



## SAMPLE TEACHING AND LEARNING OUTLINE

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HEALTH EDUCATION  
YEAR 6

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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
1–5	Ways that personal identities change over time	<b>Who or what influences me?</b> <ul style="list-style-type: none"> <li>people who influence my beliefs, values and decisions about health including my family and peers</li> <li>the influence of the media in both positive and negative ways</li> </ul>	Case study material such as a health product or message targeting young people health promotion messages e.g. slip, slop, slap, seek, slide (seeks to positively influence behaviour) and junk food advertisements (seeks to negatively influence behaviour)  Cancer Council Australia <a href="http://www.cancer.org.au/preventing-cancer/sun-protection/campaigns-and-events/slip-slop-slap-seek-slide.html">http://www.cancer.org.au/preventing-cancer/sun-protection/campaigns-and-events/slip-slop-slap-seek-slide.html</a>
		<b>My relationships</b> <ul style="list-style-type: none"> <li>types of relationships with others e.g. friendships, family, boyfriends, girlfriends</li> <li>advantages and disadvantages of different relationship types</li> <li>the importance of having different relationships (e.g. having more than one close friend)</li> <li>qualities of a good friendship</li> <li>how and why friendships change over time</li> </ul>	State Government of Victoria. Catching on Early  Learning sequence 6 Friendship wall  Learning sequence 5 Qualities of friendships <a href="https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf">https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf</a>
6–9	Skills to establish and manage positive relationships, such as: <ul style="list-style-type: none"> <li>showing respect and empathy</li> <li>being cooperative</li> <li>actively listening</li> <li>being trustworthy</li> <li>accepting differences</li> </ul>	<b>Building strong relationships</b> <ul style="list-style-type: none"> <li>relationship qualities that I value and reasons why</li> <li>the meaning of respect, empathy and trust and what it looks like, feels like and sounds like in relationships</li> <li>how to show empathy to others</li> <li>how to use active listening to enhance relationships</li> </ul>	School Drug Education and Road Aware Challenges and Choices Year 6  Focus area 1 Resilience and wellbeing  Activity 3 Changing relationships <a href="http://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf">http://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf</a>

Week	Syllabus content	Lesson content	Suggested resources
		<p><b>Accepting differences</b></p> <ul style="list-style-type: none"> <li>we are all different in different ways</li> <li>ways that our actions and choices impact others</li> <li>we are all different</li> </ul>	<p>State Government of Victoria. Resilience rights and respectful relationships</p> <p>Everyone is different game (page 19)  <a href="http://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccc8bd/RRRR%203%20and%204.pdf">http://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccc8bd/RRRR%203%20and%204.pdf</a></p> <p>ACT Government Everyone Everyday program (adapt/modify)</p> <p>Lesson 1 I am responsible</p> <p>Lesson 2 I am responsible  <a href="http://www.communityservices.act.gov.au/disability_act/everyone-everyday-program/years-5-and-6">http://www.communityservices.act.gov.au/disability_act/everyone-everyday-program/years-5-and-6</a></p>
10–14	<p>Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:</p> <ul style="list-style-type: none"> <li>minimising and managing conflict</li> <li>recognising and building self-esteem</li> <li>selecting and managing relationships</li> </ul>	<p><b>Puberty – changes and transitions</b></p> <ul style="list-style-type: none"> <li>the influence of peers on developing relationships</li> <li>growing independence, increasing reliance on peers and the importance of making decisions for yourself</li> </ul> <p><b>Puberty – coping with physical changes</b></p> <ul style="list-style-type: none"> <li>things I can do to manage changes associated with puberty including ensuring proper hygiene</li> </ul>	<p>Growing and Developing Healthy Relationships</p> <p>Year 6 Peer influence  <a href="https://gdhr.wa.gov.au/-/peer-influence">https://gdhr.wa.gov.au/-/peer-influence</a></p> <p>State Government of Victoria. Catching on early.</p> <p>Learning sequence 4 Coping with body changes  <a href="https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf">https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf</a></p> <p>School Drug Education and Road Aware Challenges and Choices Year 6</p> <p>Focus area 1 Resilience and wellbeing</p> <p>Activity 5 changing bad moods into good moods</p>

