WAGIN DISTRICT HIGH SCHOOL
TERM 3, 2025 OUTLINE
Year 7 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 explore the foundations of respectful relationships. Through class discussions, scenario-based learning, and practical activities, they will learn how to identify healthy vs. unhealthy relationship behaviours, develop communication skills, understand consent and boundaries, and recognise the influence of peer pressure and media. Emphasis will be placed on emotional regulation, personal safety, and seeking support.

In addition to this, students will participate in weekly sessions from The Resilience Project, which focuses on building mental wellbeing through Gratitude, Empathy and Mindfulness (GEM). These lessons, known as GEM Chats, are designed to help students develop emotional literacy, resilience, and positive mental health strategies in a safe and supportive classroom environment.

This unit aligns with the WA Curriculum focus on personal, social, and community health, promoting respectful relationships and critical health literacy.

ACHIEVEMENT STANDARD

By the end of Year 7, students identify strategies to promote their own and others' health, safety, and wellbeing in a variety of situations. They recognise the importance of resilience, respectful relationships, and personal safety. Students describe changes associated with puberty and demonstrate ways to manage emotions, seek help, and communicate effectively in peer relationships.

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 3	1	***Focus: What Are Respectful Relationships?*** • Discuss the features of respectful relationships vs. disrespectful ones • Explore different types of relationships: friendships, family, classmates • Activity: Relationship sorting task + group discussion • Introduce key terms: respect, trust, safety, consent The Resilience Project & GEM chats	***Start-of-term assessments***

	2	**Focus: Understanding Consent and Personal Boundaries** • Define consent (with age-appropriate examples) • Discuss how to communicate and respect personal space and boundaries • Video or scenario cards: "Is this consent?" • Activity: Personal boundary reflection chart The Resilience Project & GEM chats	
	3	**Focus: Assertive vs Aggressive Communication** • Compare passive, aggressive, and assertive styles • Practice using "I" statements and calm body language • Role-play activity: Responding assertively to disrespect • Worksheet: Communication styles quiz The Resilience Project & GEM chats	
	4	**Focus: Respectful Online Behaviour and Cyber Safety** • Online boundaries: private info, sharing images, social media respect • Activity: Create a cyber respect poster • Class discussion: "Would you say it in real life?" • Optional: Online safety quiz The Resilience Project & GEM chats	
	5	**Focus: Protecting Your Own Wellbeing in Relationships** • Recognise emotional warning signs (e.g., feeling drained, unsafe) • Activity: 'Relationship Red Flags' card sort • Practice self-care strategies when friendships become harmful • Create a personal wellbeing action plan The Resilience Project & GEM chats	
	6	**Focus: Recognising Unhealthy or Toxic Behaviours** • Unpack manipulation, control, jealousy, isolation • Scenario analysis: "What would you do?" • Partner activity: Script a healthy response • Teacher-facilitated reflection on boundaries and self-respect The Resilience Project & GEM chats	
	7	**Focus: Media & Peer Influence on Relationships** • Explore how media portrays relationships (ads, music, film) • Discuss how peer pressure can affect behaviour and choices • Group task: Analyse and respond to relationship messages in media • Exit ticket: "What message will you believe?"	

		The Resilience Project & GEM chats	
8		*Focus: Practising Respectful and Assertive Conversations* • Workshop conversation scripts for tricky friendship situations • Activity: Respectful "re-dos" – rewrite a disrespectful interaction • Role-play with feedback: Assertive talk strategies • Reflection: What makes a conversation respectful? The Resilience Project & GEM chats	
9		*Focus: Conflict Resolution and Seeking Support* • Steps to resolve a disagreement respectfully • Trusted adults, support systems, and when to ask for help • Group activity: Conflict resolution flowchart • Design a support network map The Resilience Project & GEM chats	
10		*Focus: Reflection and Goal Setting* • Reflect on personal growth and key learnings • Complete a healthy relationships self-assessment • Set 2–3 SMART goals for building respectful relationships • Optional: Creative task – Write a letter to your future self The Resilience Project & GEM chats **End-of-term assessments will also be conducted in the final week.** **Note: Timeline and assessment items may be subject to change based on class progress.**	*End-of-term assessments*

COURSE ASSESSMENT

Students will complete a range of informal and formal tasks:

• Scenario response activities and role plays

• A respectful relationships quiz

• A personal action plan or reflection piece (Week 10)

All work samples will be used to assess understanding, application of skills, and personal growth. Homework and classroom participation will also inform final grading.