MAPPING *CHALLENGES AND CHOICES* TO THE WESTERN AUSTRALIAN HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR 6

The Health and Physical Education syllabus comprises two strands:

- Personal, social and community health
- Movement and physical activity.

School Drug Education and Road Aware's (SDERA) *Challenges and Choices* resources deliver some of the content included in the *Personal, social and community health* strand through a resilience, road safety, and alcohol and other drugs education context.

Within this strand, content is organised under three interrelated sub-strands. These are:

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Being healthy, safe and active

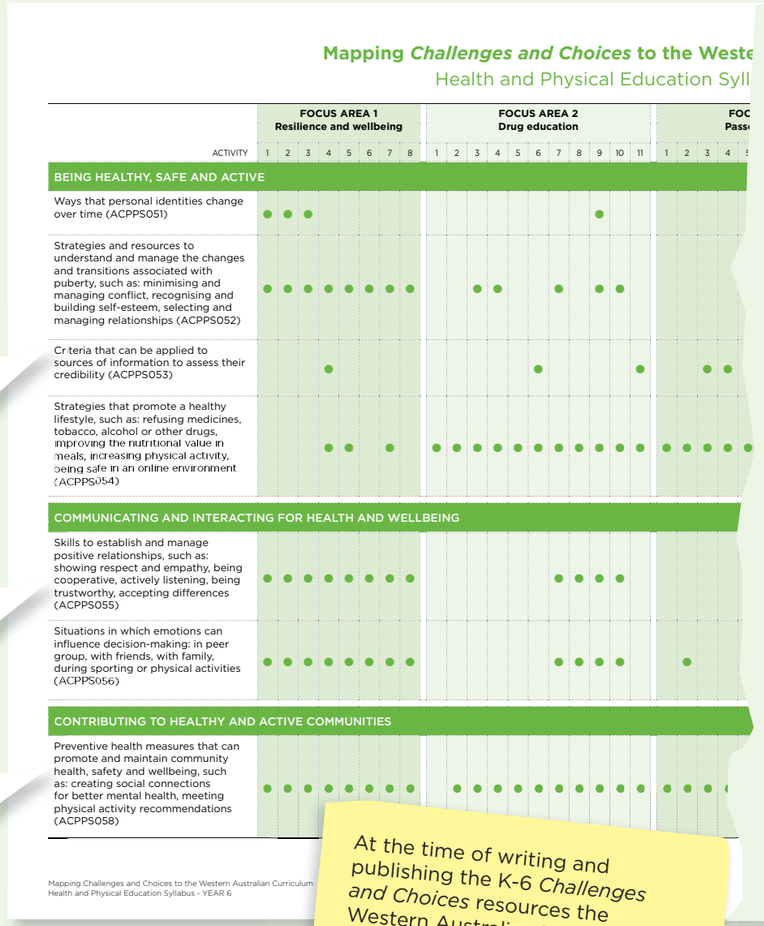
The content in this sub-strand focuses on supporting students to make decisions about their own health, safety and wellbeing and build their resilience through developing knowledge, understanding and skills. Additionally, the content explores identities and emotions and looks at the contexts that can impact and influence students' health, safety and wellbeing.

Communicating and interacting for health and wellbeing

The content in this sub-strand helps students to develop knowledge, understanding and skills to enable them to critically engage with a range of health concepts and issues and apply this new information to their changing circumstances and environments.

Contributing to healthy and active communities

The content in this sub-strand informs students so they are able to selectively access information, products, services and environments and critically analyse contextual factors that influence the health and wellbeing of communities.



Mapping *Challenges and Choices* to the Weste
Health and Physical Education Syll

	FOCUS AREA 1 Resilience and wellbeing								FOCUS AREA 2 Drug education											FOC Pass				
ACTIVITY	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
BEING HEALTHY, SAFE AND ACTIVE																								
Ways that personal identities change over time (ACPPS051)	●	●	●														●							
Strategies and resources to understand and manage the changes and transitions associated with puberty, such as: minimising and managing conflict, recognising and building self-esteem, selecting and managing relationships (ACPPS052)	●	●	●	●	●	●	●	●			●	●			●		●	●						
Criteria that can be applied to sources of information to assess their credibility (ACPPS053)				●										●					●			●	●	
Strategies that promote a healthy lifestyle, such as: refusing medicines, tobacco, alcohol or other drugs, improving the nutritional value in meals, increasing physical activity, being safe in an online environment (ACPPS054)				●	●		●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING																								
Skills to establish and manage positive relationships, such as: showing respect and empathy, being cooperative, actively listening, being trustworthy, accepting differences (ACPPS055)	●	●	●	●	●	●	●	●							●	●	●	●						
Situations in which emotions can influence decision-making: in peer group, with friends, with family, during sporting or physical activities (ACPPS056)	●	●	●	●	●	●	●	●							●	●	●	●			●			
CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES																								
Preventive health measures that can promote and maintain community health, safety and wellbeing, such as: creating social connections for better mental health, meeting physical activity recommendations (ACPPS058)	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●		●	●	●	●

Mapping Challenges and Choices to the Western Australian Curriculum
Health and Physical Education Syllabus - YEAR 6

At the time of writing and publishing the K-6 *Challenges and Choices* resources the Western Australian Health and Physical Education Syllabus was not created. To further support teachers in their delivery of resilience, road safety and alcohol and other drugs education, these mapping documents have been developed to assist teachers and schools deliver the engaging and age-appropriate learning experiences included in the K-6 *Challenges and Choices* resources.

The *Challenges and Choices* mapping documents have been completed addressing the content descriptors within each sub-strand and using ALL tasks and questions as written in each lesson activity. Whilst we encourage the modification and/or the sourcing of additional resources to support and enhance the learning experience and address the local context, if activities are modified this may affect the applicability of the mapping.

Content descriptor elaborations have not been used in the mapping of the *Challenges and Choices* resources.

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Mapping *Challenges and Choices* to the Western Australian Curriculum

Health and Physical Education Syllabus – Year 6

	FOCUS AREA 1 Resilience and wellbeing								FOCUS AREA 2 Drug education											FOCUS AREA 3 Passenger safety											FOCUS AREA 4 Pedestrian safety								FOCUS AREA 5 Safety on wheels									
ACTIVITY	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10
BEING HEALTHY, SAFE AND ACTIVE																																																
Ways that personal identities change over time (ACPPS051)	●	●	●														●																				●											
Strategies and resources to understand and manage the changes and transitions associated with puberty, such as: minimising and managing conflict, recognising and building self-esteem, selecting and managing relationships (ACPPS052)	●	●	●	●	●	●	●	●			●	●			●		●	●								●		●					●													●	●	
Criteria that can be applied to sources of information to assess their credibility (ACPPS053)				●										●					●			●	●	●												●	●			●					●			
Strategies that promote a healthy lifestyle, such as: refusing medicines, tobacco, alcohol or other drugs, improving the nutritional value in meals, increasing physical activity, being safe in an online environment (ACPPS054)				●	●		●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING																																																
Skills to establish and manage positive relationships, such as: showing respect and empathy, being cooperative, actively listening, being trustworthy, accepting differences (ACPPS055)	●	●	●	●	●	●	●	●							●	●	●	●								●	●	●								●	●			●					●	●	●	
Situations in which emotions can influence decision-making: in peer group, with friends, with family, during sporting or physical activities (ACPPS056)	●	●	●	●	●	●	●	●							●	●	●	●			●					●	●	●					●			●	●			●				●	●	●	●	
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