Week	Syllabus content	Lesson content	Suggested resources
		<p><b>Puberty – coping with emotional changes</b></p> <ul style="list-style-type: none"> <li>practical ways to control anger and minimise conflict e.g. counting, deep breathing, taking time out</li> </ul>	<p>Activity 6 Seven ways to deal with conflict</p> <p><a href="http://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf">http://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf</a></p> <p>State Government of Victoria. Resilience rights and respectful relationships</p> <p>Taming angry feelings (page 22)</p> <p><a href="http://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccc8bd/RRRR%203%20and%204.pdf">http://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccc8bd/RRRR%203%20and%204.pdf</a></p>
15–19	<p>Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> <li>in peer group</li> <li>with friends</li> <li>with family</li> <li>during sporting or physical activities</li> </ul>	<p><b>Bouncing back</b></p> <ul style="list-style-type: none"> <li>how emotions/emotional responses influence behaviour</li> <li>reading body language to interpret what others may be feeling</li> <li>labelling/naming emotions and matching them to situations</li> <li>changing emotions; different levels of intensity</li> <li>ways to manage disappointment across a variety of situations</li> <li>bounce back skills and strategies to address setbacks such as using optimistic thinking and humour</li> </ul>	<p>School Drug Education and Road Aware Challenges and Choices Year 6</p> <p>Focus area 1 Resilience and wellbeing</p> <p>Activity 8 Applying wellbeing and bounce back skills</p> <p><a href="http://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf">http://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf</a></p> <p>State Government of Victoria. Resilience rights and respectful relationships (choose/adapt from)</p> <p>1 Emotional literacy</p> <p>2 Recognising positive, negative and mixed emotions</p> <p>3 Intense emotions</p> <p><a href="http://fusecontent.education.vic.gov.au/b74ae78a-995a-4a73-8361-3a200d448bd7/RRRR%205%20and%206.pdf">http://fusecontent.education.vic.gov.au/b74ae78a-995a-4a73-8361-3a200d448bd7/RRRR%205%20and%206.pdf</a></p> <p>Aussie Optimism programs (Curtin University)</p> <p><a href="http://healthsciences.curtin.edu.au/schools-and-departments/psychology-and-speech-pathology/aussie-optimism/programs/">http://healthsciences.curtin.edu.au/schools-and-departments/psychology-and-speech-pathology/aussie-optimism/programs/</a></p>

Week	Syllabus content	Lesson content	Suggested resources
20–22	<p>Criteria that can be applied to sources of information to assess their credibility</p>	<p><b>Help seeking</b></p> <ul style="list-style-type: none"> <li>places and people in the local community, and further afield who can help to meet health needs and concerns</li> <li>using criteria to determine good sources of information</li> <li>reliability –can you rely on this source?</li> <li>credibility – do you trust the information provided? Is it correct?</li> <li>comfort – are you comfortable to use this source of information?</li> </ul>	<p>State Government of Victoria. Catching on early.</p> <p>Learning sequence 7 Finding information  <a href="https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf">https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf</a></p> <p>Kids Helpline  <a href="https://kidshelpline.com.au">https://kidshelpline.com.au</a></p> <p>Reachout.com  <a href="http://au.reachout.com">http://au.reachout.com</a></p> <p>Government of Western Australia. Department of Health. Get the facts  <a href="https://www.getthefacts.health.wa.gov.au">https://www.getthefacts.health.wa.gov.au</a></p> <p>Better Health Channel            Finding reliable health information  <a href="https://www.betterhealth.vic.gov.au/health/servicesandsupport/finding-reliable-health-information">https://www.betterhealth.vic.gov.au/health/servicesandsupport/finding-reliable-health-information</a></p>
23–28	<p>Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>refusing medicines, tobacco, alcohol or other drugs</li> </ul>	<p><b>Talking about drugs</b></p> <ul style="list-style-type: none"> <li>types of drugs – depressants, stimulants and hallucinogens and their effects</li> </ul>	<p>School Drug Education and Road Aware Challenges and Choices Year 6</p> <p>Focus area 2 Drug Education (choose from/adapt)</p>

