**Attachment 1- Link to VELS** (Note: Underlined content is covered by each assessment, not underlined is the background information from the VELS website)

**Arts**

“Arts practice also demands close attention to both fine motor skills and whole body movement. Because the body is central to both Arts practice and HPE, both areas promote health knowledge, exploration and understanding of the body. Arts and HPE both attend, although using different strategies, to safe practices in body usage, emphasising the importance of correct usage of the body to avoid injury through sustained, energetic or repetitive action. These activities extend students’ understanding and range of movement and physical activity, their requirements of specific precise movement and unique consideration of the aesthetics of movement in space relevant to the selected art form or physical activity.

HPE teachers can incorporate aspects of the Arts disciplines of Dance, Drama, Media, Music and Visual Communication into their programs through activities such as:

* Promote health and physical activity through creating and making, visual, performance or multi-media presentations
* Develop skill and participate in physical activity through creating and performing circus or physical theatre
* Explore and respond to music through dance
* Respond to the dance creation of others.

Arts education also provides opportunities for students to analyse and critique representations of the body in society, examine how these images are socially constructed and consider the impact that this has on their own body image (VELS, 2012)

**Health and Physical Education**

Learning focus

As students work towards the achievement of Level 6 standards in Health and Physical Education, they develop proficiency in a range of high-level movement and manipulative skills such as a smash in tennis, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They may be introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context.

They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success. They investigate community facilities available for health and physical fitness activities, engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for enhancing safe participation in these activities.

They learn and practise tactics and strategies relevant to the sports and activities in which they are participating, including the development of strategies to counter tactical challenges in game situations. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. They discuss sporting conduct, and implement fair play and good sporting behaviours. They undertake a variety of roles in team games (for example, player, coach, umpire and administrator) and assume responsibility for the organisation of aspects of a sporting competition.

**Standards**

Movement and physical activity

At Level 6, students demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They demonstrate advanced skills in selected physical activities. They use training methods to improve their fitness level, and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. They employ and devise skills and strategies to counter tactical challenges in games situations. They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour

**Interpersonal Development (which connects into assessment 2)**

Interpersonal Development provides students with skills and understandings which are essential underpinnings of Health and Physical Education (HPE). In the *Movement and physical activity* dimension, sporting activities require cooperation and team work. Fairness and honesty are important values for the successful functioning of teams, and the playing of sports. The development of a sense of belonging and shared purpose often comes from participating in a team sport.

HPE provides the opportunity for students to develop interpersonal skills through:

* working with others to achieve goals in cooperative and competitive sporting and games situations
* discussing how social relationships with family, peers, and friends influence health behaviour and affect health and well-being, such as the influence of family or peers on food choices
* demonstrating respect for the values and beliefs held by people in different contexts and analyse how these affect health
* Developing and using strategies to resolve or avoid conflict in real contexts such as the peer influence to smoke.

**Attachment 2 – Links to VELS**

**Civics and Citizenship**

Teaching of civics engages students in sustainable active interaction with their community. Similarly within Health and Physical Education (HPE) students are encouraged to become active and responsible members of their community. Key concepts within HPE classes include: understanding of the importance of personal identity within a community; what makes a community, how to engage with different members and agencies within a community. Participation in physical activity and sport should also reflect the values, rules, rights and responsibilities indicative of a democratic society. HPE practical classes are built around the idea that a physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school.

HPE provides the opportunity for students to:

* participate in activities that facilitate the practice of citizenship skills
* understand that rules and laws protect the rights of individuals and teams
* demonstrate responsibilities that accompany rights of individuals and teams
* use democratic decision making to develop rules and responsibilities to reflect community values and social justice within class activities, sport and sport education
* develop leadership skills through class activities, sport and sport education
* Explore issues of sexual and racial harassment, homophobia and/or discrimination, and consider their rights and responsibilities in these areas.

**English**

HPE domain emphasises the importance of self-esteem and body image in the maintenance of good health; English provides the means for students to develop critical approaches to the ideas and thinking in texts and to explore the concepts. In an assignment investigating the impact of celebrity and fashionable physique on the health of young people, students would need to identify main contentions in media articles, collate supporting evidence for arguments formed, recognise the effect of different tones in writing and presenting ideas, and analyse the various persuasive techniques employed

**Health and Physical education**

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. They discuss ways to express independence and the rights and responsibilities associated with the development of increasing independence. They rehearse strategies for being assertive when protecting their own and others’ health.

**Thinking Processes**

Health and Physical Education (HPE) classes can provide students with challenging tasks, which stimulate, encourage and support skilful and effective thinking processes. Students learn to question and assemble information and develop lifestyle behaviours based on informed judgments. The thinking processes of problem solving and decision making underpin the pedagogy of teaching Health Education. There is recognition of the diversity of views on health issues and the need to evaluate the accuracy of various sources of health information. Physical Education curriculum involves students analysing skills, planning strategies for improvement, predicting the outcomes of strategy or tactic and evaluating their own or their team’s success.

HPE provides the opportunity for students to demonstrate Thinking Processes through:

* using problem solving and decision making in real life contexts, such as reducing drug related harm or making healthy food choices
* distinguishing between fact and opinion
* Developing creative strategies to deal with physical, social, emotional and mental health issues.
* developing plans for improving their own health

(VELS website, Accessed 25/03/12)