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| **eSmart and Wellbeing - Scope and Sequence Montrose Primary** |
| **Year Level** | **Curriculum Links**  | **Term 1** | **Term 2**  | **Term 3** | **Term 4**  |
| PrepFoundation | **Health and Physical Education** As students work towards the achievement of Level 4 standards in the *Health knowledge and promotion* dimension, they explore basic health needs that must be met to maintain or promote their health and to help them grow and develop.Students explore their emotions and identify the different ways in which people express and respond to emotions. Students start identifying new things they can do and the responsibilities associated with these. They begin to learn about the development of personal identity.Students learn to identify those environments where they feel confident and those where they may be afraid or concerned for their safety. They practise how to respond to situations that make them feel unsafe, and learn about who can help them. Explore possible actions to take when they feel threatened or unsafe. | **Interpersonal Development** Students are supported to develop appropriate language to explain what happens and how they feel when experiencing conflict and/or bullying. They begin to understand how their actions affect others. Students learn that some people have special needs and to respect the rights, feelings and efforts of others.At Foundation, students identify the qualities of a friend and demonstrate care for other students. They contribute to the development of positive social relationships in a range of contexts. They use appropriate language and actions when dealing with conflict. Students describe basic skills required to work cooperatively in groups.**ICT** As students work towards the achievement of Level 2 standards in Information and Communications Technology (ICT), they learn the safe use of ICT tools,  | **Effective Classrooms Program** – lessons for working in teams, anger management, mindfulness strategies, building friendships, positive school behaviours and building supportive relationships. Setting up class goals and contracts for class expectations.**You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal in termly meetings. **Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. Best and Fairest awards, Sports Star Award, Worker of the Weeks, After School Basketball Program with an encouragement award for a positive attitude. **Police Visit –** Discuss “Stranger Danger” in the community, school grounds, online etc. Identify Police as friends and not “scary.”**Stranger Danger –** * Red Riding Hood: Link to safety with strangers

**ICT lessons –** Included in introductions a clear explanation of what to do when faced with information that seems a problem.  | **You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal in termly meetings.**Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. Best and Fairest awards, Sports Star Award, Worker of the Weeks, After School Basketball Program with an encouragement award for a positive attitude. **LIFE Ed Van** | **You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal in termly meetings.**Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. Best and Fairest awards, Sports Star Award, Worker of the Weeks, After School Basketball Program with an encouragement award for a positive attitude. **Cyber Safety Week** – If I have a problem whom can I talk to? | **You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal in termly meetings.**Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. Best and Fairest awards, Sports Star Award, Worker of the Weeks, After School Basketball Program with an encouragement award for a positive attitude.  |
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| Grade 1 | **Interpersonal Development** As students work towards the achievement of Level 2 standards in Interpersonal Development, they interact with their peers, older and younger students and adults, in a range of contexts. With teacher support, students reflect on personal qualities which contribute to the development and maintenance of friendships. They begin to develop and exhibit appropriate behaviours for maintaining positive social relationships.Students learn to recognise that their actions have consequences for both themselves and others in social contexts. They begin to think in terms of other people’s feelings and needs, especially when resolving conflict or dealing with bullying**ICT**As above  | **Effective Classrooms Program** – lessons for working in teams, anger management, mindfulness strategies, building friendships, positive school behaviours and building supportive relationships. Setting up class goals and contracts for class expectations.**You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal**Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. Best and Fairest awards, Sports Star Award, Worker of the Weeks, After School Basketball Program with an encouragement award for a positive attitude. **Police Visit –** Discuss “Stranger Danger” in the community, school grounds, online etc. Identify Police as friends and not “scary.”**Stranger Danger –** * Red Riding Hood: Link to safety with strangers
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| Grade 2 | **Interpersonal Development** As above**ICT** As above | **Effective Classrooms Program** – lessons for working in teams, anger management, mindfulness strategies, building friendships, positive school behaviours and building supportive relationships. Setting up class goals and contracts for class expectations.**You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal.**Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. Best and Fairest awards, Sports Star Award, Worker of the Weeks, After School Basketball Program with an encouragement award for a positive attitude. **Police Visit –** Discuss “Stranger Danger” in the community, school grounds, online etc. Identify Police as friends and not “scary.”**Stranger Danger –** * Red Riding Hood: Link to safety with strangers
