|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |
| **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. | | | | |