**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 ‘Assessments’ table. For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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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** | Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities [(VCHPEP071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP071) | Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these[(VCHPEP072)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP072) | Practise strategies they can use when they need help with a task, problem or situation at home and/or at school [(VCHPEP073)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP073) | Recognise situations and opportunities to promote their own health, safety and wellbeing [(VCHPEP074)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP074) | Describe ways to include others to make them feel that they belong[(VCHPEP075)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP075) | Identify and practise emotional responses that account for own and others’ feelings [(VCHPEP076)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP076) | Examine health messages and how they relate to health decisions and behaviours [(VCHPEP077)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP077) | Explore actions that help make the classroom a healthy, safe and active place [(VCHPEP078)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP078) | Identify and explore natural and built environments in the local community where physical activity can take place [(VCHPEP079)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP079) |
| **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 # | CD  | Achievement standard # | CD  | Achievement standard # |
| 1. Emotional Literacy
 |  |  |  |  |  |  |  |  |  |  |  | 6 |  | 3 |  |  |  |  |  |  |
| 1. Personal Strengths
 |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping
 |  |  |  |  |  |  |  | 4 |  |  |  |  |  | 3 |  |  |  |  |  |  |
| 1. Problem Solving
 | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Stress Management
 |  |  |  |  |  |  |  | 7 |  |  |  |  |  | 3 |  |  |  |  |  |  |
| 1. Help-Seeking
 |  |  |  |  |  |  |  | 7 |  |  |  |  |  |  |  |  |  | 7 |  |  |
| 1. Gender and Identity
 |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations
 |  |  |  |  |  |  |  | 7 |  |  |  | 6 |  |  |  |  |  |  |  |  |

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| **Foundation Achievement Standard** | **Levels 1 and 2 Achievement Standard -** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template.  | **Levels 3 and 4 Achievement Standard**  |
| 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.
 | By the end of Level 2* Students describe changes that occur as they grow older. (1)
* They recognise how strengths and achievements contribute to identities. (2)
* They understand how emotional responses impact on others’ feelings. (3)
* They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. (4)
* They identify areas where they can be active and how the body reacts to different physical activities. (5)
* Students demonstrate positive ways to interact with others. (6)
* They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. (7)
* They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. (8)
* They perform movement sequences that incorporate the elements of movement. (9)
 | By the end of Level 4* Students recognise strategies for managing change.
* They examine influences that strengthen identities.
* They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities.
* Students interpret health messages and discuss the influences on healthy and safe choices.
* They understand the benefits of being fit and physically active.
* They describe the connections they have to their community and how these can promote health and wellbeing.
* Students apply strategies for working cooperatively and apply rules fairly.
* They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community.
* They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges.
* They create and perform movement sequences using fundamental movement skills and the elements of movement.
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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)**
* Fundamental movement skills **(FMS)**
* Rhythmic and expressive activities **(RE)**
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