**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)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Sub-Strand** | | **Being healthy, safe and active** | | | | | | | | **Communicating and interacting for health and wellbeing** | | | | | | **Contributing to healthy and active communities** | | | |
|  | **Content Description** | | Examine how success, challenge and failure strengthen personal identities  [(VCHPEP088)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP088) | | Explore strategies to manage physical, social and emotional change  [(VCHPEP089)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP089) | | Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe  [(VCHPEP090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP090) | | Identify and practise strategies to promote health, safety and wellbeing  [(VCHPEP091)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP091) | | Describe factors that can positively influence relationships and personal wellbeing  [(VCHPEP092)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP092) | | Investigate how emotional responses vary in family situations and in friendship groups  [(VCHPEP093)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP093) | | Discuss and interpret health information and messages in the media  [(VCHPEP094)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP094) | | Describe strategies to make the classroom and playground healthy, safe and active spaces  [(VCHPEP095)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP095) | | Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing  [(VCHPEP096)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP096) | |
| **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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Personal Strengths |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Stress Management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Help-Seeking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Gender and Identity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Levels 1 and 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** - Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Levels 5 and 6 Achievement Standard** |
| By the end of Level 2   * Students describe changes that occur as they grow older. * They recognise how strengths and achievements contribute to identities. * They understand how emotional responses impact on others’ feelings. * They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. * They identify areas where they can be active and how the body reacts to different physical activities. * Students demonstrate positive ways to interact with others. * 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. * They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. * They perform movement sequences that incorporate the elements of movement. | By the end of Level 4   * Students recognise strategies for managing change. (1) * They examine influences that strengthen identities. (2) * They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. (3) * Students interpret health messages and discuss the influences on healthy and safe choices. (4) * They understand the benefits of being fit and physically active. (5) * They describe the connections they have to their community and how these can promote health and wellbeing. (6) * Students apply strategies for working cooperatively and apply rules fairly. (7) * They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. (8) * They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. (9) * They create and perform movement sequences using fundamental movement skills and the elements of movement. (10) | By the end of Level 6   * Students investigate developmental changes and transitions. * They understand the influences people and places have on personal identities. * They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. * They describe their own and others’ contributions to health, physical activity, safety and wellbeing. * They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. * They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. * Students demonstrate skills to work collaboratively and play fairly. * They access and interpret health information. * They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. * They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. * They apply the elements of movement when composing and creating movement sequences. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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)** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |