

## Cycle 1 – Term 4: Personal, Social and Community Health

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being health, safe and active</b>						
<p>Identify personal strengths.</p> <p>Name parts of the body and describe how their body is growing and changing.</p> <p>Identify people and demonstrate protective behaviours that help keep themselves safe and healthy.</p>	<p>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities.</p> <p>Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these.</p> <p>Practise strategies they can use when they need help with a task, problem or situation at home and/or at school.</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing.</p>	<p>Examine how success, challenge and failure strengthen personal identities.</p> <p>Explore strategies to manage physical, social and emotional change.</p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.</p> <p>Identify and practise strategies to promote health, safety and wellbeing.</p>	<p>Explore how identities are influenced by people and places.</p> <p>Investigate resources to manage changes and transitions associated with puberty.</p> <p>Investigate community resources and strategies to seek help about health, safety and wellbeing.</p> <p>Plan and practise strategies to promote health, safety and wellbeing.</p>			
<b>Communicating and interacting for health and wellbeing</b>						
<p>Practise personal and social skills to interact with and include others.</p> <p>Identify and describe emotional responses people may experience in different situations.</p>	<p>Describe ways to include others to make them feel that they belong.</p> <p>Identify and practise emotional responses that account for own and others' feelings.</p> <p>Examine health messages and how they relate to health decisions and behaviours.</p>	<p>Describe factors that can positively influence relationships and personal wellbeing.</p> <p>Investigate how emotional responses vary in family situations and in friendship groups.</p> <p>Discuss and interpret health information and messages in the media.</p>	<p>Describe factors that can positively influence relationships and personal wellbeing.</p> <p>Investigate how emotional responses vary in family situations and in friendship groups.</p> <p>Discuss and interpret health information and messages in the media.</p>	<p>Practise skills to establish and manage relationships.</p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing.</p> <p>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours.</p>		
<b>Contributing to healthy and active communities</b>						
<p>Identify actions that promote health, safety and wellbeing.</p> <p>Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment.</p>	<p>Explore actions that help make the classroom a healthy, safe and active place.</p> <p>Identify and explore natural and built environments in the local community where physical activity can take place.</p>	<p>Describe strategies to make the classroom and playground healthy, safe and active spaces.</p> <p>Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing.</p>	<p>Describe strategies to make the classroom and playground healthy, safe and active spaces.</p> <p>Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing.</p>	<p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.</p> <p>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment.</p> <p>Investigate how celebrating similarities and differences can strengthen communities.</p>		
<b>Achievement Standard</b>						
<p>Students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform</p>	<p>Students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They understand how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.</p> <p>Students demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate</p>	<p>Students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply</p>	<p>Students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply</p>	<p>Students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.</p> <p>Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others'</p>		

<p>fundamental movement skills and solve movement challenges.</p>	<p>fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movements.</p>	<p>movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<p>health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.</p>
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