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| **Whole School Health Scope and Sequence: YEAR 4** |
| **Year Level Description**In Year 4, the content provides opportunities for students to focus on personal, social and emotional factors that contribute to becoming persistent and [resilient](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/resilient). Students learn about specific strategies to promote personal, social and [emotional health](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/emotional-health) and [wellbeing](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/wellbeing), and positive relationships. They [develop](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/develop) ways to foster respect and [empathy](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/empathy). |
| **WELLNESS- *semester 1*** | **Physical Health and Well-Being-*semester 2*** |
| **Protective Behaviours &****Sexual Education** | **Resilience** | **Road Safety** | **Nutrition** | **Drug Education** |
| ***CONTENT DESCRIPTIONS**** *Knowing who or where to go for help in the community*
* *Strategies that help individuals to manage the impact of Physical, social and emotional changes, such as…*
* *Positive self-talk*
* *Assertiveness*
* *Seeking help*
* *Sharing*

*responsibilities** *Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as….*
* *Being alert and aware of unsafe situations*
* *Using assertive behaviour and language*
 | ***CONTENT DESCRIPTIONS**** *Strategies to cope with adverse situations and demands of others*
* *The positive influence of respect, empathy and the valuing of differences in relationships*
* *Strategies to identify and manage emotions before reacting*
* *Use of persistence and resilience as tools to respond positively to challenges and failure, such as…*
* *Using self-talk*
* *Seeking help*
* *Thinking optimistically*
 | ***CONTENT DESCRIPTIONS**** *Strategies to ensure safety and wellbeing at home and at school, such as…*
* *Following school rules*
 | ***CONTENT DESCRIPTIONS**** *Identifying and choosing healthier foods for themselves*
* *Ways in which regular physical activity in natural and built environments protects health*
 | ***CONTENT DESCRIPTIONS**** *Ways in which health information and messages can influence health decisions and behaviours.*
 |
| Protective Behaviours years 4-6* Lesson 1: Feeling Safe
* Lesson 4: Seek Help
* Lesson 6: Networks
* Lesson 7: Appropriate Relationships
* Lesson 8: Personal Space
* Lesson 9 Right to Say No
 | SDERA Challenges & Choices year 4 FOCUS AREA 1* Activity 1: Explaining why bad things happen
* Activity 2: Optimistic versus pessimistic thinking
* Activity 3: Ways to be brave
* Activity 4: Diffusing situations. Saying sorry.
* Activity 5: Brave or stupid
* Activity 6: Managing conflict situations
 | SDERA Challenges & Choices year 4 FOCUS AREA 3* Activity 4; Excuses, excuses
* Activity 5: Passenger scenario
* Activity 6: What would you do?
* Activity 7: practising making passenger decisions.
 | 4 lessons of your choice.  | SDERA Challenges & Choices year 4 FOCUS AREA 2* Activity 2: Tobacco-the facts.
* Activity 3: Caffeine- the facts
* Activity 4: Considering smoking risks
* Activity 7: Media and marketing influence attitudes to drugs.
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| **Incidental and On-going** **Wheels on Wednesday** |
| **Further Learning** **Term 3- RAC Little Legends Incursion** **Term 4- Snake Bite Incursion beginning of term 4.**  **- Week 10 St Johns First Aid Course** |
| **Achievement standard Year 4****Health Education**At Standard, students [identify](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/identify) personal behaviours that promote health, safety and [wellbeing](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/wellbeing) in unsafe or uncomfortable situations. They know where to go or who to speak with to get help in a variety of different environments, including at home and at school.Students [explain](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/explain) behaviours which convey respect and [empathy](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/empathy) and contribute to positive relationships. They [interpret](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/interpret) health information and messages, and [discuss](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/discuss) ways these can influence health decisions and behaviours. |