

Year 8 Physical Education and Health - Programme of Learning

Overview: Physical education and Health in Year 8 involves an introduction to movement and physical education concepts, with an emphasis on developing health enhancing attitudes. The focus is on involvement, enjoyment, and co-operative learning activities, whilst developing social responsibility and interpersonal skills. Through health, ākonga will develop an understanding around personal health and physical development, pubertal change, healthy relationships and managing changing emotions.

Topic/Term	Overview	Progress outcomes
<p>Term 1</p> <ul style="list-style-type: none"> Whanaungatanga (Physical Education and Health) It's good to be me (Health) Movement for Enjoyment (Physical Education) 	<ul style="list-style-type: none"> Ākonga will get to know each other and connect in and through movement, challenging themselves to step outside their comfort zones to experience fun and enjoyment Ākonga will gain an understanding of the Te Whare Tapa Wha model of wellbeing and how it applies to them. They will learn the importance of having all dimensions balanced to enhance their wellbeing Ākonga will participate in movement for enjoyment and reflect on the positive impact that has on their overall Hauora / wellbeing. They will be exposed to a range of physical activities to challenge their capabilities and see the benefits of being active 	<p>Understand</p> <ul style="list-style-type: none"> I understand what Hauora and wellbeing is I understand the Te Whare Tapa Whā model of wellbeing I understand the importance of regular physical activity and its impact on Hauora <p>Know</p> <ul style="list-style-type: none"> I know what gives me a sense of belonging and connectedness I know various ways I can be active to look after my taha tinana <p>Do</p> <ul style="list-style-type: none"> I can demonstrate the tikanga required in my class. I can explain how my wellbeing is impacted by physical activity I can participate in regular physical activity with effort I can put in a high level of effort to be successful in a variety of practical activities I can use the equipment in the fitness center effectively and safely I can find enjoyment in moving my body in various ways
<p>Term 2</p> <ul style="list-style-type: none"> Healthy Relationships (Health) 	<ul style="list-style-type: none"> Ākonga will continue developing their understanding around why movement is important and make further links to key dimensions of their Hauora. This will link into friendships, how to deal with tricky situations and the use of assertive communication. They will 	<p>Understand</p> <ul style="list-style-type: none"> I understand a range of emotions people can experience I understand how thoughts and feelings impact people's sense of wellbeing (and self-worth or self-esteem) I understand why it is important to have healthy relationships

<ul style="list-style-type: none"> • Game on - Invasion games (Physical Education) 	<p>develop their decision making, interpersonal and thinking skills in learning in, through and about movement</p> <ul style="list-style-type: none"> • Ākonga will experience a variety of invasion games and come to understand effective attacking and defending strategies. They will further develop their knowledge on how to plan a session and focus on developing their interpersonal skills through movement. 	<ul style="list-style-type: none"> • I understand the importance of working at my full potential • I understand how to be a good team player <p>Know</p> <ul style="list-style-type: none"> • I know how to be my best in friendships • I know how I could make friends and how to deal with friendship issues • I know how to be my best in a team <p>Do</p> <ul style="list-style-type: none"> • I can recognize feelings and express them appropriately • I can cooperate with my team to be successful
<p>Term 3</p> <ul style="list-style-type: none"> • Relationship and Sexuality Education (Health) • Sports Education (Physical Education) 	<ul style="list-style-type: none"> • This learning focuses on helping ākonga to navigate adolescent changes within their body and develop empathy for their peers. RSE equips ākonga to empower themselves and their friends by making informed decisions around changes they may experience • Ākonga will reflect on how far they've come, building on their strengths in leadership while embracing new challenges. They will have the chance to develop their leadership qualities, using effective listening and communication to complete their roles through a sports education framework 	<p>Understand</p> <ul style="list-style-type: none"> • I understand that relationships and identity can be diverse • I understand how to have healthy relationships • I understand pubertal change • I understand how to be a good team player when taking on a leadership role <p>Know</p> <ul style="list-style-type: none"> • I know how to deal with pubertal change • I know that online images are not always real • I know that sexual orientation and gender is fluid • I know where to get sexuality and relationship support • I know what being my best looks like in practical activities • I know how to help others to be their best <p>Do</p> <ul style="list-style-type: none"> • I can manage pubertal change • I can demonstrate communication skills to manage relationships and keep myself and others safe • I can seek support • I can show respect and understanding of diversity • I can make decisions which support a healthy relationship and personal wellbeing • I can listen to my peers and take on feedback to be a more effective team member • I can support and encourage my teammates

<p>Term 4</p> <ul style="list-style-type: none"> • RSE continued (Health) • ‘Around the World’ (Physical Education) 	<ul style="list-style-type: none"> • Ākonga will let their integrity flourish throughout this unit of work. They will be required to work independently, be creative in adapting activities to their own needs, and their classmates, whilst being courageous in trying something new • ‘Around the world’ involves ākonga experiencing traditional games within Aotearoa, in the Pacific, as well as across the globe and creating their own game to play with the class. Ākonga will be asked to reflect on their culture and their Taha Wairua to deepen their understanding. 	<p><u>Understand</u></p> <ul style="list-style-type: none"> • I understand the 4 interconnected dimensions of Hauora • I understand who I am • I understand a variety of games from different cultures <p><u>Know</u></p> <ul style="list-style-type: none"> • I know how to care for my body and keep active to enhance wellbeing • I know various ways I can be active to look after my taha tinana <p><u>Do</u></p> <ul style="list-style-type: none"> • I can participate in physical activity from the perspective of someone else’s culture • I can work with others to create a game for the class to play • I can find enjoyment in moving my body in various ways.
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