

Stage 4 Content Mapping Grids

Strand 1: Self and relationships

| Outcomes and content | | Year 7 | | | | | | | | Year 8 | | | | | | |
|-----------------------|-----------------------------------|--------|-----|-----|-----|-----|-----|-----|-----|--------|-----|-----|-----|-----|-----|-----|
| Students learn about: | | 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 |
| 4.1 | a sense of self | ✓ | | ✓ | | | | | | | | ✓ | | | | |
| | adolescence and change | | | | | | ✓ | | | | | | | | | |
| 4.2 | changes and challenges | ✓ | | | | | | | | | | ✓ | | | | |
| | connectedness | ✓ | | ✓ | | | | | | | | ✓ | | | | |
| | interpersonal communication | ✓ | | | | | | | | | ✓ | | | | | |
| | Seeking help | ✓ | | ✓ | | | | | | | | | | | | |
| 4.3 | types and nature of relationships | ✓ | | | | | | | | | ✓ | | | | | |
| | Caring & respectful relationships | ✓ | | ✓ | | | | | | | | | | | | |
| | recognising abuse | | | | ✓ | | | | | | | ✓ | | | | |
| | power in relationships | | | | ✓ | | | | | | | ✓ | | | | |
| | bullying and harassment | | | | ✓ | | | | | | | ✓ | | | | |
| | Protective strategies | | | | ✓ | | | | | | | ✓ | | | | |

Strand 2: Movement skill and performance

| Outcomes and content | | Year 7 units | | | | | | | | Year 8 units | | | | | | |
|-----------------------|---|--------------|-----|-----|-----|-----|-----|-----|-----|--------------|-----|-----|-----|-----|-----|-----|
| Students learn about: | | 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 |
| 4.4 | types of movement skills | | ✓ | | | ✓ | | ✓ | | ✓ | | | | | ✓ | |
| | aspects of movement skill development | | ✓ | | | ✓ | | ✓ | | ✓ | | | | | ✓ | |
| | influences on skill development and performance | | ✓ | | | ✓ | | ✓ | | ✓ | | | | | ✓ | |
| | contexts for specialised movement skills | | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ |
| 4.5 | the features of movement composition | | | | | | | ✓ | | | | | ✓ | | ✓ | ✓ |
| | the elements of movement composition | | | | | | | ✓ | | | | | ✓ | | ✓ | |

Strand 3: Individual and community health

| Outcomes and content | | Year 7 units | | | | | | | | Year 8 units | | | | | | |
|-----------------------|---|--------------|-----|-----|-----|-----|-----|-----|-----|--------------|-----|-----|-----|-----|-----|-----|
| Students learn about: | | 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 |
| 4.6 | the nature of health | | | | | | ✓ | | | | | | | | | |
| | factors that affect health | | | | | | ✓ | | | | | | | | | |
| | mental health | | | ✓ | | | | | | | | ✓ | | | | |
| | healthy food habits | | | | | | ✓ | | | | | | | ✓ | | |
| | drug use | | | | ✓ | | | | | | ✓ | | | | | |
| | sexual health | | | | | | | | | | | | | | | ✓ |
| | road safety | | | | ✓ | | | | | | ✓ | | | | | ✓ |
| 4.7 | exploring risk | | | | ✓ | | | | ✓ | | | | | | | ✓ |
| | strategies to minimise harm | | | | ✓ | | | | ✓ | | ✓ | | | | | ✓ |
| | personal safety | | | | | | | | ✓ | | ✓ | | | | | ✓ |
| 4.8 | accessing health information, products and services | | | | | | ✓ | | | | | | | ✓ | | |
| | assessing health information, products and services | | | | | | | | | | | | | ✓ | | |

Strand 4: Lifelong physical activity

| Outcomes and content | | Year 7 units | | | | | | | | Year 8 units | | | | | | |
|-----------------------|---|--------------|-----|-----|-----|-----|-----|-----|-----|--------------|-----|-----|-----|-----|-----|-----|
| Students learn about: | | 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 |
| 4.9 | components of a balanced lifestyle | | | | | | ✓ | | | | | | | | | |
| | personal benefits of participation in physical activity | | | ✓ | | | ✓ | | | | | | | | | ✓ |
| | physical activity levels | | | | | | ✓ | | ✓ | | | | | | | ✓ |
| 4.10 | lifelong physical activities | ✓ | | ✓ | | | ✓ | ✓ | | | | | ✓ | | | ✓ |
| | health-related components of fitness | | | | | | ✓ | | | ✓ | | | | | | ✓ |
| | skill-related components of fitness | | | | | | ✓ | | | ✓ | | | | | | ✓ |

