

POSITIVE EDUCATION AT NWPS



Health and Wellbeing across the years

Scope and Sequence 2021

TERM	K	PP	1	2
1	FEEL SAFE, SECURE AND SUPPORTED	COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING	COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING	COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING
	WA Syllabus <ul style="list-style-type: none"> Build a sense of stability and trust Build a sense of belonging Show confidence in own learning and capabilities Display positive self-image 	FRIENDSHIPS - URSTRONG Session 1: How to make friends Session 2: How to be a great friend <ul style="list-style-type: none"> The 4 Friendship Facts 	FRIENDSHIPS - URSTRONG Session 1: How to Make Friends Session 2: How to be a Great Friend Session 3: How to Put Out Friendship Fires Session 4: How to Remember URSTRONG <ul style="list-style-type: none"> Friend-o-meter 	FRIENDSHIPS - URSTRONG Session 1: How to Make Friends Session 2: How to be a Great Friend Session 3: How to Put Out Friendship Fires Session 4: How to Remember URSTRONG <ul style="list-style-type: none"> Friend-o-Cycle
2	ACT WITH INCREASING AUTONOMY, INTERDEPENDENCE, RESILIENCE AND SENSE OF URGENCY	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES
	WA Syllabus <ul style="list-style-type: none"> Show resilience Make choices and decisions by themselves and with others Manage routines, organise self and belongings 	SDERA WA Syllabus Emotions and Feelings- <ul style="list-style-type: none"> Expressing feelings Emotional responses Language to communicate feelings 	SDERA WA Syllabus <ul style="list-style-type: none"> Being thoughtful, caring and polite Being thankful Resilience Managing emotions Health messages in the media 	SDERA WA Syllabus <ul style="list-style-type: none"> Strengths and identity Achievements and success Eating, sleeping, regular activity and hygiene/ staying hydrated Physical changes
3	BECOMING STRONG WITH THEIR SOCIAL AND EMOTIONAL WELLBEING	BEING HEALTHY SAFE AND ACTIVE	BEING HEALTHY SAFE AND ACTIVE	BEING HEALTHY SAFE AND ACTIVE
	Protective Behaviours <ul style="list-style-type: none"> Feeling safe Recognise simple emotions Build self-regulation 	Protective Behaviours <ul style="list-style-type: none"> Recognising times when feeling scared Who can we talk to when feeling scared or nervous (networks)? Safety continuum and problem solving Body Ownership and private vs public 	Protective Behaviours <ul style="list-style-type: none"> Feeling safe Early warning signs and body signals Safety continuum – safe vs unsafe situations Difference between a safe and unsafe secret Networks 	Protective Behaviours <ul style="list-style-type: none"> Persistence – how to persist if you're not heard the first time Body awareness – private vs public parts of the body and behaviours Personal space Assertiveness – “No, Go, Tell” Networks
4	TAKE INCREASING RESPONSIBILITY FOR OWN HEALTH AND WELLBEING	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING
	WA Syllabus <ul style="list-style-type: none"> Build knowledge, skills and positive attitudes to physical movement. Explore ways to promote own and others health and safety 	WA Syllabus Healthy Choices Food choices <ul style="list-style-type: none"> Sleep Brushing teeth Hygiene 	SDERA WA Syllabus <ul style="list-style-type: none"> Classroom rules – why? Social decision making Working cooperatively Meaningful contributions Working collaboratively 	SDERA WA Syllabus <ul style="list-style-type: none"> Resilience skills to practise Interpreting facial expression/ body language and others' feelings Strategies to feel safe Emergency services

