

# Health & Wellbeing Program 2021

Physical Education program for Salisbury Park Primary School can be viewed on the SPPS website along with the Health and Wellbeing program.

[http://www.salsparkps.sa.edu.au/news\\_news.htm](http://www.salsparkps.sa.edu.au/news_news.htm)

Health lessons will be held in the library. Students will have 1 Health lesson and 2 PE lessons each week. Health academic weighting of Australian Curriculum = 33% of students final semester grade. The Australian Primary Health Curriculum aims to encourage students to consider what it means to be healthy. They realise that good health is important for all people; that there are many influences on the health of individuals, families and communities. A vital component of this strand is the development of a healthy wellbeing (social and emotional), knowledge of body systems, keeping active and nutrition. Students consider safe practices (Child Protection Curriculum) in relation to matters such as substance use, preparing food, participating in physical activity, protective strategies and working with others or in teams.

**\* In term 3, the CPC – Recognising and Reporting abuse will be primarily taught by the class room teacher.\***

		Years R-7
		<b>Overview</b>
	<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Introduction to Health</li> <li>• What is health and wellbeing? Mental, Social &amp; Physical Triangle– Presentation</li> <li>• Child Protection Curriculum – 3 Strands</li> <li>• Health in Library</li> <li>• <i>Beep Test – Fitness test – Termly – 3-7</i></li> </ul>
	<b>Physical Health (Term 1)</b>	<ul style="list-style-type: none"> <li>• Healthy habits – life choices</li> <li>• Safety (including personal safety, road safety, water safety, sport safety, sun safety, first aid and emergency care)</li> <li>• <i>CPC – Right to be safe (FA1)</i></li> <li>• Food and nutrition (including balancing energy needs, nutritional requirements, nutrition for performance, nutrition for wellbeing, how culture and context shape what we eat) balanced diet, food pyramid and types of food)</li> <li>• Sleep and rest</li> <li>• Physical activity and fitness (including benefits of being physically fit and reducing sedentary behaviors, fitness development, and participation in a range of activities that enhance various dimensions of fitness)</li> <li>• Hygiene and dental</li> <li>• Hydration</li> </ul>
	<b>Social/Emotional Health</b>	<ul style="list-style-type: none"> <li>• Respectful relationships (including negotiating positive and respectful relationships, managing changing</li> <li>• <i>CPC – Relationships (FA2)</i></li> <li>• Bullying – No Way &amp; Getting along with others</li> <li>• Scenarios of conflict, self-esteem &amp; Peer pressure</li> <li>• Human Rights and The UN</li> </ul>
	<b>Physical Health (Term 3)</b>	<ul style="list-style-type: none"> <li>• Inquiry Based Project – Active vs Sedentary Lifestyles (UP – Summative)</li> <li>• Parts of the human body – muscles, bones and organs</li> <li>• How they work – systems of the body – respiratory, circulatory, nervous, digestive, circulatory, immune system, visual system, hearing system and urinary system.</li> <li>• Body Systems Test (UP - summative)</li> <li>• <b>*CPC – Recognising and Reporting Abuse (Class Teacher) (FA3)*</b></li> </ul>
	<b>Social/Emotional Health (Term 4)</b>	<ul style="list-style-type: none"> <li>• Cyberbullying/Use of Social Media – JP Hector’s World and Upper Primary – The Lost Summer</li> <li>• Personal identity and sense of self (including body image, gender identity, role of physical activity in forming a positive sense of self)</li> <li>• Feelings and expressing emotions – Inside Out</li> <li>• <i>CPC – Protective strategies (FA4)</i></li> </ul>