Stage 5 Content Mapping Grids

Strand 1: Self and relationships

| Outcomes and content | | Year 9 units | | | | | Year 10 units | | | | | | |
|-----------------------|--|--------------|-----|-----|-----|-----|---------------|------|------|------|------|------|------|
| Students learn about: | | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 10.1 | 10.2 | 10.3 | 10.4 | 10.5 | 10.6 | 10.7 |
| 5.1 | the interdependence between a sense of self and health and wellbeing | | | | | | | | | ✓ | | | |
| | supporting yourself | ✓ | | | | | | | | | ✓ | | |
| | supporting others | | | | | | ✓ | | | | | | |
| 5.2 | challenges and opportunities | | | | | ✓ | | | | ✓ | | | ✓ |
| | strengthening resiliency | | | | | | | ✓ | | | ✓ | | ✓ |
| 5.3 | developing equal and respectful relationships | | | | | | | | | ✓ | | ✓ | ✓ |
| | recognising and responding to abusive situations | | | | | | | ✓ | | ✓ | | | |
| | affirming diversity | | | | | | | | | ✓ | | | |
| | discrimination, harassment and vilification | | | | | | | | | ✓ | | | |

Strand 2: Movement skill and performance

| Outcomes and content | | Year 9 units | | | | | Year 10 units | | | | | | |
|-----------------------|---|--------------|-----|-----|-----|-----|---------------|------|------|------|------|------|------|
| Students learn about: | | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 10.1 | 10.2 | 10.3 | 10.4 | 10.5 | 10.6 | 10.7 |
| 5.4 | aspects of movement skill development | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | |
| | influences on skill development and performance | | ✓ | | | ✓ | ✓ | | | | | | |
| | applying mechanical principles to enhance performance | | ✓ | | | | | | | | | | |
| 5.5 | features of movement composition | | ✓ | | | | | | ✓ | | | | |
| | elements of composition | | | | | | ✓ | | ✓ | | | | |
| | appreciating movement composition and performance | | | | | | ✓ | | ✓ | | | | |

Strand 3: Individual and community health

| Outcomes and content | | Year 9 units | | | | | Year 10 units | | | | | | |
|-----------------------|---|--------------|-----|-----|-----|-----|---------------|------|------|------|------|------|------|
| Students learn about: | | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 10.1 | 10.2 | 10.3 | 10.4 | 10.5 | 10.6 | 10.7 |
| 5.6 | mental health | ✓ | | | | | | ✓ | | | | | |
| | healthy food habits | | | ✓ | | | | | | | | | |
| | drug use | | | | | ✓ | | ✓ | | | | | |
| | sexual health | | | | | ✓ | | ✓ | | | | | |
| | road safety | | | | | ✓ | | ✓ | | | | | ✓ |
| 5.7 | influences on health decision-making and risk behaviours | | | | | | | ✓ | | | | ✓ | |
| | empowering individuals and communities | | | | | ✓ | | ✓ | | ✓ | | | |
| 5.8 | health consumerism | | | ✓ | | | | | | | | | |
| | the nature of health knowledge | | | ✓ | | | | | | | | | |
| | factors influencing access to health information, products and services | | | ✓ | | | | | | | | | |

Strand 4: Lifelong physical activity

| Outcomes and content | | Year 9 units | | | | | Year 10 units | | | | | | |
|-----------------------|--|--------------|-----|-----|-----|-----|---------------|------|------|------|------|------|------|
| Students learn about: | | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 10.1 | 10.2 | 10.3 | 10.4 | 10.5 | 10.6 | 10.7 |
| 5.9 | lifelong physical activities | ✓ | | | ✓ | | ✓ | | | | ✓ | | |
| | planning for regular physical activity | | | ✓ | | | | | | | ✓ | | |
| 5.10 | roles in physical activity | | | | | | | | | | | ✓ | |
| | strategies for enhancing others' enjoyment of and participation in physical activity | | | | | | ✓ | | | | | | |