



## Year 8

### *Year Level Description*

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Health and Physical Education provides opportunities for students to build on their prior learning. A major influence on students is the world around them, and during this time their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 8, students develop skills and strategies to promote health, safety and wellbeing, including assertive responses and refusal skills, and apply them to a range of situations, including online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of movement skills and knowledge of tactical thinking and apply these to an expanding array of physical activity contexts. They build on skills to analyse performance and describe the impact of regular participation on health, fitness and wellbeing. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play and contribute to positive team cohesion.

### *Content Descriptions*

## Personal, social and community health

### Personal identity and change

Strategies to cope with and manage the impact of changes and transitions

#### **For example:**

- changing peer and family relationships
- the influence of values and beliefs on the development of identities
- accessing relevant health information and services

WA8HEHPP1

#### Personal and social capability

Ways in which changing feelings and attractions form part of developing sexual identities

#### **For example:**

- how health information supports an individual to effectively manage change as they grow older

WA8HEHPP2

Critical and creative thinking      Personal and social capability

### Staying safe

Credible health information that can support people in a variety of situations

#### **For example:**

WA8HEHPS1

Literacy      Critical and creative thinking

Reasons why young people choose to use or not use alcohol, drugs or other harmful substances, and strategies that could be used if someone is being encouraged to use them

#### **For example:**

WA8HEHPS2

Critical and creative thinking      Personal and social capability

Skills and strategies to promote physical and mental health, safety and wellbeing in various environments

#### **For example:**

- assertive responses
- stress management techniques
- refusal skills
- making informed choices

- contingency planning
- demonstrating basic first aid in medical circumstances, such as non-life-threatening bleeds, sprains and strains
- online environments (sharing intimate images or texts)

WA8HEHPS3

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

Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied

**For example:**

- exploring assertive and respectful communication
- examining the nature of consent in different types of relationships

WA8HEHPS4

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

## Healthy and active communities

Benefits to individuals and communities of valuing diversity and promoting inclusivity

**For example:**

- affirming diversity
- exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community
- challenging racism, homophobia, sexism and disability discrimination
- researching how stereotypes and prejudices have been challenged in various contexts

WA8HEHPH1

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

Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them

**For example:**

WA8HEHPH2

**Literacy**      **Personal and social capability**

## Interacting with others

Strategies for managing the changing nature of peer and family relationships

**For example:**

WA8HEHPI1

**Personal and social capability**

Impacts of bullying and harassment on relationships, including online relationships

**For example:**

- psychological consequences, including decreased self-esteem and poor mental health
- social consequences, including negative attitudes to school and increased loneliness

WA8HEHPI2

**Personal and social capability**      **Digital literacy**

Role of power and coercion within relationships, and how these can be influenced by gender stereotypes

**For example:**

WA8HEHPI3

**Ethical understanding**

Personal, social and cultural factors that influence emotional responses and behaviour

**For example:**

- prior experience
- norms and expectations
- personal or cultural beliefs and attitudes

WA8HEHPI4

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

## Movement and physical activity

### Movement skills

Movement skills and sequences within different physical activity contexts and settings with a focus on:

- increased efficiency in skill performance
- control of balance and stability

**For example:**

WA8HEPMM1

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

Selection of strategic and tactical skills in the manipulation of effort, space, time, objects and people in a variety of movement contexts

**For example:**

WA8HEPMM2

**Critical and creative thinking**

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

**For example:**

WA8HEPMM3

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

## Understanding movement

Measurement of the body's response to physical activity:

- heart rate
- breathing/respiration

**For example:**

WA8HEPMU1

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

Use of games, recreational activities and outdoor pursuits to enhance activity levels and achieve health and wellbeing outcomes

**For example:**

WA8HEPMU2

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

## Interpersonal skills

Verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group

**For example:**

WA8HEPMI1

**Personal and social capability**

Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants

**For example:**

WA8HEPMI2

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