



## 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.

### *Content Descriptions*

## Personal, social and community health

### Personal identity and change

Impact of societal and cultural influences on personal identities and health behaviour

#### For example:

- how diversity and gender are represented in the media
- differing cultural beliefs and practices that surround transitions
- defending personal values

WA10HEHPP1

**Personal and social capability**      **Intercultural understanding**

### Staying safe

Analysis of health information and content related to:

- alcohol, drugs or other harmful substances
- body image
- processed food
- road safety
- relationships

#### For example:

WA10HEHPS1

**Literacy**      **Critical and creative thinking**

Skills and strategies to manage situations where risk is encouraged by others

#### For example:

- pressure to engage in intimate relationships

WA10HEHPS2

**Critical and creative thinking**      **Personal and social capability**

Skills and strategies to manage situations where response to an emergency situation is required

#### For example:

- water-based activities
- road trauma
- alcohol, drugs and other harmful substances

WA10HEHPS3

### Critical and creative thinking      Personal and social capability

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

#### For example:

- 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

WA10HEHPS4

### Personal and social capability      Ethical understanding

## Healthy and active communities

Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours

#### For example:

WA10HEHPH1

### Literacy      Critical and creative thinking

Health promotion designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community

#### For example:

WA10HEHPH2

### Literacy      Critical and creative thinking

Social, economic and environmental factors that can influence health

#### For example:

- level of knowledge and awareness of healthy behaviours
- income/employment
- social networks and supports (family, friends and community attachment)
- housing
- access to services

WA10HEHPH3

### Literacy      Critical and creative thinking

## Interacting with others

Skills and strategies to promote respectful relationships

#### For example:

- appropriate emotional responses in a variety of situations
- challenging assumptions about gender
- taking action if a relationship is not respectful

WA10HEHPI1

### Critical and creative thinking      Personal and social capability

Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and others' health and wellbeing

#### For example:

WA10HEHPI2

### Critical and creative thinking      Personal and social capability

Managing the effects of emotional responses on relationships

#### For example:

- the impact of extreme emotions on situations or relationships
- the consequences of not recognising the emotions of others

WA10HEHPI3

### Personal and social capability      Intercultural understanding

## Movement and physical activity

### Movement skills

Movement skills and sequences within different physical activity contexts and settings reflecting:

- increased complexity

- transference of skills to other activities

**For example:**

WA10HEPMM1

**Critical and creative thinking**      **Personal and social capability**

The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings

**For example:**

WA10HEPMM2

**Critical and creative thinking**

Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances

**For example:**

WA10HEPMM3

**Critical and creative thinking**      **Personal and social capability**

Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments

**For example:**

WA10HEPMM4

**Critical and creative thinking**      **Personal and social capability**

## **Understanding movement**

Measurement of the body's response to physical activity:

- perceived exertion rating

**For example:**

WA10HEPMU1

**Numeracy**      **Critical and creative thinking**

Personalised plans for improving or maintaining physical activity levels to improve health, fitness and wellbeing

**For example:**

WA10HEPMU2

**Critical and creative thinking**      **Personal and social capability**

## **Interpersonal skills**

Skills and strategies to improve team or group performance

**For example:**

- motivation
- teamwork
- leadership

WA10HEPMI1

**Personal and social capability**

Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities

**For example:**

WA10HEPMI2

**Personal and social capability**      **Ethical understanding**

Management of levels of participation and rules during physical activities

**For example:**

WA10HEPMI3

**Personal and social capability**