



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
1–4	<p>Ways that individuals and groups adapt to different contexts and situations</p>	<p>Thinking and actively positively</p> <ul style="list-style-type: none"> • situations that have challenged me and how I reacted/what I did • helpful versus unhelpful thinking (differences between optimistic and pessimistic thinking – what they look like, feel like and sound like) • ways to help me use optimistic thinking, and manage strong emotions • using bounce back skills – optimism and helpful thinking, getting on with others, managing anger 	<p>School Drug Education and Road Aware Challenges and Choices Year 5</p> <p>Focus area 1 Resilience and wellbeing</p> <p>Activity 1 Using helpful thinking to bounce back</p> <p>Activity 2 Optimists are happier and healthier</p> <p>Activity 3 Dealing with intense emotions</p> <p>Activity 8 Setting short-term goals to use wellness and bounce-back skills</p> <p>http://www.sdera.wa.edu.au/media/1259/resilience-and-wellbeing-yr-5.pdf</p> <p>Aussie Optimism Programs http://healthsciences.curtin.edu.au/schools-and-departments/psychology-and-speech-pathology/aussie-optimism/programs/</p>
5–9	<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 	<p>Personal relationships (2 weeks)</p> <ul style="list-style-type: none"> • defining what a relationship is • relationships that I currently have with different people • the benefits of positive relationships for my health • situations that cause relationships to grow stronger • situations that cause relationships to weaken 	<p>Growing and Developing Healthy Relationships</p> <p>Year 5 Changing relationships https://gdhr.wa.gov.au/-/changes-in-relationships</p> <p>Kids Helpline https://kidshelpline.com.au/kids/tips/building-respectful-relationships/</p>

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		<p>Friendship building (2 weeks)</p> <ul style="list-style-type: none"> • 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 • how friends can influence behaviour 	<p>Growing and Developing Healthy Relationships</p> <p>Year 5 Understanding influences on behaviour</p> <p>https://gdhr.wa.gov.au/-/family-peers-and-the-media-influence-how-we-behave</p>
10–12	<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 	<p>Positive relationships</p> <ul style="list-style-type: none"> • things that can damage or harm relationships e.g. rumours, jealousy, dishonesty • feelings/responses when a friend lets you down • positive ways to manage anger and frustration 	<p>School Drug Education and Road Aware Challenges and Choices Year 5</p> <p>Focus area 1 Resilience and wellbeing</p> <p>Activity 7 Creating a change, dealing with anger</p> <p>http://www.sdera.wa.edu.au/media/1259/resilience-and-wellbeing-yr-5.pdf</p> <p>REACHOUT.com: http://au.reachout.com</p> <p>Headspace: http://headspace.org.au</p>

Week	Syllabus content	Lesson content	Suggested resources
13–16	<p>Skills and strategies to establish and manage relationships over time, such as:</p> <ul style="list-style-type: none"> dealing with bullying and harassment 	<p>Bullying</p> <ul style="list-style-type: none"> defining bullying and bullying behaviour - what it looks like, sounds like and feels like differences between joking, teasing and bullying helpful ways to stand up for yourself and act confidently e.g. using assertive communication ways to support others who may be being bullied (what I can do as a bystander) 	<p>School Drug Education and Road Aware Challenges and Choices Year 5</p> <p>Focus area 1 Resilience and wellbeing</p> <p>Activity 5 Bullying is everyone’s problem http://www.sdera.wa.edu.au/media/1259/resilience-and-wellbeing-yr-5.pdf</p> <p>Friendly Schools Plus classroom resources http://friendlyschools.com.au/fsp/information/for-teachers/#</p> <p>Education Victoria – Activity guide for teachers of primary school students: Bullying http://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguideprimarybully.pdf</p> <p>Kids Helpline: https://kidshelpline.com.au/kids/tips/handling-peer-pressure/</p>

Week	Syllabus content	Lesson content	Suggested resources
17–23	<p>Changes associated with puberty which vary with individuals:</p> <ul style="list-style-type: none"> • physical • mental • emotional 	<p>Puberty – what’s happening to me?</p> <ul style="list-style-type: none"> • the reproductive system and it’s key functions • parts of the reproductive system – males and females • physical changes during puberty for boys and girls • how individuals change at different times • emotional changes during puberty, e.g. strong feelings/mood swings <p>Staying healthy during puberty</p> <ul style="list-style-type: none"> • healthy ways to take care of yourself throughout puberty e.g. physical activity, mindfulness and positive thinking, good nutrition, ensuring proper personal hygiene 	<p>Sexual Health Quarters: Interactive program for Year 5/6 focusing on body changes during puberty: http://shq.org.au/education-and-training/schools/</p> <p>Growing and Developing Healthy Relationships Year 5 Reproductive systems https://gdhr.wa.gov.au/-/reproductive-systems</p> <p>State Government of Victoria. Catching on early.</p> <p>Learning sequence 2 Inside and out</p> <p>Learning sequence 3 Introduction to puberty</p> <p>Learning sequence 2 They tell me I’m going through puberty</p> <p>Learning sequence 3 When will it happen?</p> <p>Learning sequence 6 Keeping healthy https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf</p> <p>Healthy WA – Puberty http://healthywa.wa.gov.au/Articles/N_R/Puberty</p> <p>Class sets of Health Department WA booklets</p> <p>Girls and puberty http://www.health.wa.gov.au/docreg/Education/Population/Youth_Health/HP010367_girls_and_puberty_booklet.pdf</p> <p>Boys and puberty http://www.health.wa.gov.au/docreg/Education/Population/Youth_Health/HP010368_boys_and_puberty_booklet.pdf</p>

Week	Syllabus content	Lesson content	Suggested resources
24–26	<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 	<p>Sources of reliable information about health</p> <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 	
27–30	<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 	<p>Knowing your labels</p> <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/ Australian Guide to Healthy Eating https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating</p>

Week	Syllabus content	Lesson content	Suggested resources
31–35	<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>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none"> • practising sun safety 	<p>Being a safe cyclist and pedestrian</p> <ul style="list-style-type: none"> • protective gear whilst biking • how to stay safe while riding e.g. ensuring visibility, signs and signals while cycling • influences on safe riding behaviour • being a safe pedestrian e.g. understanding and following safety signs, signals, and rules • risks for pedestrians in my local neighbourhood (including school) • Stopping distances and crossing times • Influences from others on pedestrian decisions <p>Sun safety</p> <ul style="list-style-type: none"> • sun safe habits e.g. protective clothing, sunscreen, avoiding peak UV times, provision of shade etc. 	<p>Cancer Council WA</p> <p>https://www.cancerwa.asn.au/prevention/sunsmart/</p>