Strand: Physical, Personal and Social Learning  
Domain: Health and Physical Education

Level 3

Learning Focus
‘Students begin to explore how their emotions are affected by the way they view themselves, identifying factors (including the influence of peers and family) that affect, positively or negatively, their sense of identity and self-worth. They learn skills for maintaining and supporting their self-worth. They examine roles and expectations of people which arise from gender, culture and age.’

‘Students explore how the school and community contribute to the health of its members, both through the impact of its physical and social environments and through the services and facilities it provides. Examples of facilities and services that contribute to health could include school crossings, safety signs, playgrounds, parks, clubs and a school environment free of bullying.’

Dimension - Health knowledge and promotion
Standard
‘Students explain basic concepts of identity and use simple strategies to maintain and support their self-worth.’

‘They describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community.’

Further detail
Through this work students have the opportunity to explore how prejudice, bullying and isolation from peers and family impact on self-worth, identity and health. Examples of this can include use of homophobic language and stereotypes, that research identifies as in common usage in primary school.
Level 4

Learning Focus
‘Students discuss significant transitions between life stages, particularly the changes associated with puberty and the changing roles and responsibilities during these stages. They discuss reproductive systems, sexual development and sexual maturation. They consider the various ways that people view each other on the basis of characteristics such as gender, race and religion, as well as qualities such as needs, abilities and aspirations. They discuss the validity, advantages and disadvantages of such classifications.’

Further detail
Research tells us that for a percentage of young people puberty and sexual development is associated with same-sex attraction. This Learning Focus provides opportunities to acknowledge this, as well as to explore stereotypes associated with same-sex attraction and with gender.

‘Students develop an understanding of the right to feel safe.’

‘Students consider what it means to be physically, socially and emotionally healthy. They explore their own and others’ views about health and suggest what it might mean for certain groups of people; for example, the elderly, people with a disability or those from another culture. Students consider factors that affect their own and others’ ability to access and effectively use health information, products and services. They discuss and develop strategies for improving their personal health.’

Dimension - Health knowledge and promotion
Standard
‘At Level 4, students identify the likely physical, emotional and social changes that occur during puberty. They identify and discuss the validity of the ways in which people define their own and other people’s identity. They describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health. They describe a range of health services, products and information that can be accessed to help meet health needs and concerns.’
Level 5

Learning Focus
‘They describe the influence of the family on shaping personal identity and values. They explain how community attitudes and laws influence the sense of right and wrong.’

In developing strategies to minimise harm and to protect their own and others’ health, students consider health resources, products and services, and the influences of the law, public health programs, their conscience, community attitudes, and religious beliefs. They begin to clarify a cohesive set of personal values and how they could be used to improve their health.’

‘Students describe the health interests and needs of young people as a group, including those related to sexual health (for example, safe sex, contraception, abstinence and prevention and cure of sexually transmitted infections) and drug issues (for example, tobacco, alcohol, cannabis use). They explore actions at personal, family and societal levels that help to meet these needs, and identify the influences of individuals and groups....They learn how to access reliable information about health issues affecting them and to identify barriers and enablers to accessing health services.’

Further detail
At this level, students have the opportunity to explore the impact of social structures, such as religion and the law, on the health of individuals and groups. In the context of describing health needs related to sexual health it is important to recognise the particular needs and experiences of same-sex attracted people and the difficulties they may have accessing health services if they are marginalised and discriminated against.

Standard
‘They describe the effect of family and community expectations on the development of personal identity and values....They identify the health concerns of young people and the strategies that are designed to improve their health. They describe the health resources, products and services available for young people and consider how they could be used to improve health.’
Level 6

Learning Focus

‘Students extend their learning about the major tasks in establishing personal identity. They describe social and cultural factors, such as family, the media, community expectations influencing the development of personal identity, including the development of identity as it relates to gender.’

‘Students discuss relationships and how the different aspects of relationships vary between people and over time. They consider how the different roles and responsibilities in sexual relationships can affect their health and wellbeing. They explore a range of issues related to sexuality and sexual health such as safe sex practices, sexual negotiation, same sex attraction and the impact of alcohol on sexual and personal safety. Students explore assumptions, community attitudes and stereotypes about young people and sexuality. They learn strategies for supporting themselves and other young people experiencing difficulties in relationships or with their sexuality, and learn about the community services available to assist. Students investigate and evaluate the policies and practices in their school in relation to sexual and racial harassment, homophobia and/or discrimination, and consider their rights and responsibilities in these areas.’

‘They investigate personal behaviours and community actions that may contribute to the health of specific groups. Students investigate the work of government departments and non-government bodies in promoting and protecting the health of young people, including laws, policies and provision of health services.’

Further detail

This level provides comprehensive direction and opportunity for exploring same-sex attraction and relationships, safe sex as it pertains to same-sex relationships, the impact of homophobia and the influence of various social institutions on this, strategies for responding to homophobia and for supporting same-sex attracted friends, the role of homophobia in health outcomes for individuals, and ways in which their school might affirm sexual and gender diversity in its own population.
Dimension - Health knowledge and promotion

Standard

‘At Level 6, students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.’