



PHYSICAL HEALTH EDUCATION (PHE)

Roma Mitchell Secondary College presents high quality Physical Health Education, characterised by gold-standard curricular and progressive pedagogies.

The curriculum is designed to align with both SACE and the International Baccalaureate Diploma. Throughout Year 7-12 students are given the opportunity to experience many branches of Physical Health Education including Health and Wellbeing, Outdoor Education, and the Sports Academy.

For more information please contact
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PHYSICAL HEALTH EDUCATION (PHE) (OVERVIEW)

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 12 (YEAR 12)
				IB SPORTS, EXERCISE AND HEALTH SCIENCE	IB SPORTS, EXERCISE AND HEALTH SCIENCE
PHYSICAL HEALTH EDUCATION	PHYSICAL HEALTH EDUCATION	PHYSICAL HEALTH EDUCATION	PHYSICAL HEALTH EDUCATION (COMPULSORY)	PHYSICAL EDUCATION	PHYSICAL EDUCATION
SPORTS ACADEMY AFLW, FOOTBALL, CRICKET, VOLLEYBALL AND BASKETBALL	SPORTS ACADEMY AFLW, FOOTBALL, CRICKET, VOLLEYBALL AND BASKETBALL	SPORTS ACADEMY AFLW, FOOTBALL, CRICKET, VOLLEYBALL AND BASKETBALL	SPORTS ACADEMY AFLW, FOOTBALL, CRICKET, VOLLEYBALL AND BASKETBALL	SPORTS ACADEMY (INTEGRATED LEARNING) AFLW, FOOTBALL, CRICKET, VOLLEYBALL AND BASKETBALL	SPORTS ACADEMY (INTEGRATED LEARNING) AFLW, FOOTBALL, CRICKET, VOLLEYBALL AND BASKETBALL
			OUTDOOR EDUCATION	OUTDOOR EDUCATION	OUTDOOR EDUCATION
			HEALTH AND WELLBEING	HEALTH AND WELLBEING	HEALTH AND WELLBEING
			PHYSICAL HEALTH EDUCATION PERFORMANCE PE	INTEGRATED LEARNING SAASTA	
				INTEGRATED LEARNING ABORIGINAL POWER CUP	

PHYSICAL HEALTH EDUCATION (PHE) PARAMETERS

Year 7 - Year 9: All students complete a FULL YEAR of Physical Health Education or Sports Academy**.

Year 10: ALL students complete a SEMESTER of COMPULSORY HPE.

Students then have the option of selecting any of the elective Physical Health Education subjects below (not exceeding 2 semesters):

- Outdoor Education (SEMESTER)
- Performance Physical Education (SEMESTER)
- Health and Wellbeing (SEMESTER)

Or Complete a FULL YEAR in the Sports Academy

Year 11: Students have the option of selecting multiple HPE Subjects below:

- Outdoor Education (Semester 1 and/or 2)**
- Physical Education (Semester 1 and/or 2)
- Health and Wellbeing (Semester 1 and/or 2)

Or FULL year in the Sports Academy (Integrated Learning)**

Year 12: Students have the option of selecting multiple FULL year subjects below:

- Outdoor Education**
- Physical Education
- Health and Wellbeing

Or FULL year in the Sports Academy (Integrated Learning)**

Please note that subjects with an ** have an associated fee.

Sports Academy includes: Basketball, Football (soccer), AFLW, Volleyball and Cricket. Students pre-selected for the Academy through tryout process.

In Year 11 and Year 12 students are able to do more than one HPE subject.

PHYSICAL HEALTH EDUCATION (PHE) (continued)

Middle School PHE (Years 7-9)

In Years 7-9 students experience Physical Health Education through the International Baccalaureate Middle Years Program (IBMYP) to develop knowledge, skills and attitudes related to physical activity, fitness and healthy living.

In Years 7-9, student are assessed on a scale of 1-8 using the IB MYP standards including:

- Criterion A - Knowing and Understanding
- Criterion B - Planning for Performance
- Criterion C - Applying and Performing
- Criterion D - Reflecting and Improving

A broad range of PHE topics are offered to students across middle school including (in no necessary order):

