



Health and Physical Education (H&PE)

The Health and Physical Education KLA has three strands. One relates to physical education, whilst the other two look at “Health of individuals and Populations” and “Self and Relationships”. Some of the Learning Outcomes that could include curriculum on same-sex attracted and gender diverse young people follow. I have provided further detail with some of these as examples.

At Level 5 (to the end of Year 8) –

Strand – Health of Individuals and Populations.

Learning Outcome 5.1 – Describe health issues about which young people make decisions, and strategies that are designed to maintain or improve their health.

Achievement in this area is said to be evident when the student is able to:

- identify important physical, social and emotional factors that contribute to young people’s health and wellbeing
- compare the health interests and concerns of young people with those of other age groups
- identify appropriate ways of responding to areas of concern at a personal, home or community level
- identify positive and negative aspects of risk taking and specify strategies to minimise harm in different situations

Strand – Self and Relationships

Learning Outcome 5.2 – Describe the effect of family and community expectations on the development of personal identity and values.

Achievement in this area is said to be evident when the student is able to:

- describe family influences that shape personal values and identity
- explain community attitudes and laws that influence a sense of right or wrong, good or bad
- describe actions to respond to challenges

At Level 6 (to the end of Year 10) –

Strand – Health of Individuals and Populations

Learning Outcome 6.1 – Analyse the positive and negative health outcomes of a range of personal behaviours and community actions.

Learning Outcome 6.3ext – Review national or State strategies for addressing contemporary health-related issues.

Achievement in this area is said to be evident when the student is able to:

- identify the current health status of groups relevant to a particular health issue
- examine the factors – social, political and economic – that contribute to this issue getting public attention
- critically analyse the personal, social and environmental factors that contribute to the issue
- identify strategies used to address the selected issue
- evaluate the health outcomes of the action taken

Learning Outcome 6.4ext – Review the policies and priorities of major health bodies in meeting the health needs of a selected group.

Strand – Self and relationships

Learning Outcome 6.3 – Analyse ways in which individuals and groups seek to influence the behaviours of others concerning friendships and relationships.

Achievement in this area is said to be evident when the student is able to:

- explain the contribution of different roles and responsibilities in friendship and sexual relationships to young people's health and wellbeing
- describe and explain ways in which sexual relationships are portrayed and promoted in society and the impact of these on young people's views of relationships
- demonstrate communication and cooperation skills necessary to cope effectively with changes in relationships and groups

- identify the range of people and services available to support young people's sexual and emotional health needs

Learning Outcome 6.6ext – Analyse the changing nature of stereotypes and how this affects individual, family and community expectations.

Achievement in this area is said to be evident when the student is able to:

- outline stereotypes associated with gender, age, sexuality, friendship, relationships and culture
- identify changes that have occurred in stereotypes
- explain how stereotypes affect individual experiences, understandings, attitudes and relationships
- explain how stereotypes influence family and community expectations