

SAFETY WEEK (Usually during the last week of Term 4 each year)		PYP Units of Study 2009 (Health studied throughout the year)
Year 0	<p>Title: Road Safety</p> <ul style="list-style-type: none"> Safety while in and around vehicles Safety when 'out & about' in the community 	<p>Title: Looking after myself</p> <p>Central Idea: Making balanced choices about daily routines, enables us to stay happy and healthy across the changing seasons</p> <ul style="list-style-type: none"> Describe feelings and ask questions about their health and personal needs Participate in regular physical activity Take responsibility for personal health and well-being (e.g. blowing noses, washing hands, care of teeth)
Year 1	<p>Title: Road Safety <i>Facilitated by police education officer.</i></p> <ul style="list-style-type: none"> Safety while in and around vehicles Safety when 'out & about' in the community 	<p>Title: You, me and us</p> <p>Central Idea: Taking responsibility for our learning has a positive impact on the progress we make</p> <ul style="list-style-type: none"> Describe feelings and ask questions about their growth and development Describe themselves in relation to a range of contexts, (including identifying their strengths) Identify people who can help, and <u>how</u> to seek help from others. Identify how they can help themselves Respect each other through sharing and cooperating <p>Title: Coastal Care</p> <p>Central Idea: People interact with, use and value the natural environment in different ways.</p> <ul style="list-style-type: none"> Take individual and collective action to contribute to classroom, school and wider environments that can be enjoyed by all <p>Title: In the neighbourhood</p> <p>Central Idea: The people and places in our community have a role in meeting our needs.</p> <ul style="list-style-type: none"> Explore and share ideas about relationships with other people
Year 2	<p>Title: Safety with food and within the kitchen</p> <ul style="list-style-type: none"> Healthy eating within a community environment Safe food storage Cleanliness and hygiene Safe food choices 	<p>Title: We can work it out</p> <p>Central Idea: Relationships can be enhanced by learning about other peoples perspectives and communicating our own</p> <ul style="list-style-type: none"> Explore and share ideas about relationships with other people – Including appreciating others point of view Demonstrate respect through sharing and co-operation in groups, (and appreciating others perspectives) Express their own ideas, needs, wants, and feelings clearly and listen to those of other people Take individual and collective action to contribute to classroom, school and wider environments that can be enjoyed by all <p>Title: Plant Power</p> <p>Central Idea: Plants and animals can depend on each other for their survival</p> <ul style="list-style-type: none"> Take individual and collective action to contribute to environments that can be shared by all, (with particularly connection to the interdependence of plants and animals and therefore our responsibility to care for plants)
Year 3	<p>Title: Hazards in and around the home</p> <ul style="list-style-type: none"> Identifying possible hazards in and around the home Possible preventions and actions we can implement during an emergency. (eg for poisoning, 	<p>Title: Safety First</p> <p>Central Idea: Taking responsibility for our actions, helps to ensure our own and others safety.</p> <ul style="list-style-type: none"> Demonstrate responsibility for self-care Identify risks and use safe practices in a range of contexts <ul style="list-style-type: none"> - Hazards in our local community, (school and home) - Hazards in our wider community, (road, water) Develop and apply rules and practices in games and activities to promote fair and safe participation for all Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools and local environments Keeping ourselves safe (dealing with teasing, bullying and inappropriate touch, e.g. pushing & hitting)

	<p>electricity use, kitchen</p> <ul style="list-style-type: none"> • burns, slipping and falling, choosing safe games, busy holiday traffic, bicycle safety) 	<p>Title: It's Off to Work We Go Central Idea: In a workplace, people can share responsibilities towards a common purpose.</p> <ul style="list-style-type: none"> • Identify and demonstrate ways of enhancing relationships between individuals and within groups (through looking at the affect of our actions on others within our classroom workplace and through creating and running a 'mock' workplace such as a bakery – the interconnectedness of roles). • Describe how individuals and groups share characteristics and are also unique, (within the context of our classroom and workplaces) • Express their ideas, needs, wants and feelings appropriately and listen sensitively to other people and affirm them, (through reflection on what makes a successful workplace) <p>Title: The Artist Within Us Central Idea: Our uniqueness as human beings can impact upon how we express ourselves through the arts.</p> <ul style="list-style-type: none"> • Identify personal qualities that contribute to our self-worth, (through reflecting on the experiences that have helped shape us and how we express these artistically)