TERM	3	4	5	6
1	COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING	COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING	COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING	COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING
	FRIENDSHIPS - URSTRONG Session 1: How to get Real Session 3: How to be a Great Friend Session 6: How to Handle Tricky Situations	FRIENDSHIPS - URSTRONG Review Session 2: How to Make Friends Session 4: How to put out Friendship Fires Session 5: How to be a Friendship Ninja	FRIENDSHIPS - URSTRONG Review Session 1: How to Get Real Session 4: How to put out Friendship Fires Session 6: How to handle Tricky Situations	FRIENDSHIPS - URSTRONG Review Session 3: How to be a Great Friend Session 5: How to be a Friendship Ninja Session 7: How to Take Control & Feel Heard Session 8: How to Remember URSTRONG
2	BEING HEALTHY, SAFE AND ACTIVE	BEING HEALTHY, SAFE AND ACTIVE	BEING HEALTHY, SAFE AND ACTIVE	BEING HEALTHY, SAFE AND ACTIVE
	Protective Behaviours <ul style="list-style-type: none"> Feelings – difference between feeling safe and unsafe Describe the influence that people, situations and events have on their emotions and how to manage emotions Early warning signs Intro to cyber safety – how to keep safe on the internet Safe and unsafe secrets and what to do with them 	Protective Behaviours <ul style="list-style-type: none"> Strategies to use when feeling unsafe or scared Networks Persistence Body Ownership – public vs private parts and behaviours Personal space – different relationships have different levels of space, they are in charge of their personal space Assertive communication – in person and on ICT 	Protective Behaviours <ul style="list-style-type: none"> Emotional responses 3 elements of feeling safe – choice, control and time limit People and places to go to enhance health, safety and wellbeing Cyber safety Problem solving to regain ‘safety status’ Relationship skills – assertive communication, group skills and help seeking and disclosure. 	Protective Behaviours <ul style="list-style-type: none"> Emotional responses Feeling safe – risking on purpose Managing personal safety with ICT Impact of secret keeping and the consequences Coping skills, help-seeking strategies and accessing community support resources No, Go, Tell scenarios Understand how to assertively address bullying, harassment and violence (offline and online)
		*Surf Online Safe Internet Awareness Incursion	*Surf Online Safe Internet Awareness Incursion	*Surf Online Safe Internet Awareness Incursion
3	BEING HEALTHY, SAFE AND ACTIVE	BEING HEALTHY, SAFE AND ACTIVE	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES
	Personal Health (social and emotional): SDERA <ul style="list-style-type: none"> Factors that influence personal identity: <ul style="list-style-type: none"> -Family, friends, school Empathy Resilience Identifying emotional responses to different situations 	Personal Health (social and emotional) SDERA <ul style="list-style-type: none"> Resilience Coping skills Self-talk Strategies that help top ensure safety and wellbeing at and at school 	Healthy lifestyles SDERA, RIC, FS <ul style="list-style-type: none"> Benefits of physical activity Sun Safety Bicycle Safety Healthy Eating 	Mental Health <ul style="list-style-type: none"> Preventative measures to promote and maintain health and wellbeing Understanding the brain Mindsets Importance of social connections Personal identities and managing change
		*Marksman Lloyd Incursion	*Marksman Lloyd Incursion	*Marksman Lloyd Incursion
4	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES	BEING HEALTHY, SAFE AND ACTIVE	BEING HEALTHY, SAFE AND ACTIVE
	Healthy Lifestyles <ul style="list-style-type: none"> Actions in daily routines that promote health, safety and wellbeing: <ul style="list-style-type: none"> -healthy eating -appropriate levels of physical activity Health messages in the media 	Healthy lifestyles <ul style="list-style-type: none"> Identifying and making healthy food choices Impact of physical activity How the media can influence our choices in regard to health and behaviours 	Growth & Development Changes associated with puberty which vary with individuals: <ul style="list-style-type: none"> Physical Mental Emotional 	Healthy Lifestyles + Growth & Development SDERA <ul style="list-style-type: none"> Drugs and alcohol Nutritional values in meals Puberty - physical, emotional changes.

***Protective Behaviours is a MANDATORY REQUIREMENT OF THE DEPARTMENT** and should also be integrated with other strands of health and wellbeing throughout the year.

*URSTRONG should be explicitly taught in term 1 in years PP-6. It should then be revised throughout terms 2, 3 and 4 and the language should be used consistently year round and in all classrooms.