



Year 9 Physical Education and Health - Programme of Learning

Overview: Ākonga learn to understand and move their bodies, relate positively to others, and explore well-being/hauora through the model of Te Whare Tapa Whā (physical, mental/emotional, social and spiritual well-being). They learn about effective communication, problem solving, managing conflict and strategies to deal with peer pressure. Ākonga explore what it means to be socially responsible both in physical education and online spaces and how positive interactions may impact the well-being of self and others. They discover how accepting challenge and working in unfamiliar contexts can develop skills of perseverance and resilience. Through relationships and sexuality education they will better understand themselves and develop the skills and attitudes to think about and engage in positive and healthy relationships. Key competencies and the Rangi Graduate dispositions and values are embedded in all learning activities.

Topic/Term	Overview	Progress outcomes
<p>Term 1</p> <p>Social Responsibility (Physical Education)</p> <p>Te Whare Tapa Whā (Health)</p>	<ul style="list-style-type: none"> This learning is about ākonga understanding how to be socially responsible in person and online. Ākonga will be able to make connections as to how socially responsible actions impact the functioning of the class in PE as well as the impact on well-being for self and others in other areas of their life. Ākonga will learn about their well-being through Te Whare Tapa Whā model, identifying aspects that promote positive well-being and things that may not. Ākonga will apply this learning to their interactions online, identifying positive and negative consequences, and creating strategies to promote positive interactions online. 	<p>Understand</p> <ul style="list-style-type: none"> I understand the Hellison model of social responsibility I understand how the levels of social responsibility impact self, others and the functioning of the class I understand how everyone is responsible for how they interact with others in person and online <p>Know</p> <ul style="list-style-type: none"> I know how to identify areas of personal social responsibility I can develop I know strategies to develop personal social responsibility I know the impact my actions have on myself and others well being Te Whare Tapa Whā model of well-being <p>Do</p> <ul style="list-style-type: none"> I can explain strategies I used to develop an area of personal social responsibility I can reflect on my progress on developing my personal social responsibility
<p>Term 2</p> <p>Interpersonal Skills (Physical Education &</p>	<ul style="list-style-type: none"> Continue to build on learning from Term 1. Ākonga will strengthen their interpersonal skills of effective communication, problem solving and managing conflict. Ākonga will learn what healthy/unhealthy friendships 	<p>Understand</p> <ul style="list-style-type: none"> A variety of different interpersonal skills Understand positive and negative impacts of well-being

<p>Health)</p>	<p>are, how to communicate and navigate friendship issues, how to deal with peer pressure and how to apologise. Ākonga will be able to reflect on the impact these situations and skills have on well-being. Through Physical Education ākonga will demonstrate these interpersonal skills through a wide variety of activities, which will then lead on to them running a session with the whole class.</p>	<p>Know</p> <ul style="list-style-type: none"> • When to use interpersonal skills • Outcomes of using interpersonal skills <p>Do</p> <ul style="list-style-type: none"> • In Physical Education ākonga will led a session for the class demonstrating what they have learnt.
<p>Term 3</p> <p>Growth Mindset (Physical Education)</p> <p>Relationships and Sexuality Education (Health)</p>	<ul style="list-style-type: none"> • Ākonga will learn strategies to persevere and develop a growth mindset when learning new physical skills. Ākonga will need to recognise when to use these skills, demonstrate them and then reflect on how these skills have a positive outcome on improving their own physical skills. • Ākonga will learn pubertal changes, ways to access health resources, understanding diversity and identifying what qualities create meaningful friendships and relationships. 	<p>Understand</p> <ul style="list-style-type: none"> • What growth mindset is • Strategies to use when having negative thoughts • Changes that happen to the body during puberty <p>Know</p> <ul style="list-style-type: none"> • Understand the positive influence a growth mindset can have on learning and dealing with failure • Know where to access health resources • Qualities that are required for healthy and meaningful friendships and relationships. <p>Do</p> <ul style="list-style-type: none"> • Apply themselves in challenging movement contexts that are outside their comfort zone using growth mindset strategies to support them. • Willingly engage in all aspects of learning
<p>Term 4</p> <p>Game creation (Physical Education)</p> <p>Relationships and Sexuality Education (Health)</p>	<ul style="list-style-type: none"> • Ākonga will draw on their past experiences and skills they have learnt throughout the year to create a game that they will facilitate with the class who will then give them constructive feedback. • Ākonga will learn pubertal changes, ways to access health resources, understanding diversity and identifying what qualities create meaningful friendships and relationships. 	<p>Understand</p> <ul style="list-style-type: none"> • Changes that happen to the body during puberty • Understand diversity in their class <p>Know</p> <ul style="list-style-type: none"> • Draw from skills learnt throughout the year. • Know where to access health resources • Qualities that are required for healthy and meaningful friendships and relationships. <p>Do</p> <ul style="list-style-type: none"> • Willingly engage in all aspects of learning • Create and run a lesson for the class (receive feedback and feedforward)