**Year 7 PDHPE**

**Positive Relationships Task 2025**

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| **TOPIC**: Positive Relationships Assessment Task  | **MARKS:** /20  |
| **SUBMISSION REQUIREMENTS:** Friday 22nd August – Term 3, Week 5Upload and submit the assessment task on Canvas by 3pm | **WEIGHTING:**  25%  |
| **TASK DESCRIPTION:** In PDHPE, you’ve been learning about positive and respectful relationships. Starting high school can be challenging - new people, new routines, and sometimes bullying. The school wants your help! Your task is to research and suggest a program or idea that could support Year 6 students starting Camden High School in 2025. The goal is to help them feel welcome, reduce bullying, and build respectful friendships. **TASK REQUIREMENTS:** You must investigate and present: * What is the strategy?
* How does it work?
* When would it be used?
* Why will it help Year 6 students move into high school more easily?

**ASSESSMENT REQUIREMENTS:** * An example of a positive idea that is used in Primary schools is a ‘buddy bench’, where students who haven’t got a friend to play with at Recess/Lunch can sit and link with others to develop friendships.
* You must investigate a different idea. You can present your idea in any format - e.g., **poster**, **PowerPoint**, **video**, **written report**, or **storyboard.**
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| **OUTCOMES TO BE ASSESSED:****PD4.3 Investigates** effective strategies to promote inclusivity, equality, and respectful relationships |
| **DIRECTIONAL VERBS****Investigate -** Plan, inquire into and draw conclusions about |

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|  **ASSESSMENT MARKING CRITERIA** |
| *PD4-3 Investigates effective strategies to promote inclusivity, equality and respectful relationships* | **Mark** | **Grade** |
| Outstanding **investigation** of an inclusive strategy that promotes equal and respectful relationships. *The student provides an in-depth description of the strategy, how it can be implemented in a school, how it works and how it will assist students transitioning from primary to high school.*  | 17-20 | A |
| Thorough **investigation** of an inclusive strategy that promotes equal and respectful relationships. *The student provides a detailed description of the strategy, how it can be implemented in a school, how it works and how it will assist students transitioning from primary to high school.* *Some aspects of the investigation and strategy are incomplete or lack depth.*  | 13-16 | B |
| Sound **investigation** of an inclusive strategy that promotes equal and respectful relationships. *The student provides a satisfactory description of the strategy, outlining how it can be implemented in a school, how it works and attempting to outline how it will assist students transitioning from primary to high school.* *Some aspects of the investigation and strategy are incomplete or lack depth.* | 9-12 | C |
| Basic **investigation** of an inclusive strategy that promotes equal and respectful relationships. *The student provides an elementary description of the strategy, with some information on how it can be implemented in a school, how it works and attempting to outline how it will assist students transitioning from primary to high school.* *Many aspects of the investigation and strategy are incomplete or lack depth.* | 5-8 | D |
| Limited **investigation** of an inclusive strategy that promotes equal and respectful relationships. *The student provides an inadequate description and information on how it can be implemented in a school to assist students transitioning from primary to high school.* *Most aspects of the investigation and strategy are incomplete or lack depth.* | 1-4 | E |
| Non attempt. | 0 | N |