**Year 7 PDHPE**

**Positive Relationships Task 2025**

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **TOPIC**: Positive Relationships Assessment Task | **MARKS:** /20 |
| **SUBMISSION REQUIREMENTS:**  Friday 22nd August – Term 3, Week 5 Upload 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.** | |
| **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 | |

|  |  |  |
| --- | --- | --- |
| **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 |