

## Resilience, Rights, & Respectful Relationships Scope & Sequence WYPS

See learning Resources for lessons and activities  
See below for links to Health Curriculum

### Foundation

Term 1	Term 2	Term 3	Term 4
Emotional Literacy & Personal Strengths  (Approx 5 weeks on each topic)	Positive Coping & Problem Solving  (Approx 5 weeks on each topic)	Gender and Identity & Stress management  (Approx 5 weeks on each topic)	Help-Seeking & Positive Gender Relations  (Approx 5 weeks on each topic)

### Grade 1-6

Even Years (2024)

Term 1	Term 2	Term 3	Term 4
Topic 1- Emotional Literacy &	Topic 2- Personal Strengths	Topic 7- Gender and Identity	Topic 3- Positive Coping

Odd Years (2025)

Term 1	Term 2	Term 3	Term 4
Topic 4- Problem Solving	Topic 5- Stress Management	Topic 8- Positive Gender Relations	Topic 6- Help-seeking Relations

Foundation	<b>Strand: Personal, social and community health</b>		
	<b>Sub-strand</b>	<b>Content description</b>	<b>Topic(s)</b>
	Being healthy, safe and active	<ul style="list-style-type: none"> <li>Identify personal strengths</li> <li>Identify people and actions that help keep themselves safe and healthy</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul> <ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
Communication and interacting for health and wellbeing	<ul style="list-style-type: none"> <li>Practise personal and social skills to interact with others</li> <li>Identify and describe emotional responses people may experience in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul> <ul style="list-style-type: none"> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>	

	<p>Contributing to healthy and active communities</p>	<ul style="list-style-type: none"> <li>Identify actions that promote health, safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
<p><b>Achievement standard (relevant aspects):</b>                  Students 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.                  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.</p>			

Year 1/2	<b>Health and Physical Education LEVELS 1 &amp; 2</b>		
	<b>Strand: Personal, social and community health</b>		
	<b>Sub-strand</b>	<b>Content description</b>	<b>Topic(s)</b>
	Being healthy, safe and active	<ul style="list-style-type: none"> <li>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Practise strategies they can use when they need help with a task, problem or situation at home and/or at school</li> </ul>	<ul style="list-style-type: none"> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise situations and opportunities to promote their own health, safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>	

	Communicating and interacting for health and wellbeing	<ul style="list-style-type: none"> <li>Describe ways to include others to make them feel that they belong</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
		<ul style="list-style-type: none"> <li>Identify and describe emotional responses people may experience in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	Contributing to healthy and active communities	<ul style="list-style-type: none"> <li>Explore actions that help to make the classroom a healthy, safe and active place</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
<p><b>Achievement standard (relevant aspects):</b>  <b>By the end of Level 2</b>                  Students 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.                  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.</p>			

Year 3/4	<b>Health and Physical Education LEVELS 3&amp;4</b>		
	<b>Strand: Personal, social and community health</b>		
	<b>Sub-strand</b>	<b>Content description</b>	<b>Topic(s)</b>
	Being healthy, safe and active	<ul style="list-style-type: none"> <li>Examine how success, challenge and failure strengthen personal identities</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Explore strategies to manage physical, social and emotional change</li> </ul>	<ul style="list-style-type: none"> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>	

		<ul style="list-style-type: none"> <li>Identify and practise strategies to promote health, safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<p>Communicating and interacting for health and wellbeing</p>	<ul style="list-style-type: none"> <li>Describe factors that can positively influence relationships and personal wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<p>Contributing to healthy and active communities</p>	<ul style="list-style-type: none"> <li>Describe strategies to make the classroom and playground healthy, safe and active spaces</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
<p><b>Achievement standard (relevant aspects):</b>                  By the end of Level 4                  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 describe the connections they have to their community and how these can promote health and wellbeing.                  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.</p>			

Year 5/6	<b>Health and Physical Education LEVELS 5 &amp; 6</b>	
	<b>Strand: Personal, social and community health</b>	
	<b>Sub-strand</b>	<b>Content description</b>
		<b>Topic(s)</b>
Being healthy, safe and active	<ul style="list-style-type: none"> <li>Explore how identities are influenced by people and places</li> </ul>	<ul style="list-style-type: none"> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate resources to manage changes and transitions associated with puberty</li> </ul>	<ul style="list-style-type: none"> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate community resources and strategies to seek help about health, safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> </ul>



	<ul style="list-style-type: none"> <li>Plan and practise strategies to promote health, safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
Communicating and interacting for health and wellbeing	<ul style="list-style-type: none"> <li>Practise skills to establish and manage relationships</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 6: Help-seeking</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
Contributing to healthy and active communities	<ul style="list-style-type: none"> <li>wellbeing for individuals and their communities</li> </ul>	<ul style="list-style-type: none"> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate how celebrating similarities and differences can strengthen communities</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 4: Problem-solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 8: Positive gender relations</li> </ul>

	<p><b>Achievement standard (relevant aspects):</b> <b>By the end of Level 6:</b> Students 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 examine how community wellbeing is supported by celebrating diversity. Students demonstrate skills to work collaboratively and play fairly. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community.</p> <hr/>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Health Standard not addressed in R, R & RR.

R, R and RR/Health S&S Updated Term 1, 2024

Year level	Not covered in R,R &RR	Covered during:
Foundation	Name parts of the body and describe how their body is growing and changing (VCHPEP058)	STEM - Human body topic
Year 1/2	<p>Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (VCHPEP072)</p> <p>Examine health messages and how they relate to health decisions and behaviours (VCHPEP077)</p> <p>Identify and explore natural and built environments in the local community where physical activity can take place (VCHPEP079)</p>	<p>Mappen - Identity Unit</p> <p>P.E.</p>
Year 3/4	<p>Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)</p> <p>Investigate how emotional responses vary in family situations and in friendship groups (VCHPEP093)</p> <p>Discuss and interpret health information and messages in the media (VCHPEP094)</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 (VCHPEP096)</p>	Mappen: Community and Identity Units
Year 5/6	<p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)</p>	P.E.