YEAR 7	YEAR 8	YEAR 9
CHALLENGE AND ADVENTURE	FORESTERS FOREST	AQUATICS (CAMP)
HEALTH	PARTY SAFE (HEALTH)	SHINE (HEALTH)
MINOR GAMES	SHINE (HEALTH)	TRACK AND FIELD
SEPEP	DON'T STRESS IT (HEALTH)	SKILL DEVELOPMENT
STEM (AFL) FOOTBALL	TRACK AND FIELD	SEPEP
GAMES AND SPORT	SEPEP	HEALTHY SCHOOLS
	DELICIOUS AND NUTRITIOUS	DON'T SWEAT IT
	MOVEMENT COMPOSITION	PLANNING FOR PEER PERFORMANCE
	CULTURAL GAMES	SPACE INVADERS
	NET OVER IT!	ETHICAL SPORTS
	STRIKING - HIT IT!	RISKY BUSINESS

PHYSICAL EDUCATION

Senior School (Year 10-12)

Year 10

Year 10 students complete a semester of compulsory PHE followed by their choice of a semester elective (either Performance Physical Education, Outdoor Education or Health and Wellbeing).

Year 11 and Year 12

South Australian Certificate of Education (SACE)

SACE Physical Education is underpinned by experiencing learning ‘in’ movement, ‘through’ movement and ‘about’ movement. This means that students experience learnings by; acquiring knowledge, understanding and skills as a result of thoughtful participation “in” movement (e.g. application of tactics and strategies), learning understandings, capacities and attitudes “through” movement (e.g. physical fitness), and acquiring knowledge and understandings as a result of inquiring “about” movement (e.g. examining the impact of gender stereotypes in sports).

YEAR 10	YEAR 11	YEAR 12
IB MYP OUTDOOR EDUCATION	SACE OUTDOOR EDUCATION	SACE OUTDOOR EDUCATION
IB MYP HEALTH AND WELLBEING	SACE HEALTH & WELLBEING	SACE HEALTH & WELLBEING
IBMYP PHYSICAL EDUCATION (COMPULSORY)	IB SPORTS, EXERCISE AND HEALTH SCIENCE	IB SPORTS, EXERCISE AND HEALTH SCIENCE
IBMYP PHYSICAL EDUCATION (PERFORMANCE PE)	SACE PHYSICAL EDUCATION	SACE PHYSICAL EDUCATION

PHYSICAL EDUCATION (continued)

COMPULSORY: IB MYP PHYSICAL AND HEALTH EDUCATION YEAR 10 (SEMESTER COURSE)

ELECTIVE: IBMYP PHYSICAL HEALTH EDUCATION (PERFORMANCE PE) YEAR 10 (SEMESTER COURSE)

LEVEL Year 10

LENGTH 1 semester

CONTENT

Physical and Health Education core topics undertaken during the first semester of Year 10 aim to provide students with opportunities to participate in physical activity to promote immediate and long-term health benefits. The Year 10 Health curriculum aims to empower students with skills and knowledge to make positive choices regarding their own health and wellbeing, and sets foundations enabling students to become active and informed members of their community. Physical education literacy involves students gaining the knowledge, skills, and attitudes to make informed decisions about their own health and wellbeing. This subject aims to provide students with a comprehensive understanding of a selection of games and sports. Students will develop their game sense, coordination, tactical awareness as well as knowledge and skills regarding health issues and healthy lifestyles. Topics may include; Invasion Games, Game Creation, Net/Court/Wall Games, Striking and Fielding Games, Target Games, Mental Health and Wellbeing, Relationships and Sexuality, Sexual Health and Nutrition and Physical Activity.

IB MYP ASSESSMENT TYPES

In Year 10, student are assessed on a scale of 1-8 using the IB MYP standards including:

- Criterion A - Knowing and Understanding
- Criterion B - Planning for Performance
- Criterion C - Applying and Performing
- Criterion D - Reflecting and Improving

LEVEL Year 10

LENGTH 1 semester

CONTENT

Performance Physical Education is suitable for students who wish to learn about practical aspects of improving performance. Students undertaking Performance HPE, will acquire an understanding of human anatomy and function, and learn how these aspects relate to physical activity. Students will develop their communication skills, investigation capability and their ability to apply knowledge to practical situations. Students will gain further insight about Performance Physical Education by undertaking a variety of skilled performances in both individual and group settings.

IB MYP ASSESSMENT TYPES

In Year 10, student are assessed on a scale of 1-8 using the IB MYP standards including:

- Criterion A - Knowing and Understanding
- Criterion B - Planning for Performance
- Criterion C - Applying and Performing
- Criterion D - Reflecting and Improving

PHYSICAL EDUCATION (continued)

ELECTIVE: IB MYP OUTDOOR EDUCATION YEAR 10

LEVEL Year 10

LENGTH 1 semester

CONTENT

The Year 10 Outdoor Education program enables students to develop practical skills and knowledge of various outdoor activities whilst developing an appreciation for environmental sustainability and conservation. The course will give students a taste of Stage 1 and 2 Outdoor Education and help them determine whether to continue with the subject as part of their senior school pathway. The course includes climbing excursions and a bushwalking camp journey.

