

# PE & Health information evening

2018



## Information

- PE & Health Curriculum
- PE & Health Curriculum examples for different levels
- PE expectations
- Questions??



# PE and Health Achievement objectives

- **Personal health and physical development – A**
- **Movement concepts and motor skills – B**
- **Relationships with other people – C**
- **Healthy communities and environments – D**





# Achievement Objective: Levels and Examples

- **Personal health and physical development – A**

## Year 7:

- **Wellbeing**- confidence, feelings,beliefs,actions.
- **Regular activity** - Team building games, Strategy games
- **Safety management** - Understand risk and understand basic safety practices example water safety

## Year 8:

- **Puberty** - Changes that are happening
- **Regular activity** - Why is it important, basic nutrition
- **Relationships** - Impact of social messaging and stereotypes - Bullying
- **Safety management** - Making Safe

# Achievement Objective: Levels and Examples

## ● Personal health and physical development – A:

### Year 9:

- **Puberty** - Changes both physical and emotional - positive strategies(promoting wellbeing). Basic sexuality
- **Regular activity** - Why is it important, Basic nutrition, benefits of physical activity.
- **Relationships** - Impact of social messaging and stereotypes
- **Safety management** - Researching a variety of safety strategies to make safe choices.

### Year 10:

- **Sexuality** - Physical , Emotional, intellectual growth and self management strategies
- **Regular activity** - Why is it important and how to live a healthy lifestyle - Describe
- **Safety Management** - Risk Management (NCEA) and Outdoor Education.
- **Personal Identity** - Sexual identity and how want other to see them in the community and how they see others.



# Achievement Objective: Levels and Examples

## ● Movement concepts and motor skills – B

### Year 7:

- **Movement skills** - Gross motor skills and strategies to improve.
- **Positive attitudes** - Sports, fitness and how this can impact on themselves and others
- **Science and Technology** - how the body reacts to physical activity.
- **Challenges and social and cultural factor**
  - Competitive games and behaviour

### Year 8:

- **Movement skills** - Control over gross motor skills in a variety of sports/ games
- **Positive attitudes** - accepting challenges to learn new skills - Volleyball or Netball.
- **Science and technology** - How technology and environment can influence the way we use equipment.
- **Challenges and Social and cultural factors** - Traditional games.

# Achievement Objective: Levels and Examples

## ● Movement concepts and motor skills – B

### Year 9:

- **Movement skills** - Gross motor skills and strategies to improve outcomes.
- **Positive attitudes** - Accepting challenges to learn new skills and strategies - Rafting.
- **Science and Technology** - How technology and environment can influence the way we use equipment in different situations
- **Challenges and social and cultural factor**
  - Traditional games.

### Year 10:

- **Movement skills** - Apply complex motor skills by using principles of training - How to train.
- **Positive attitudes** - responsible attitude during challenging physical situations
- **Science and technology** -Research how technology can assist people to increase physical activity
- **Challenges and Social and cultural factors** -How social factors can influence people's participation in physical activity.

# Achievement Objective: Levels and Examples

## ● Relationships with other people – C

### Year 7:

- **Relationship** - Identify ways of establishing relationships and managing changing relationships - Social wellbeing
- **Identity, Sensitivity, Respect**- Identify ways people discriminate and focus positive outcome for them and others .
- **Interpersonal skills** - How to deal with peer pressure.

### Year 8:

- **Relationship** - Identify ways of establishing relationships and appropriate responses towards others - Social media
- **Identity, Sensitivity, Respect**- Recognize instances of discrimination and act responsibly towards themselves and others(rights and feeling). - internet, bullying
- **Interpersonal skills** - How to communicate appropriately with others.



# Achievement Objective: Levels and Examples

## ● Relationships with other people – C

### Year 9 :

- **Relationship** - Identify ways of establishing relationships and appropriate responses towards others.
- **Identity, Sensitivity, Respect**- Recognize instances of discrimination and act responsibly towards themselves and others (rights and feeling).
- **Interpersonal skills** - How to communicate appropriately with others.

### Year 10:

- **Relationship** - Problems in relationship and how to achieve positive outcomes..
- **Identity, Sensitivity, Respect**- Recognize how difference in attitude and values can influence safety (own and others)
- **Interpersonal skills** - Demonstrate appropriate interpersonal skills to keep themselves and others safe - **Outdoor ed.**

# Achievement Objective: Levels and Examples

## ● Healthy communities and environments – D

### Year 7 :

- **Societal attitudes and values** - Personal hygiene or lifestyle and how it can differ from community to community
- **Community Resources** - Why it is important participate in community events.
- **Rights, Responsibility and Laws** - Understanding the health and safety guidelines at school(take action).
- **People and the environment** - Improve local environment(create and plan).

### Year 8:

- **Societal attitudes and values** - How lifestyle and media influence the wellbeing of people.
- **Community Resources** - Look at what activities the local community offer and how you can contribute.
- **People and the environment** - Specify individual responsibilities and take collective action for the care and safety of other people.

# Achievement Objective: Levels and Examples

## ● Healthy communities and environments – D

### Year 9 :

- **Societal attitudes and values** - How lifestyle and media influence the wellbeing of people and communities.
- **Community Resources** - Look at what activities the local community offer and how it can contribute to improve the wellbeing in the community.
- **People and the environment** - Specify individual responsibilities and take collective action for the care and safety of other people.

### Year 10:

- **Societal attitudes and values** - Understanding peer pressure and the influence it has on student communities.
- **Community Resources** - What community support is available and how to promote wellbeing(seeking support)
- **Rights, Responsibility and Laws** - Drugs and alcohol
- **People and the environment** - identify and improve social issues at school.

# Expectations

- Compulsory
- PE uniform
- Medical.



# Questions



# Summary

Physical and Health Education is about promoting:

- Self confidence
- Positive Wellbeing
- Healthy lifestyle
- Positive Relationship
- Good “safe” decision making