



WAGIN DISTRICT HIGH SCHOOL

TERM 1, 2024 OUTLINE

Year 10 Health Education

COURSE OUTLINE

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

Students evaluate the impact of emotional responses on relationships and apply skills and strategies to promote respectful relationships, such as taking action to address disrespect or other inappropriate behaviour.

ACHIEVEMENT STANDARD

At Standard, students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context.

Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

Personal, Social and Community Health

BEING HEALTHY, SAFE AND ACTIVE

CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

Skills and strategies to promote respectful relationships, such as:

- appropriate emotional responses in a variety of situations
- taking action if a relationship is not respectful
- appropriate bystander behaviour in physical and online interactions

(ACPPS093)

Effects of emotional responses on relationships, such as:

- extreme emotions impacting on situations or relationships
- the consequences of not recognising emotions of others

(ACPPS094)

WEEK	KEY CONCEPTS
Week 1 - 6	<p>Respectful relationships</p> <ul style="list-style-type: none"> • review characteristics, attributes, and rights and responsibilities of respectful partners (year 9) • characteristics of intimate relationships and the meaning of consent • clarifying the meaning of and implications of gender-based violence, including its relationship to power imbalances • actions and strategies to improve relationships and learn to be respectful such as the use of assertive verbal and non-verbal communication, making informed decisions, using effective negotiation practices • bystander actions and responses to address violence – identifying and responding to relationship issues/incidents (e.g. sexism, discrimination, violence against women)
Week 7	Assessment
Week 8-9	<p>Positive mental health</p> <ul style="list-style-type: none"> • examples of strong emotional responses in common situations (e.g. panic, stress, anxiety) and their impact on health (e.g. depression, sleep problems, skin conditions, weight problems) • effective ways of managing emotional responses including identifying where support can be helpful and how it can be accessed

COURSE ASSESSMENT

Students will be expected to complete a few short quizzes, and an end of unit test or assignment. Students may also be required to complete investigations to help develop their understanding of the concepts covered. *While the key content will be taught at school, it is essential that students complete homework on a regular basis to help practice new skills and solidify their understanding.*

All work samples, both formal and informal, will then be used to determine the ability and grade of each student.