<p>Year 4</p>	<p>Title: Sun Safety</p> <ul style="list-style-type: none"> • Where sunburn occurs • Ways to show sense in the sun • Identify sun-safe places at school • Effects of solar radiation on your skin 	<p>Title: Push Play Central Idea: Nutrition, exercise and recreation impact upon our health and well-being, (hauora).</p> <ul style="list-style-type: none"> • Describe their stages of growth and discuss the components of a healthy and balanced lifestyle in accordance with this (e.g. diet, exercise, rest, recreation) • Experience creative, regular and enjoyable physical activities and describe the benefits to well-being (specifically our body systems - respiratory, circulatory and digestive) • Develop positive attitudes towards, (and responsibility for) exercise, health and well-being through participating in and creating a variety of games and activities and discussing the enjoyment that these activities can bring to them and others • Explore how people's attitudes, values and actions contribute to healthy physical and social environments • Identify and use local and community resources and explain how these contribute to a healthy community (e.g. rock-climbing facilities, nutritionists, personal trainers) <p>Title: Help is on the Way Central Idea: People organise themselves in response to unforeseen challenges and crises</p> <ul style="list-style-type: none"> • Identify risk and use safe practices in a range of contexts • Explore how people's actions contribute to healthy physical and social environments, (particularly how individuals, communities and organisations respond to natural crises) • Identify and use local community resources and explain how these contribute to a healthy community, (e.g. disaster response organisations such as the Civil Defence, the Police, Army, Red Cross) • Contribute to and use simple guidelines and practices that promote physically healthy classrooms, schools and local environments, (e.g. earthquake and fire drills, disaster preparedness and plans at home) <p>Title: Just a Drop in the Ocean Central Idea: Our planet has limited resources that are essential to life.</p> <ul style="list-style-type: none"> • Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools and local environments, (through exploring how we use and can conserve water) <p>Title: Lost for words Central Idea: People can communicate their ideas and perspectives using the elements of different art forms.</p> <ul style="list-style-type: none"> • Express ideas and feelings appropriately and listen sensitively to other people and affirm them, (by being aware of differing perspectives)

<p style="text-align: center;">Year 5</p>	<p>Title: Water Safety</p> <ul style="list-style-type: none"> Swimming safely Water hazards around the home Rivers, Beach and Surf Safety with Boats 	<p>Title: Human Rights Central Idea: In an attempt to meet human needs, societies have determined human rights and responsibilities</p> <ul style="list-style-type: none"> 'Keeping ourselves safe' programme - physical and emotional well-being Identifying the rights of children and the responsibilities associated with those rights Exploring the issue of bullying, what it means to be physically and emotionally safe. Deciding on strategies to keep safe, developing simple rules to keep safe and being responsible. What to do or say when children find themselves in unsafe situations and the importance of reporting abuse <p>Title: Pollution solution</p> <ul style="list-style-type: none"> Healthy Communities: Planning a programme to enhance their classroom or school environment. The affects of pollution and the nature of waste management.
<p style="text-align: center;">Year 6</p>	<p>Title: Puberty Changes</p> <ul style="list-style-type: none"> Develop the knowledge of the changes that come with puberty Examine the factors influencing their choices during puberty Develop positive attitude towards the changes they experience during puberty. 	<p>Title: Challenging Choices Central Idea: People develop and use a variety of strategies and skills when faced with challenges. Children worldwide face variety of challenges and risks</p> <ul style="list-style-type: none"> Personal growth and personal identity: People facing different challenges and risks and the consequences of their choices. Safety management: how risks and challenges can offer a opportunity for personal growth, development and team building. <p>Title: Circle of Life Central Idea: All living things adapt to their environment to ensure the completion of their life cycle and their species' survival.</p> <ul style="list-style-type: none"> The changes in the brain, inside and outside of the body during puberty Identifying factors that affect personal, physical, social and emotional growth and develop skills to manage changes. Caring for ourselves and others as we go through adolescent changes
