



## Year 10 Physical Education and Health - Programme of Learning

Overview: Physical Education and Health in Year 10 continues to build on the key learning areas that have taken place in Year 9. By learning in, through and about movement, ākongā gain a more in-depth understanding of teamwork and leadership skills. Focus is also placed on assertive communication including how to have tricky and brave conversations. Ākongā will explore power imbalance, learn to recognise when things are not right and act positively, and how to access support. This learning incorporates a series of self-defence lessons – the cost of which is charged to their accounts. Additionally, ākongā will learn about drugs and alcohol, sexuality and relationships, and how to make health enhancing decisions.

Topic/Term	Overview	Progress outcomes
<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>• Identity (Health)</li> <li>• Teamwork and leadership (Physical Education)</li> </ul>	<ul style="list-style-type: none"> <li>• Ko wai ahau? Ākongā will learn about who they are and the influences that shape their values, beliefs and identity. Ākongā will make links to their well-being through Te Whare Tapa Whā but in particular to their taha wairua (spiritual well-being). As ākongā take time to reflect and learn more about themselves, they will develop a sense of self-worth. Ākongā will have the opportunity to put this learning into creating a representation of themselves in their evidence of learning task.</li> <li>• Throughout this theme of learning ākongā will understand elements of effective teamwork, developing connections and interpersonal skills in a team-based movement context/s of your choice. They will also draw on their own leadership strengths to positively contribute to their team. Ākongā will experience a variety of different movements in a team setting that will allow them to be given multiple opportunities to demonstrate a variety of communication, effective listening and inclusiveness skills to ensure the effective functioning of their team.</li> </ul>	<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>• Identity is influenced by the experiences we have</li> <li>• Having a strong sense of identity positively impacts well being</li> <li>• Ākongā will be able to recognise and identify the positive impact these skills have on their team</li> <li>• Throughout this theme of learning ākongā will understand elements of effective teamwork, developing connections and interpersonal skills in a team-based movement context/s of your choice</li> </ul> <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• Te Whare Tapa Whā model of well being</li> <li>• Rangatiratanga (self-determination)</li> <li>• Identify influences from self, others and the communities we are part of</li> <li>• Ākongā will be able to recognise and identify the positive impact these skills have on their team.</li> <li>• Ākongā will recognise their leadership strengths and develop them over time.</li> </ul> <p><b>Do</b></p> <ul style="list-style-type: none"> <li>• Link identity to well being</li> <li>• Discover individual strengths</li> <li>• Participate in individual, group and class discussions and learning activities</li> <li>• Ākongā will experience a variety of different movements in a team setting.</li> </ul>

		<ul style="list-style-type: none"> <li>• Ākonga will be given multiple opportunities to demonstrate a variety of communication, effective listening and inclusiveness skills to ensure the effective functioning of their team.</li> <li>• Ākonga will reflect on what they found useful and how they would use these skills in other areas of their life where they are in a team environment.</li> </ul>
<p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>• Stand Tall (Health)</li> <li>• Self Defence and Movement for Enjoyment (Physical Education)</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this learning is for ākonga to feel empowered to stand up/speak up for themselves and others when they identify situations that don't reflect social justice. Social justice is about what is fair, inclusive, equitable and non-discriminatory. It applies closely to power in relationships and understanding that teenagers often have less power than others due to a variety of factors. However, this does not mean that they are powerless or have no voice.</li> <li>• To support the learning in Health, ākonga will also participate in five self defence lessons that provide them with more physical skills to feel confident and empowered. Lynda Maindonald facilitates these sessions where she reinforces and expands on the messages that have been discussed in class.</li> <li>• When ākonga are not in self defence they will participate in movement for enjoyment and reflect on the positive impact that has on their overall Hauora / wellbeing.</li> </ul>	<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>• Ākonga will understand what social justice is, that includes what is fair, inclusive, equitable and non-discriminatory.</li> <li>• Ākonga will understand one context of social justice that is addressed as sexual harassment</li> <li>• Understand what power imbalances are and look like</li> <li>• Recognise the relationships between movement and well-being</li> </ul> <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• How to be assertive, have tricky and brave conversations</li> <li>• Recognise when things are not right and speak up</li> <li>• How to access support</li> <li>• How movement impacts multiple areas of their Hauora / well-being</li> </ul> <p><b>Do</b></p> <ul style="list-style-type: none"> <li>• Participate in self defence lessons</li> <li>• Engage in activities that involve real life scenarios where they can practice demonstrating the skills they have learnt in class.</li> <li>• Participate willingly across a range of practical games.</li> </ul>
<p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>• Alcohol and other Drugs (Health)</li> <li>• Physical Skill Development (Physical Education)</li> </ul>	<ul style="list-style-type: none"> <li>• Ākonga will have the opportunity to learn what alcohol, vaping and other drugs are. Ākonga will identify the influences and consequences of consuming alcohol and other drugs at a personal, interpersonal and societal level within New Zealand. Ākonga will then develop health enhancing strategies to address the issue or support themselves if they are around alcohol and other drugs. This learning draws on the health socio-</li> </ul>	<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>• Influences and consequences of consuming alcohol and other drugs.</li> <li>• Process of learning a new skill</li> </ul> <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• Health enhancing strategies to address and support themselves around the use of alcohol and other drugs</li> </ul>

	<p>ecological perspective model and provides tools that ākongā can put into their kete.</p> <ul style="list-style-type: none"> <li>• Ākongā will develop their physical skills in a variety of movement contexts. They will develop offensive, defensive and tactical awareness skills.</li> </ul> <p><i>Towards the end of Term 3 classes will begin to engage in the learning for Relationships and Sexuality.</i></p>	<ul style="list-style-type: none"> <li>• How to not only participate in a physical context, but being deliberate in their actions</li> </ul> <p><b>Do</b></p> <ul style="list-style-type: none"> <li>• Engage in classroom discussions and scenario-based activities to enhance their learning</li> <li>• Use a strategy that is in the best interest for themselves and or others</li> <li>• Participate willingly in a range of movement contexts in order to develop their invasive skills</li> </ul>
<p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>• Relationships and Sexuality <b>(Health)</b></li> <li>• Sports Education Model <b>(Physical Education)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Relationships and sexuality encompasses a wide variety of contexts. Ākongā will learn about healthy and unhealthy relationships, building on their assertive communication skills, sexuality, gender, gender identity, consent, safer sex practices. They will also engage in a recap on puberty and reproductive organs.</li> <li>• In Physical Education lessons, ākongā will engage in a sports education model which will involve a ākongā led sports tournament.</li> </ul>	<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>• The difference between a health and unhealthy relationship</li> <li>• Sexuality, gender and gender identity</li> <li>• Consent</li> <li>• Roles and responsibilities of a team</li> </ul> <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• What qualities they want in a relationship</li> <li>• How to use their assertive communication skills</li> <li>• Pubertal changes</li> <li>• Safer sex practices</li> <li>• How to run a tournament</li> </ul> <p><b>Do</b></p> <ul style="list-style-type: none"> <li>• Participate and engage with an open mind</li> <li>• Create a safe space for their peers</li> <li>• Use skills they have acquired throughout the year to create a successful running tournament</li> </ul>