**Personal, Social and Community Health Strand**

**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessment’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  |  **Sub-Strand** | **Being healthy, safe and active** | **Communicating and interacting for health and wellbeing** | **Contributing to healthy and active communities** |
|  | **Content Description** | Identify what they can do [(VCHPEP043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP043) | Identify the major parts of the body by their names and sequence images of major stages of life[(VCHPEP044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP044) | Demonstrate an understanding of different kinds of relationships and identify some private places and safe and unsafe places or situations [(VCHPEP045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP045) | Practise personal skills of self-care, hygiene and independence and practise social skills to interact with others[(VCHPEP046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP046) | Identify emotional responses and describe their feelings using pictures and/or words[(VCHPEP047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP047) | Explore what actions promote health, safety and wellbeing [(VCHPEP048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP048) | Explore play in outdoor settings and the natural environment [(VCHPEP049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP049) |
| **Unit** | **Focus Area Code/s** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Level C Achievement Standard**  | **Level D Achievement Standard -** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template.  | **Foundation Achievement Standard**  |
| By the end of Level C* Students recognise key stages of life, how they have grown and changed.
* They identify some obvious emotions and their cause.
* They experience and become more independent with actions that help them be healthy, safe and physically active.
* They identify some different settings where they can be active by matching an activity to a location.
* They perform basic gross motor movement patterns and maintain balance and coordination as they move over and through a range of surfaces and use a range of equipment.
* Students use personal and social skills to include others in a range of activities.
* Students actively participate in personal care routines and attempt some basic tasks independently.
* They demonstrate protective behaviours to keep them safe and healthy in different activities.
* Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things.
* They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving.
* They identify when someone is upset or needs help.
* They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions.
 | By the end of Level D* Students recognise changes to their body over the year. (1)
* They identify and describe basic emotions people experience and what makes them feel this way. (2)
* They recognise some routine actions they do to help them to be healthy, safe and physically active. (3)
* They identify different settings where they can be active and ways they move and play safely. (4)
* They reflect upon how their body responds to movement. (5)
* Students make use of personal and social skills in a range of activities to be healthy and work with others. (6)
* In structured situations they demonstrate practices and protective behaviours to keep themselves safe and healthy in everyday events and different routine activities. (7)
* They perform fundamental movement skills involving simple gross motor movements and solve basic movement challenges. (8)
 | By the end of Foundation Level* Students recognise how they are growing and changing.
* They identify and describe the different emotions people experience.
* They identify actions that help them be healthy, safe and physically active.
* They identify different settings where they can be active and how to move and play safely.
* They describe how their body responds to movement.
* Students use personal and social skills when working with others in a range of activities.
* They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities.
* They perform fundamental movement skills and solve movement challenges.
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| **Assessments** | **Focus Areas** |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** | * Alcohol and other drugs **(AD)**
* Food and nutrition **(FN)**
* Health benefits of physical activity **(HBPA)**
* Mental health and wellbeing **(MH)**
* Relationships and sexuality**(RS)**
* Safety **(S)**
 | * Active play and minor games **(AP)**
* Challenge and adventure activities **(CA)**
* Fundamental movement skills **(FMS)**
* Games and sports **(GS)**
* Lifelong physical activities **(LLPA)**
* Rhythmic and expressive activities **(RE)**
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