IB MYP ASSESSMENT TYPES

In Year 10, student are assessed on a scale of 1-8 using the IB MYP standards including:

- Criterion A - Knowing and Understanding
- Criterion B - Planning for Performance
- Criterion C - Applying and Performing
- Criterion D - Reflecting and Improving

ELECTIVE: HEALTH AND WELLBEING YEAR 10

LEVEL Year 10

LENGTH 1 semester

CONTENT

The Year 10 Health Education curriculum is designed to be flexible and relevant, allowing for contextual teaching that addresses the specific health needs and concerns of students.

It aims to equip students with the knowledge and skills necessary to make healthy choices and to understand the factors that contribute to the health and well-being of individuals and communities.

IB MYP ASSESSMENT TYPES

In Year 10, student are assessed on a scale of 1-8 using the IB MYP standards including:

- Criterion A - Knowing and Understanding
- Criterion B - Planning for Performance
- Criterion C - Applying and Performing
- Criterion D - Reflecting and Improving

ELECTIVE: IB DIPLOMA SPORTS, EXERCISE, AND HEALTH SCIENCE (IB SEHS) YEAR 11 AND YEAR 12

LEVEL Year 11 and Year 12

LENGTH Full Year

CONTENT

The IB SEHS course is a science based course covering the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students will explore biological and physical science concepts, theories, models and techniques in a sport related contexts focusing on sport, exercise, and health. Students will develop their understanding of the scientific method as part of the research aspect of the course. The IB SEHS course is geared towards students interested in tertiary studies specifically related to Sports, Sports Science or Physical Education.

IB ASSESSMENT TYPES

Internal (20%)

- Individual oral assessment (25%)

External (80%)

- Paper 1 multiple choice (20%)
- Paper 2 written 2 assessment questions(35%)
- Paper 3 written short answers (25%)

PHYSICAL EDUCATION (continued)

PHYSICAL EDUCATION YEAR 11

LEVEL Year 11

LENGTH 1 or 2 semesters

SACE CREDITS 10 or 20

CONTENT

In SACE Stage 1 Physical Education, students may choose to study this course over one semester (10-credits) or a full year (20-credits). SACE Stage 1 Physical Education involves students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Students participate in a variety of physical activities including theme-based games, fitness, and/or recreational activities. These topics will prepare students for concepts covered in Stage 2 Physical Education.

SCHOOL ASSESSMENT TYPES

Assessment Type 1: Performance Improvement (60%)

Students participate in various movement concepts or strategies in which they develop knowledge and understanding of focus area content and integrated activities. Students explore evidence such as fitness data, literature research, game data and video analysis. They then apply their knowledge to critically analyse their own or others performances.

Assessment Type 2: Physical Activity Investigation (40%)

Students are assessed on 2 performance standards, graded from A-E

1. Application and Communication
2. Exploration, Analysis and Reflection

HEALTH AND WELLBEING YEAR 11

LEVEL Year 11

LENGTH 1 or 2 semesters

SACE CREDITS 10 or 20

CONTENT

In Stage 1 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.

SCHOOL ASSESSMENT TYPES

Assessment Type 1: Practical Action (60%)

Two tasks: one being a personal practical activity focussed on mental and emotional health (30%) and the second being a collaborative group task to raise awareness about a contemporary adolescent health issue (30%).

Assessment Type 2: Issue Inquiry (40%)

One task that involves identifying a current media trend to investigate and to demonstrate an understanding of the health and wellbeing issue.

OUTDOOR EDUCATION YEAR 11

LEVEL Year 11

LENGTH 1 or 2 semesters

SACE CREDITS 10 or 20

CONTENT

SACE Stage 1 Outdoor Education is a course that combines theory and practical experiences to develop student skills and knowledge in outdoor recreation and leadership. The course covers a variety of outdoor activities, from camping to rock climbing and emphasizes the importance of risk management and environmental sustainability. Throughout the course, students learn about leadership, group dynamics, and environmental ethics and apply their knowledge by planning and undertaking outdoor expeditions and activities.

SCHOOL ASSESSMENT TYPES

Semester 1

Assessment Type 2 (40%):

Aquatics Camp Journey Planning and Evaluation.

Assessment Type 2 (30%):

Climbing. Focus on Risk and Safety Management.

