



**JUNIOR SECONDARY HEALTH AND  
PHYSICAL EDUCATION  
Year 7 OVERVIEW**

**YEAR 7**

**Unit 1: Growing and Changing**

**Unit Length:** 10 weeks

**Achievement Standard:**

By the end of Year 8, **students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities.** Students evaluate the impact on wellbeing of relationships and valuing diversity. **They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.** They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. **Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences**

**Unit Outline:**

- Students will understand the impact of change on individuals
- Students will be able to evaluate strategies to manage personal, physical and social changes.
- Students will be able to apply strategies, as necessary, to seek help for themselves or others
- Students will be able to analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.

**Content Descriptors:**

- **ACPPS070:** Investigate the impact of transition and change on identities
- **ACPPS071:** Evaluate strategies to manage personal, physical + social changes that occur as they grow older
- **ACPPS072:** Practise and apply strategies to seek help for themselves or others
- **ACPPS074:** Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing
- **ACPPS075:** Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity
- **ACPPS079:** Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity

**Summative Assessment Tasks:**

**Theory** – Extended written response: 70mins in clas

Students will use the stimulus from the magazine *Teen review* to identify changes and transitions during adolescence and their impact on identity. They will analyse factors that influence emotional responses, and investigate and recommend strategies and resources to manage these changes and transitions.

**Practical** – Physical performance are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.

## YEAR 7

**Unit: Fitness Profile**  
**Unit Length: 10 weeks**

### **Achievement Standard:**

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. **They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.** They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

**Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.**

### **Unit Outline:**

- Students will be able to demonstrate an understanding of key components of health-related and skill-related fitness
- Students will be able to gather and evaluate fitness data

### **Content Descriptors:**

- **ACPPS072:** Practise and apply strategies to seek help for themselves or others
- **ACPPS073:** Investigate and select strategies to promote health, safety and wellbeing
- **ACPPS074:** Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing
- **ACPPS076:** Develop skills to evaluate health information and express health concerns
- **ACPMP083:** Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans

### **Summative Assessment Tasks:**

**Theory** – Exam: 45mins

**Practical** – Physical performance are based on the ongoing application of skills and conceptual understandings.

In this unit students participate in physical activities that develop health and skill related fitness components and evaluate the effectiveness of these tests for their peer group as well as monitoring personal fitness plans. They will investigate + select strategies to seek help for themselves or others and plan + implement strategies for connecting to natural + built environments to promote the health + wellbeing of their communities