

Science & Wellbeing Curriculum Roadmap - Middle/Senior Years - South Australia

Making the Invisible Visible: Nervous system, stress response, interoception, sound frequencies, magnetism, breath & body regulation.

MIDDLE YEARS CURRICULUM LINKS/OUTCOMES:

KS:CPC	HEalth & PE (v9)	Science Curriculum (v9)	Wellbeing & Engagement	General Capabilities	Essential Learnings	SEL Competencies (CASEL-style)
Recognising feelings: Body warning signs (tension, rapid heart rate); Protective strategies: Self-regulation as protective factor; Trusted networks: Seeking support when overwhelmed.	ACPPS078: Understand changes in adolescence affecting emotions/relationships/wellbeing ACPPS079: Practise strategies for managing stress, building resilience, self-regulation.	AC9S7U03: Energy transfer and transformations (sound waves, frequencies, vibrations); AC9S8U04: Properties of waves (sound, electromagnetic fields); AC9S7H01: Science knowledge informs solutions to real-world problems (wellbeing applications)	Emotional literacy, stress management, readiness to learn, peer connection, self-regulation, body awareness.	Literacy: Scientific vocabulary (nervous system, frequency, magnetism); Critical & creative thinking: Observe patterns, test hypotheses (breath/heart rate), problem-solve (regulation strategies); Personal & social capability: Self-awareness, self-management.	Holistic self-awareness, somatic/body wisdom, emotional regulation, scientific inquiry applied to wellbeing, purposeful learning.	Self-awareness (body signals, stress cues, emotional states), self-management (regulation techniques, breathwork, grounding), social awareness (empathy via body literacy).

Making the Invisible Visible: Advanced nervous system function, psychophysiology, sound therapy (frequencies), electromagnetic fields, quantum wellbeing concepts, somatic regulation.

SENIOR YEARS CURRICULUM LINKS/OUTCOMES:

KS:CPC	HEalth & PE (v9)	Science Curriculum (v9)	Wellbeing & Engagement	General Capabilities	Essential Learnings	SEL Competencies (CASEL-style)
Respectful relationships; Managing stress in senior relationships; Help-seeking: Recognising when regulation strategies need professional support; Consent & boundaries: Body autonomy and interoception.	SACE Health & Wellbeing: Analyse factors influencing health decisions, resilience, stress management; evaluate evidence for health interventions; explore mind-body connections and holistic wellbeing models.	AC9S10U04: Energy conservation, transfer in systems (sound, electromagnetic waves, body-field interactions); AC9S10H01: Models/theories develop over time (quantum physics, psychophysiology); AC9S10I06: Evidence-based arguments for science applications (wellbeing interventions).	Advanced emotional regulation, academic resilience, future-focused self-care, independent wellbeing practice, career/life readiness.	Literacy: Advanced scientific/technical language (psychophysiology, resonance, quantum theory metaphors); Critical & creative thinking: Analyse evidence for wellbeing practices, evaluate claims, synthesise models; Ethical understanding: Responsibility for self-care, informed decisions.	Senior problem-solving, self-directed regulation, resilience for transitions (exams, post-school), holistic wellbeing planning, futures-focused learning.	Self-awareness (complex body-mind signals, psychophysiological states), self-management (advanced regulation, breathwork, resonance), responsible decision-making (evidence-based self-care), social awareness (compassion via embodied empathy).