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| **Western Australian Curriculum Mapping**  Health and Physical Education Syllabus **Year 8**  ● Covered 🞅 Partially covered | **Being healthy, safe and active** | | | | | | **Communicating and interacting for health and wellbeing** | | | **Contributing to healthy and active communities** | |
| The impact of physical changes on gender, cultural and sexual identities (ACPPS070) | Ways in which changing feelings and attractions form part of developing sexual identities (ACPPS070) | Strategies for managing the changing nature of peer and family relationships (ACPPS071) | Communication techniques to persuade someone to seek help (ACPPS072) | The reasons why young people choose to use or not use drugs (ACPPS073) | Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as: assertive responses; stress management; refusal skills; contingency plans; online environments; making informed choices  (ACPPS073) | The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074) | Personal, social and cultural factors influencing emotional responses and behaviour, such as: prior experience; norms and expectations; personal beliefs and attitudes (ACPPS075) | Sources of health information that can support people who are going through a challenging time (ACPPS076) | Health promotion activities which target relevant heath issues for young people and ways to prevent them (ACPPS077) | Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as: respecting 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 (ACPPS078; ACPPS079) |
| **1a. Establishing a group agreement** To provide students with an opportunity to explore and discuss factors that make for a safe and supportive learning environment for all. |  |  |  |  |  | ● | 🞅 |  |  |  | 🞅 |
| **1b. KWL** To revise concepts of Stage 1, to remind students of appropriate language; recognise prior knowledge of students; to give students an opportunity to record what they would like to find out about gender, respectful relationships, communication and sexting. | ● | ● |  | ● |  |  | ● | ● |  |  | ● |
| **2. Gender not sex** To help students understand the difference between ‘sex’ and ‘gender’ and to recognise gender stereotypes. | ● |  |  |  |  |  |  | ● |  |  | ● |
| **3. Respect – What’s OK and what’s not OK?** To revise what a respectful relationship is; To identify examples of respectful and disrespectful relationships in the film Tagged. |  | ● | ● | ● |  | ● | ● | ● |  | ● |  |
| **4. Four questions** To identify a framework for considering the safety and respect of people in a situation. |  | ● | ● |  | 🞅 | ● | ● | ● |  |  | ● |
| **5. What’s the status?** To identify the impact of online behaviour on individuals and others in relationships; To apply the 4 Questions framework in situations regarding online messages. |  | ● | ● | ● |  | ● | ● | ● | ● | ● | 🞅 |
| **6. Who said what?** To revise and apply knowledge of communication styles; to reflect on personal communication styles. |  |  | ● |  |  | ● | ● | ● |  |  | 🞅 |
| **7. Telling stories** To review and apply the concepts of being an ethical bystander, respectful relationships, assertive communication, 4 questions framework. |  |  | ● | ● |  | ● | ● | ● |  | ● | ● |
| **8. Helpful websites** To determine the appropriateness and reliability of online health information; to critically analyse a health website. |  |  | ● |  |  | ● |  |  | ● | ● |  |