<p style="text-align: center;">Year 7</p>	<p>Title: Fire safety</p> <ul style="list-style-type: none"> Smoke alarms Getting out of your house Escaping from a room that has a fire Dial 111 Preventing Fire 	<p>Title: Decisions, Decisions Central Idea: The decisions we make every day influence who we are and who we want to become</p> <ul style="list-style-type: none"> Emotions and their effects on others and ourselves. Critically analysing our attitudes, values and behaviours that affect participation in outdoor activities. Safe outdoor activities and self-management skills Movement concepts and motor skills (camp activities) <p>Title: Peace not Pieces Central Idea: conflict occurs due to different perspectives and how we choose to resolve it can have different consequences to ourselves and others.</p> <ul style="list-style-type: none"> Interpersonal skills and basic assertiveness strategies to manage interactions Managing changing relationships. What causes conflict and how conflict can be resolved. The impact of conflict where the resolution has not been negotiated <p>Title: World of Work Central Idea: The work we do is related to opportunity, experience and interest.</p> <ul style="list-style-type: none"> Describe and demonstrate a range of assertive communication skills and process that enable them to interact appropriately with other people (eg interviewing for future jobs, writing a CV) <p>Life Education: Legal Drugs</p> <ul style="list-style-type: none"> The effects and impact on smoking and alcohol on our health and family

<h1>Year 8</h1>	<p>Title: Practical First Aid with a St Johns facilitator</p> <ul style="list-style-type: none"> • How to handle an accident • Wounds and bleeding • Burns and scalds • Sprains • C.P.R 	<p>Title: Our Inside Story</p> <p>Central Idea: Choices and knowledge influence our well being</p> <ul style="list-style-type: none"> • Exploring the systems of the body (eg respiratory, circulatory, nervous, digestive) • Investigating parts of the body and how they function (eg muscles, skeleton, cells, brain, eyes, ears) • The causes, signs and symptoms, diagnosis and treatment of various diseases • How we can keep ourselves healthy, making good choices. <p>Title: Persuasion</p> <p>Central Idea: Print other visual media and sound can alter our opinions and perceptions.</p> <ul style="list-style-type: none"> • How language/non language can be used to influence our thoughts and actions <p>Title: Chemical Reactions</p> <p>Central Idea: The properties of substances can undergo physical or chemical changes and have many uses.</p> <ul style="list-style-type: none"> • Identify risks and describe safe practices when implementing science experiments <p>Life education: Illegal Drugs</p> <ul style="list-style-type: none"> • The effects and impact of illegal drugs on our health and our family.
<h1>All Classes</h1>	<p>Life Education Trust</p> <ul style="list-style-type: none"> • The programme offered by the Life Education Trust complements our Units of Inquiry. Their topics of study such as self-esteem, friendships, nutrition, systems of the body, healthy choices for healthy life style and care of the body are chosen each year by the teachers to support the attitudes and concepts being studied within the classroom. <p>Year 1 All together Now: We all have the same needs and we need to be kind to others and keep each other safe. Caring for friends, showing consideration for others.</p> <p>Year 2 Air to Live: All living things need clear air/oxygen to stay alive. There are several body parts involved in breathing and they belong to the respiratory system.</p> <p>Rm 18/a I am Different: The importance of celebrating uniqueness in ourselves and others.</p> <p>Year 3 Happy and Health: Our feelings belong to us, and it is how we deal with our feelings that is important. Coping with changes and strategies to help others who may be feeling unhappy.</p> <p>Year 4 Space Invaders: Understanding the digestive system, looking at ingredients on food packets and identifying foods with large amounts of sugar, fat and salt.</p> <p>Year 5 Friends: We need to be friends with ourselves, others and the environment. Discuss conflict resolution and identifying personal qualities that make a good friend. Understanding that you don't have to be friends to be friendly.</p> <p>Year 6 Brainy Bunch: The students learn about the role of various body organs, including the brain, students also consider how body organs can be affected by what they eat and drink eg caffeine.</p> <p>Year 7 Keeping Balance: Elements of growth and change during puberty. The effect of drugs on various body systems especially in a growing body. Developing a greater appreciation for the human body in particular the brain.</p> <p>Year 8 From the Shadows: Drug use and its impact. Addiction affects a person in a variety of ways, physically, emotionally, mentally and socially. We need to be kind to others particularly as we cope with our changing bodies and feelings. Understanding strategies that help when other's are not caring. Y8 parent information evening offered prior to lessons commencing.</p> <hr/> <p>Fire / Earthquake Drill</p> <ul style="list-style-type: none"> • Emergency evacuation procedures practised, evaluated and improved with the all staff and students each term. <hr/> <p>Internet Safety</p> <ul style="list-style-type: none"> • Review Internet safety and the school Internet contract. 	