

Life Ed and the Australian Curriculum

Health and Physical Education



Year Level	Life Ed Module Name	Abbreviation
Foundation	My Body Matters	MBM
Foundation and Year 1	Harold's Friend Ship	HFS
Year 1	Ready, Steady, Go!	RSG
Years 1 and 2	Safety Rules!	SR
Year 2	Growing Good Friends	GGF
Years 3 and 4	The Inside Story	TIS
Years 3 and 4	Friends & Feelings	FAF
Years 3, 4 and 5	bCyberwise	BCW
Years 5 and 6	On The Case	OTC
Years 5 and 6	Think Twice	TT
Years 5 and 6	Decisions	DEC
Years 5 and 6	Relate Respect Connect	RRC

The Life Ed program is designed to be integrated into the primary F-6 curriculum taught in Australian schools. The core program consists of twelve modules focusing on the three interrelated focus areas of physical health, safety and social and emotional wellbeing.

To help you plan and achieve the goals of your health and wellbeing curriculum, we have linked our twelve modules to the Australian Curriculum – Health and Physical Education. The table below highlights the specific content descriptions, within the Strands for Health and Physical Education, which are addressed in each of the Life Ed Modules.

Each module includes an online pre-visit “tuning in” lesson, the Life Ed facilitated lesson, and two online post-visit “extending” lessons.



Australian Curriculum – Health & Physical Education

Years 3 & 4

Life Ed Modules

MBM HFS RSG SR GGF TIS FAF BCW OTC TT DEC RRC

Strand: Personal social and community health

Sub strand: Identities and change

investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts ([AC9HP4P01](#))

Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty ([AC9HP4P02](#))

Describe how choices and actions can be influenced by stereotypes ([AC9HP4P03](#))

Sub strand: Interacting with others

Select, use and refine personal and social skills to establish, manage and strengthen relationships ([AC9HP4P04](#))

Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities ([AC9HP4P05](#))

Explain how and why emotional responses can vary and practise strategies to manage their emotions ([AC9HP4P06](#))

Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required ([AC9HP4P07](#))

Sub strand: Making healthy and safe choices

Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations ([AC9HP4P08](#))

interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours ([AC9HP4P09](#))

investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing ([AC9HP4P10](#))