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| Grade 3 | **Interpersonal Development** As students work towards the achievement of Level 4 standards in Interpersonal Development, they interact with their peers, older and younger students, and adults in both informal and formal contexts. They develop their skills and strategies for getting to know and understand others within increasingly complex situations. With teacher support, they identify different types of friendships and relationships. They discuss the expectations they have of friendship and relationship groups and acknowledge the expectations that others have of them. They recognise that relationships change and that positive relationships do not depend on always agreeing with one another.Students are encouraged to think about their values and how these affect their feelings and behaviour. They are supported to develop relationships based on respect and the valuing of individual differencesStudents begin to explore the link between their feelings and their behaviour. They learn about empathy and use this to begin to respond to the needs of others.Students are introduced to a variety of strategies for dealing with conflict and bullying. By articulating the conflict to be resolved, they discuss options and outcomes and work with others to develop plans and procedures to reduce the possibility of conflict, avoid or resolve conflict.**ICT** Students are introduced to the simple security strategy of using passwords to protect access to their files when working on a network. | **Effective Classrooms Program** – lessons for working in teams, anger management, mindfulness strategies, building friendships, positive school behaviours and building supportive relationships. Setting up class goals and contracts for class expectations.**You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal **ICT lessons –** Included in introductions a clear explanation of what to do when faced with information that seems a problem. Students instructed about setting up passwords and why we keep them personal and individual profiles and folders.**Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. 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| Grade 4 | **Interpersonal Development** As above **ICT**Students explain the purpose of passwords for accessing files stored on networks. | **Effective Classrooms Program** – lessons for working in teams, anger management, mindfulness strategies, building friendships, positive school behaviours and building supportive relationships. Setting up class goals and contracts for class expectations.**You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal**ICT lessons –** Included in introductions a clear explanation of what to do when faced with information that seems a problem. Students instructed about setting up passwords and why we keep them personal and individual profiles and folders.**Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. Best and Fairest awards, Sports Star Award, Worker of the Weeks, After School Basketball Program with an encouragement award for a positive attitude.  | **You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal**ICT lessons –** Included in introductions a clear explanation of what to do when faced with information that seems a problem. Students instructed about setting up passwords and why we keep them personal and individual profiles and folders.**Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. Best and Fairest awards, Sports Star Award, Worker of the Weeks, After School Basketball Program with an encouragement award for a positive attitude. **LIFE Ed Van** | **You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal**ICT lessons –** Included in introductions a clear explanation of what to do when faced with information that seems a problem. Students instructed about setting up passwords and why we keep them personal and individual profiles and folders.**Cyber Safety Week** Issues online and how to manage them effectively?**Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. Best and Fairest awards, Sports Star Award, Worker of the Weeks, After School Basketball Program with an encouragement award for a positive attitude.  | **You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. Worries confidential and recorded by wellbeing leaders (teachers in lower grades) and reported to the Principal**ICT lessons –** Included in introductions a clear explanation of what to do when faced with information that seems a problem. Students instructed about setting up passwords and why we keep them personal and individual profiles and folders.**Physical Education Lessons –** Good sportsmanship encouraged, team work, respect and communication skills. Best and Fairest awards, Sports Star Award, Worker of the Weeks, After School Basketball Program with an encouragement award for a positive attitude.  |
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| Grade 5 | **Interpersonal Development** As above**ICT – working toward level 6**At Level 6, students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences.They password protect and back up important files and use file naming conventions that allow easy retrieval.At Level 6, students use email, websites and frequently asked question facilities to acquire from, or share information with, peers and known and unknown experts. When emailing, they successfully attach files and they apply protocols for sending and receiving electronic information. They successfully upload their work to a protected public online space. Using recommended search engines, students refine their search strategies to locate information quickly. They evaluate the integrity of the located information based on its accuracy and the reliability of the web host. | **Effective Classrooms Program** – lessons for working in teams, anger management, mindfulness strategies, building friendships, positive school behaviours and building supportive relationships. Setting up class goals and contracts for class expectations.**You Can Do It –** building resilience through integrated programs and whole school approach**Values Program –** linked to the You Can Do It program and imbedded into whole school approaches and classroom discussions**Classroom meetings** – fortnightly class meetings discussing “worries” and using the POOCH strategy to solve in a guided session. Students offer positive thoughts and “compliments” to encourage a positive ethos at school. 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