Assessment Type 1 (30%):

River Murray Study.

Semester 2

Assessment Type 2 (40%):

Kuitpo Camp Journey Planning and Evaluation.

Assessment Type 2 (30%):

Orienteering. Focus on Risk and Safety Management.

Assessment Type 1 (30%):

Adelaide Coastline Study.

PHYSICAL EDUCATION (continued)

PHYSICAL EDUCATION YEAR 12

LEVEL Year 12

LENGTH 1 year

SACE CREDITS 20

CONTENT

Stage 2 Physical Education students continue in their participation in and performance of a variety of physical activities. Students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. The course consists of three components; Diagnostics, Improvement Analysis and Group Dynamics. Although students are required to participate in physical activities, assessment will be based on their ability to apply theoretical concepts to various practical activities rather than on practical capabilities.

SCHOOL ASSESSMENT TYPES

Assessment Type 1 (Diagnostics) (30%):

Students will complete 2 AT1 assignments. The first assessment requires students to apply biomechanical concepts to Basketball, whilst the second involves applying knowledge of energy systems to the physiological demands of European Handball.

Assessment Type 2 (Improvement Analysis) (40%):

Students undertake a self-improvement analysis of their performance of a physical activity. Students will be required to identify an aspect of their physical activity for improvement. Students will then reflect on their skill or technical development using evidence collected during their self-improvement period.

Assessment Type 3 (Group Dynamics) (30%):

Students work in small teams, undertaking specific roles within the team to improve the performance of themselves and other team members. Each student generates a portfolio of information about themselves and their group that is pertinent to the role they are undertaking. Students then complete an individual analysis and evaluation of the impact they had on the performance of team members and justify the success of one or both of their roles using evidence.

OUTDOOR EDUCATION YEAR 12

LEVEL Year 12

LENGTH 1 year

SACE CREDITS 20

CONTENT

The Stage 2 Outdoor Education aims to develop outdoor skills and knowledge, as well as the ability to work collaboratively and make safe, informed decisions in challenging outdoor environments. The course consists of practical outdoor activities such as camping, hiking, combined with classroom-based learning on topics such as risk management, environmental sustainability and the history and culture of outdoor recreation. Overall, SACE Stage 2 Outdoor Education provides students with the opportunity to develop resilience, self-confidence, and a lifelong appreciation for the natural world through participation in 3 camps; a Yorke Peninsula Surf Camp and 2 Fleurieu Peninsula bushwalking camps.

SCHOOL ASSESSMENT TYPES

Assessment Type 1 (About Natural Environments) (20%):

Including **2** tasks. One based on a coastal study and the other, a Fleurieu Peninsula management study.

Assessment Type 2 Experiences in Natural Environments (50%):

Including **2** tasks. One based on surf camp (Term 1) and 2 bushwalk camps in the Fleurieu Peninsula (Term 3)

Assessment Type 3 Connections with Natural Environments (30%):

Including **1** task. This is the major investigation and will be externally assessed by SACE moderators.

PHYSICAL EDUCATION (continued)

HEALTH AND WELLBEING YEAR 12

LEVEL Year 12

LENGTH 1 year

SACE CREDITS 20

CONTENT

Students develop the knowledge, skills and understanding of health and wellbeing topics allowing them to understand influences and make informed decisions regarding their own health and wellbeing. Students explore the role of health and wellbeing and explore ways of promoting positive outcomes for individuals, communities in both local and global contexts. Student agency is promoted by providing students with opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives. Students evaluate current trends and issues that impact health and wellbeing and reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

Topics may include but are not limited to; the importance of managing our mental and emotional health, the impact of screen time, human rights and campaigning for change, sexual health, adolescent stress, risky behaviours. Key concepts that are focussed on in senior health and wellbeing include health literacy, health promotion, social equity and health determinants.

SCHOOL ASSESSMENT TYPES

Assessment Type 1: Practical Action (40%)

Including 2 tasks: one being a personal health action activity focussed on a trending issue connected to individual health and wellbeing (20%) and the second being a collaborative group task to facilitate a health expo to middle school students raising awareness about an contemporary issue or topic (20%).

Assessment Type 2: Folio Tasks (30%)

Including 2 tasks: one being involved in the P.A.R.T.Y Program at the R.A.H and written reflection (15%) and the other being a Platforms for Change where students present a campaign for a human rights issue to an audience (15%).

Assessment Type 3: Inquiry (30%)

Involves 1 task, a major investigation task on a health and wellbeing issue. This task is externally moderated by the SACE board.