



SAMPLE TEACHING AND LEARNING OUTLINE

HEALTH EDUCATION
YEAR 5

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

The sample teaching and learning outline provides a sequential series of content areas through which the Health Education component of the *Western Australian Curriculum: Health and Physical Education* can be taught. Consistent with the rationale of the Health and Physical Education curriculum, this outline supports students' acquisition and application of knowledge, understanding and skills related to making informed decisions and taking appropriate actions to strengthen personal identity and autonomy, build resilience, manage risk and develop satisfying respectful relationships.

The sample teaching and learning outline includes an array of focus areas through which students can apply their understanding of key skills and concepts. These key focus areas are suggested as mediums for teaching and learning.

Week	Syllabus content	Lesson content	Suggested resources
1–2	Ways that individuals and groups adapt to different contexts and situations	<ul style="list-style-type: none"> recognising individual and cultural identity identifying groups and communities to which we belong 	
3–4		<ul style="list-style-type: none"> recognising the need to 'code-switch' in different situations understanding what creates a sense of belonging 	
5–7	<p>Skills and strategies to establish and manage relationships over time, such as:</p> <ul style="list-style-type: none"> exploring why relationships change assessing the impact of changing relationships on health and wellbeing building new friendships dealing with bullying and harassment 	<p>Personal relationships:</p> <ul style="list-style-type: none"> what is a relationship? what does it mean to have a relationship? who do you have a relationship with? are there different types of relationships? can relationships change? what are the benefits of this? how can relationships grow to be stronger (or more distant)? how can changes to relationships affect us emotionally? 	<p>Growing and Developing Healthy Relationships (changes in relationships):</p> <p>https://gdnr.wa.gov.au/-/changes-in-relationships</p> <p>SDERA: <i>Challenges and Choices Resilience & Wellbeing</i>: (Activity 3, p. 39, Activity 4, p.42)</p> <p>Kids Helpline: https://kidshelpline.com.au/kids/tips/building-respectful-relationships/</p>
8–9		<p>Friendship building:</p> <ul style="list-style-type: none"> what are the characteristics of a good friend? ways to establish friendships, e.g. asking to join in with a game, inviting/accepting another person into a game awareness of people who may like to be included 	<p>Kids Helpline: https://kidshelpline.com.au/kids/tips/making-great-friendships/</p>

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10		<p>Bullying & Harassment:</p> <p><i>(NB: Harassment is lower level annoyance. Bullying is repeated and with a power imbalance)</i></p> <ul style="list-style-type: none"> • what is bullying? • imbalances of power – what does that mean? can it happen in more than one way? 	<p>SDERA: <i>Challenges and Choices</i></p> <p>Resilience & Wellbeing: (Activity 5, p. 44)</p>
11–12		<ul style="list-style-type: none"> • standing up for yourself and ways to do so • “the cool group” – what does ‘cool’ mean? who decides that? does ‘cool’ mean the same thing to everyone? • bystander behaviour 	<p>Kids Helpline:</p> <p>https://kids helpline.com.au/kids/tips/handling-peer-pressure/</p>
13–14	<p>Changes associated with puberty which vary with individuals:</p> <ul style="list-style-type: none"> • physical • mental • emotional 	<p>Puberty:</p> <ul style="list-style-type: none"> • identifying physical changes during puberty and how individuals change at different rates • exploring possible frustrations with changing body shape and changes in energy levels 	<p>Sexual Health Quarters: Interactive program for Year 5/6 focusing on body changes during puberty:</p> <p>http://shq.org.au/education-and-training/schools/</p>
15–16		<ul style="list-style-type: none"> • identifying changes in mental health during puberty • establishing positive strategies for improving mental health • identifying emotional changes during puberty, e.g. strong feelings/mood swings etc. 	
17–18		<ul style="list-style-type: none"> • investigating healthy ways to take care of yourself (physical activity, mindfulness, nutrition, personal hygiene etc.) 	<p>Smiling Mind App:</p> <p>http://smilingmind.com.au/</p>

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19–21	<p>Ways in which inappropriate emotional responses impact on relationships, such as:</p> <ul style="list-style-type: none"> loss of trust fear loss of respect 	<ul style="list-style-type: none"> what harms relationships? (rumours, jealousy etc.) how do inappropriate emotional responses harm our relationships? identifying appropriate emotional responses and why they are important managing anger and frustration 	<p>SDERA: <i>Challenges and Choices</i></p> <p>Resilience & Wellbeing: (Activity 7, p. 49)</p> <p>REACHOUT.com: http://au.reachout.com</p> <p>Headspace: http://headspace.org.au</p>
22–23	<p>Reliable sources of information that inform health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> internet-based information community health organisations publications and other media 	<ul style="list-style-type: none"> researching reputable sources of health information identifying relevant community health organisations identifying questionable sources of information recognising a suite of appropriate sources 	
24–26	<p>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none"> comparing food labels on products increased physical activity practising sun safety 	<ul style="list-style-type: none"> understanding that nutrition can be informed by food labels developing a personal physical activity plan setting goals to improve nutrition and fitness 	<p>Refresh.ED: http://www.refreshedschools.health.wa.gov.au/</p> <p>Australian Guide to Healthy Eating: https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating</p>
27–30	<p>Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> bicycle safety sun safety 	<p>Bike Safety:</p> <ul style="list-style-type: none"> bike helmets and protective gear visibility and safety on bikes signs and signals for cyclists managing influences on safe riding behaviour 	<p>SDERA: <i>Challenges and Choices</i></p> <p>Safety on Wheels: (all activities)</p>
31–33		<p>Pedestrian Safety:</p> <ul style="list-style-type: none"> identifying pedestrian safety signs, signals, rules and behaviour identifying risks for pedestrians around school stopping distances and crossing times influences from others on pedestrian decisions 	<p>SDERA: <i>Challenges and Choices</i></p> <p>Pedestrian Safety: (all activities)</p>

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34–35		<ul style="list-style-type: none"> developing sun safe habits (protective clothing, sunscreen, avoiding peak UV times, provision of shade etc.) 	Cancer Council WA: https://www.cancerwa.asn.au/prevention/sunsmart/