

2025 Year 7 Unit Outline

Physical Education & Health

Teacher(s): Alex Moisesco, Alex VDR, Al Scherer, and Travis Passier

Faculty: Physical Education & Health

Unit Duration: Semester 2, 2026

The **Australian Curriculum Achievement Standards in The Years 7–8 curriculum** builds on each student's prior learning. During this time, a major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing. Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others. Students investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. They examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students continue to refine their health literacy skills as well as their understanding of the sources of support available, to seek early help when they or people around them need it. In these years, Health and Physical Education plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement. Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances. Students have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.

Australian Curriculum Achievement Standard: By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

Unit Description: Physical Education in Year 7 focuses on basic movement skills, grouped together in theme-based units. Students will get the opportunity to participate in units of Throwing and Catching, Striking, Athletics, Dance, Fitness and Modified Games. These units aim to develop the student's fundamental movement skills before progressing onto specific sports in later years. Fair play and sportsmanship are also assessed in each unit. Health studies also form an essential part of Physical Education. Students will learn about healthy respectful relationships in Semester 2. **This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.**

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. **V9.HPE.7.02** - Analyses how stereotypes, respect, empathy and valuing diversity influence relationships
2. **V9.HPE.7.05** - Applies and transfers movement skills and movement concepts across a range of situations
3. **V9.HPE.7.06** - Implements and evaluates the effectiveness of movement strategies on movement outcomes
4. **V9.HPE.7.07** - Proposes and evaluates strategies designed to achieve personal health, fitness and wellbeing outcomes
5. **V9.HPE.7.08** - Selects, uses and refines strategies to support inclusion, fair play and collaboration across a range of movement contexts

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: *UCHSK PE shirt, shorts, tracksuit pants, leggings (no denim) and appropriate shoes. Students are required to bring a note explaining any illness or injuries that may prevent them from participating in physical activity.*

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include: catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

Week / Date Due

Essential Learning

1. Skill – throwing catching, striking, kicking and modified games
2. Fitness – game specific fitness, increase aerobic fitness
3. Assessment – Respectful relationships

**Ongoing
Ongoing
Week 9**

**2, 3, 5
4
1**

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)

B Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)

C Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)

D Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)

E Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Michelle Coleman

2/7/2026