Week	Syllabus content	Lesson content	Suggested resources
	<p>Criteria that can be applied to sources of information to assess their credibility</p>	<p><b>Staying safe around alcohol</b></p> <ul style="list-style-type: none"> <li>• what I already know about alcohol</li> <li>• short term harms of alcohol</li> <li>• effects of alcohol on the body</li> <li>• staying safe around alcohol (how to reduce the potential for harm)</li> <li>• where to find reliable sources of information about alcohol</li> </ul>	<p>Activity 1 Let’s talk about drugs</p> <p>Activity 2 Clued up on alcohol</p> <p>Activity 3 Short term harms of alcohol</p> <p>Activity 4 Effects of alcohol on the body</p> <p>Activity 5 Drug use and potential risks in different situations</p> <p>Activity 6 Reliable sources of information about drugs</p> <p>Activity 7 Factors that may influence young people to drink alcohol</p> <p>Activity 9 Responding to influences to use alcohol</p> <p>Activity 10 Assessing risks and consequences of alcohol use</p> <p><a href="http://www.sdera.wa.edu.au/media/1266/drug-education-yr-6.pdf">http://www.sdera.wa.edu.au/media/1266/drug-education-yr-6.pdf</a></p>
29–35	<p>Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> <li>• creating social connections for better mental health</li> <li>• meeting physical activity recommendations</li> </ul> <p>Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>• being safe in an online environment</li> </ul>	<p><b>Staying connected</b></p> <ul style="list-style-type: none"> <li>• links between positive mental health and social connectedness</li> <li>• examples of programs which support social connections in your community</li> <li>• my social networks, and what I can do to stay socially connected with others</li> <li>• helping others to connect socially</li> </ul>	<p>Reachout.com Cyberbullying</p> <p><a href="http://au.reachout.com/cyberbullying">http://au.reachout.com/cyberbullying</a></p> <p>Office of the Children’s eSafety Commissioner – classroom resources</p> <p><a href="https://esafety.gov.au/education-resources/classroom-resources">https://esafety.gov.au/education-resources/classroom-resources</a></p> <p>Australian Human Rights Commission</p>



Week	Syllabus content	Lesson content	Suggested resources
		<p><b>Staying safe online</b></p> <ul style="list-style-type: none"> <li>• cyber bullying as a type of bullying</li> <li>• examples of cyber bullying – what it looks like</li> <li>• staying safe online and protecting against cyber bullying e.g. safe guarding passwords, not disclosing personal information, knowing when to ignore/report/get help</li> </ul> <p><b>Move more, sit less!</b></p> <ul style="list-style-type: none"> <li>• benefits of physical activity for health</li> <li>• social connection through physical activity</li> <li>• how much physical activity is enough?</li> <li>• defining sedentary behaviour</li> <li>• identifying how much time I am sedentary</li> <li>• strategies to move from being sedentary to being active (moving more and sitting less)</li> </ul>	<p><a href="https://www.humanrights.gov.au/cyberbullying-what-it-and-how-get-help-violence-harassment-and-bullying-fact-sheet">https://www.humanrights.gov.au/cyberbullying-what-it-and-how-get-help-violence-harassment-and-bullying-fact-sheet</a></p> <p>WA Police</p> <p><a href="https://www.police.wa.gov.au/Crime/Technology-crime/Cyber-bullying">https://www.police.wa.gov.au/Crime/Technology-crime/Cyber-bullying</a></p> <p>BullyingUK</p> <p><a href="http://www.bullying.co.uk/cyberbullying/">http://www.bullying.co.uk/cyberbullying/</a></p> <p>School Drug Education and Road Aware Challenges and Choices Year 6</p> <p>Focus area 1 Resilience and wellbeing</p> <p>Activity 4 What is cyber bullying?</p> <p>Activity 7 Cyber bullying – what you can do about it</p> <p><a href="http://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf">http://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf</a></p> <p>Australian Physical Activity and Sedentary Behaviour Guidelines</p> <p><a href="http://www.health.gov.au/internet/main/publishing.nsf/content/health-publth-strateg-phys-act-guidelines">http://www.health.gov.au/internet/main/publishing.nsf/content/health-publth-strateg-phys-act-guidelines</a></p>