



# WAGIN DISTRICT HIGH SCHOOL

## TERM 3, 2025 OUTLINE

### Year 9 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 participating in **The Resilience Project**, a wellbeing initiative centred on the key pillars of **Gratitude, Empathy and Mindfulness (GEM)**. These sessions aim to help students build emotional resilience, regulate their emotions, and develop positive mental health strategies. Weekly GEM Chats encourage honest discussion, connection, and self-reflection.

From Week 4, the focus will shift to **Respectful Relationships**, where students will deepen their understanding of boundary setting, communication, and recognising power imbalances in relationships.

In Weeks 6–10, students will undertake a **Sexual Health** unit alongside Year 10. This program is designed to provide factual, age-appropriate information that empowers students to make informed, respectful, and safe decisions about their bodies and relationships. Topics include consent, contraception, STIs, decision-making, and accessing help.

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 9, students evaluate and apply strategies to enhance personal, peer, and community health. They analyse how respectful relationships, and informed decisions contribute to health and wellbeing. They examine health information critically and communicate solutions that promote safety and positive social outcomes.

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 3	1-3	<b>Focus: Building Resilience &amp; GEM</b> <ul style="list-style-type: none"><li>Weekly Resilience Project lessons</li><li>Topics: Gratitude, Empathy, Mindfulness</li><li>Activities:<ul style="list-style-type: none"><li>GEM Journals</li><li>Guided discussions</li><li>Media reflections (e.g., video stories)</li><li>Personal wellbeing check-ins</li></ul></li><li>Creative task: “What makes me strong?” visual piece</li></ul>	<b>Start-of-term assessments</b>

4	<p><b>Focus: Respectful Relationships – Foundations</b></p> <ul style="list-style-type: none"> <li>• What does respect look like in different types of relationships?</li> <li>• Identifying safe vs unsafe behaviours</li> <li>• Activity: “The Respect Test” – scenario sort</li> <li>• Class discussion: values, trust, boundaries</li> </ul>	
5	<p><b>Focus: Consent, Communication &amp; Influence</b></p> <ul style="list-style-type: none"> <li>• Defining and giving consent clearly</li> <li>• Influence of peer pressure and online interactions</li> <li>• Activity: Role play + script writing: responding with confidence</li> <li>• Link forward to respectful sexual relationships</li> </ul>	
6	<p><b>Focus: Consent &amp; Sexual Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Clear, enthusiastic consent revisited in sexual contexts</li> <li>• Legal frameworks (WA law) for age, consent, and power</li> <li>• Scenario analysis: pressure vs choice</li> <li>• Group activity: Boundaries brainstorm</li> </ul>	
7	<p><b>Focus: STIs and Contraception – The Facts</b></p> <ul style="list-style-type: none"> <li>• Types of STIs, symptoms, transmission</li> <li>• Prevention strategies and protection options</li> <li>• Contraception overview (condoms, pill, implant)</li> <li>• Optional Q&amp;A or anonymous question box</li> </ul>	
8	<p><b>Focus: Values, Beliefs &amp; Cultural Expectations</b></p> <ul style="list-style-type: none"> <li>• How background and beliefs shape sexual decisions</li> <li>• Activity: “Where do my values come from?” reflection</li> <li>• Guest speaker or case study discussions</li> <li>• Small group task: Myth-busting statements</li> </ul>	
9	<p><b>Focus: Help-Seeking &amp; Community Resources</b></p> <ul style="list-style-type: none"> <li>• When and how to seek help</li> <li>• Services for sexual health and relationship support</li> <li>• Activity: Create a “Help Me” wallet card with numbers and tips</li> <li>• Students explore and compare available support networks</li> </ul>	
10	<p><b>Focus: Reflection &amp; Personal Boundaries</b></p> <ul style="list-style-type: none"> <li>• Personal reflection task: “My values, my choices”</li> <li>• SMART goal setting for respectful relationships and health</li> </ul>	<p><b>End-of-term assessments</b></p>

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|  |  | <ul style="list-style-type: none"> <li>• Final quiz or visual task to consolidate knowledge</li> <li>• Optional: Post-unit feedback form to gauge student learning</li> </ul> |  |
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**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.**

## **COURSE ASSESSMENT**

Students will be assessed through:

- Class participation and respectful discussion
- Response tasks and creative reflections
- Group activities and scenario-based application
- End-of-unit quiz and personal reflection piece

A balance of formative and summative assessment will be used to evaluate understanding of respectful relationships and core concepts of sexual health.