



# WAGIN DISTRICT HIGH SCHOOL

## TERM 3, 2025 OUTLINE

### Year 10 Health Education

#### COURSE OUTLINE

In Health, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities. As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

In Term 3, students will begin by completing the **Keys4Life** program, a comprehensive pre-driver education course that builds awareness of road safety, decision-making, and responsible behaviours as young drivers and passengers. This program supports students in gaining essential knowledge and eligibility to apply for their Learner's Permit.

In the second half of the term, students will transition to a **Sexual Health & Wellbeing** unit, where they'll explore respectful relationships, consent, STIs, contraception, and personal values. Students will also participate in **The Resilience Project**, with weekly **GEM Chats (Gratitude, Empathy, Mindfulness)** to promote emotional wellbeing, resilience, and positive coping strategies.

This course aligns with the WA Curriculum focus on personal, social, and community health, with an emphasis on safe, respectful, and informed choices relating to sexuality and relationships.

#### ACHIEVEMENT STANDARD

By the end of Year 10, students:

- Critically analyse contextual factors that influence health, relationships, and behaviour
- Evaluate ethical decision-making and respectful communication
- Apply health knowledge to scenarios and advocate for positive health and safety outcomes

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 3	1	<b>Focus: Recap Introduction to Keys4Life</b> <ul style="list-style-type: none"><li>• Re-visit pre-program quiz and goal setting</li><li>• Road safety awareness and statistics</li><li>• Rights and responsibilities of drivers and passengers</li><li>• GEM Chat: Gratitude for safety and access to education</li></ul>	<b>Start-of-term assessments</b>

2	<p><b>Focus: Risk Taking and Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Alcohol, fatigue, speeding, and distraction</li> <li>• Activity: Risk factor rankings</li> <li>• Practical strategies for avoiding risky behaviours</li> <li>• GEM Chat: Mindfulness and self-control in risky moments</li> </ul>	
3	<p><b>Focus: Road Rules and Practice Quiz</b></p> <ul style="list-style-type: none"> <li>• WA road rules and learner responsibilities</li> <li>• Complete practice Learner's Permit test</li> <li>• Begin group task: Road safety awareness posters</li> <li>• GEM Chat: Confidence in learning and growth</li> </ul>	
4	<p><b>Focus: Passenger Safety &amp; Influencing Others</b></p> <ul style="list-style-type: none"> <li>• Communicating with risky drivers</li> <li>• Peer pressure and real-life scenarios</li> <li>• Finalise Keys4Life booklets</li> <li>• GEM Chat: Empathy – keeping others safe</li> </ul>	
5	<p><b>Focus: Course Wrap-Up &amp; Learner Permit Readiness</b></p> <ul style="list-style-type: none"> <li>• Review of key content</li> <li>• Final Keys4Life test</li> <li>• Submission of all coursework</li> <li>• Certificate eligibility process</li> <li>• GEM Chat: Reflection and responsible decision-making</li> </ul>	
6	<p><b>Focus: Healthy Relationships and Respect</b></p> <ul style="list-style-type: none"> <li>• What makes a relationship respectful, safe, and healthy?</li> <li>• Types of relationships: romantic, casual, platonic</li> <li>• Activity: Relationship spectrum card sort</li> <li>• GEM Chat: What does gratitude look like in relationships?</li> </ul>	
7	<p><b>Focus: Consent, Communication &amp; Power</b></p> <ul style="list-style-type: none"> <li>• Define and practise clear, informed consent</li> <li>• Communication styles and power imbalance</li> <li>• Scenarios: Is it really consent?</li> <li>• GEM Chat: Empathy and understanding others' boundaries</li> </ul>	
8	<p><b>Focus: STIs and Contraception</b></p> <ul style="list-style-type: none"> <li>• Types of STIs, symptoms, transmission</li> <li>• Overview of contraception: access and safety</li> <li>• Myth-busting task and anonymous Q&amp;A</li> <li>• GEM Chat: Responsibility and looking after your health</li> </ul>	

	9	<b><i>Focus: Sexting, Online Safety &amp; Help-Seeking</i></b> <ul style="list-style-type: none"> <li>• Sexting laws and consequences</li> <li>• Respectful digital boundaries</li> <li>• Create a “where to get help” resource card</li> <li>• GEM Chat: Mindfulness before posting</li> </ul>	
	10	<b><i>Focus: Final Reflection &amp; Personal Plan</i></b> <ul style="list-style-type: none"> <li>• Reflect on learning from both Keys4Life and Sexual Health</li> <li>• Set personal SMART goals for safety and respectful choices</li> <li>• Final quiz or visual reflection task</li> <li>• GEM Chat: What does the best version of me look like?</li> </ul> <p><b>End-of-term assessments will also be conducted in the final week.</b></p> <p><b>Note: Timeline and assessment items may be subject to change based on class progress.</b></p>	<b><i>End-of-term assessments</i></b>

## **COURSE ASSESSMENT**

Students will be assessed on:

- Completion of Keys4Life booklet and test
- Participation in respectful discussions and GEM Chats
- Scenario-based responses and group activities
- Personal reflection tasks and safety planning

Assessment will be a mix of formative feedback and summative completion of major course requirements, including eligibility for the Keys4Life certificate.