

Measuring What Matters

Health

The domain

Health education supports students in adopting healthy lifestyles from an early age, and provides them with the self-regulatory skills and competencies they need to make healthy decisions and engage in health promoting behaviours.

Why it matters

Teaching students the habits and skills that provide a foundation for health improves their chances for academic success. It leads to increased productivity, improved life expectancy, greater capacity to cope with life's challenges, and can reduce the risk of both chronic disease and mental illness.

Health competencies

Physical activity for fitness and pleasure

- Students have the movement skills needed to participate in a range of activities.
- Students understand concepts such as body and spatial awareness, center of gravity, laws of motion and force.
- Students learn to self-reflect on their strengths and areas for improvement, set attainable and realistic goals, monitor and evaluate performance, and develop strategies to obtain goals and overcome obstacles.
- Students develop an appreciation for physical activities and personal fitness and understand the value of being physically fit.
- Students develop focus, concentration, and perseverance skills and strategies.
- Students learn to cooperate with others, include others in activities, and develop helping skills, responsibility and respect for others.
- Students acquire leadership skills.

Capacity to make healthy choices

- Students understand the importance of making healthy eating choices.
- Students understand the importance of impulse control and strategies that lead them to make healthy eating choices.
- Students can identify obstacles to making healthy eating choices, and have problem-solving strategies to assist them in overcoming these obstacles.
- Students understand the importance of sleep for health and learning, the factors that put their sleep at risk, and good sleep hygiene.
- Students develop an awareness of their sleep needs, how their bodies are influenced by their sleeping patterns, and how to overcome obstacles that may interfere with them getting adequate sleep.
- Students can assess the risks associated with the health choices they make.
- Students develop a sense of personal responsibility for their own health and the choices they make.

- Students are able to identify social risks, and develop strategies to resist peer-pressure and respond appropriately to risky situations.
- Students have a strong sense of self-esteem and confidence to resist outside pressures to engage in risky behaviour.
- Students are able to develop strong relationships with caring others (peers, teachers, parents, and community members) who can help them mitigate potential risks and reduce risky behaviour.
- Students understand technology use and the seriousness of cyberbullying.

Well-being in relation to sexuality

- Students have a secure sexual identity and develop a healthy sense of self-esteem and self-worth.
- Students respect the sexual identities of others.
- Students understand the importance of intimate relationships that are caring, respectful and non-violent.
- Students understand the role of social media in sexual health and how to be respectful and responsible in that context.
- Students have the capacity to manage risks and make good decisions regarding their sexuality.

Understanding and management of mental illness

- Students understand mental health issues and the impact that stigmatization can have on others.
- Students can recognize emerging mental health issues in themselves and others.
- Students can identify and manage their emotions.
- Students are able and willing to seek help for mental health issues for themselves and others.
- Students are able to develop caring and supportive relationships with their peers, teachers, family, and community members.
- Students have productive coping, problem-solving and resilience skills to overcome stressful and challenging situations.

Mental health

- See Social-Emotional Learning domain