</b>	<b>1</b>

**(Grade 9) Year 4 Key concepts**

<b>Systems</b>	<b>1</b>	<b>Relationships</b>	<b>1</b>	<b>Communication</b>	<b>1</b>	<b>Change</b>	<b>1</b>
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**Year 4 Related concepts**

<b>Choice</b>	<b>1</b>	<b>Interactions</b>	<b>1</b>	<b>Adaption</b>	<b>1</b>	<b>Perspective</b>	<b>2</b>
<b>Environment</b>	<b>1</b>	<b>Function</b>	<b>1</b>	<b>Refinement</b>	<b>1</b>	<b>Systems</b>	<b>1</b>

**(Grade 10) Year 5 Key concepts**

<b>Systems</b>	<b>1</b>	<b>Relationships</b>	<b>1</b>	<b>Communication</b>	<b>1</b>	<b>Change</b>	<b>1</b>
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**Year 5 Related concepts**

<b>Choice</b>	<b>1</b>	<b>Interactions</b>	<b>1</b>	<b>Adaption</b>	<b>1</b>	<b>Perspective</b>	<b>2</b>
<b>Environment</b>	<b>1</b>	<b>Function</b>	<b>1</b>	<b>Refinement</b>	<b>1</b>	<b>Systems</b>	<b>1</b>

**Year 1-5 Key concepts (Total)**

		<b>Systems</b>	<b>5</b>	<b>Communication</b>	<b>5</b>	<b>Relationships</b>	<b>5</b>		
		<b>Change</b>	<b>5</b>						

**Year 1-5 Related concepts (total)**

<b>Choice</b>	<b>5</b>	<b>Perspectives</b>	<b>10</b>	<b>Adaptation</b>	<b>5</b>	<b>Refinement</b>	<b>5</b>
<b>Environment</b>	<b>5</b>	<b>Function</b>	<b>5</b>	<b>Systems</b>	<b>4</b>	<b>Interactions</b>	<b>5</b>

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