**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** | | Explore how identities are influenced by people and places  [(VCHPEP105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP105) | | Investigate resources to manage changes and transitions associated with puberty  [(VCHPEP106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP106) | | Investigate community resources and strategies to seek help about health, safety and wellbeing  [(VCHPEP107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP107) | | Plan and practise strategies to promote health, safety and wellbeing  [(VCHPEP108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP108) | | Practise skills to establish and manage relationships  [(VCHPEP109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP109) | | Examine the influence of emotional responses on behaviour, relationships and health and wellbeing  [(VCHPEP110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP110) | | Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours  [(VCHPEP111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP111) | | Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities  [(VCHPEP112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP112) | | Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment  [(VCHPEP113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP113) | | Investigate how celebrating similarities and differences can strengthen communities  [(VCHPEP114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP114) | |
| **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 # | CD | Achievement standard # |
| 1. Emotional Literacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Personal Strengths | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Stress Management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Help-Seeking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Gender and Identity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** - Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Levels 7 and 8 Achievement Standard** |
| 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. | By the end of Level 6   * Students investigate developmental changes and transitions. (1) * They understand the influences people and places have on personal identities. (2) * They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. (3) * They describe their own and others’ contributions to health, physical activity, safety and wellbeing. (4) * They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. (5) * They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.(6) * Students demonstrate skills to work collaboratively and play fairly. (7) * They access and interpret health information. (8) * They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. (9) * They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. (10) * They apply the elements of movement when composing and creating movement sequences. (11) | By the end of Level 8   * Students investigate strategies and resources to manage changes and transitions and their impact on identities. * Students evaluate the benefits of relationships on wellbeing and respecting diversity. * They analyse factors that influence emotional responses. * They gather and analyse health information. * They investigate strategies that enhance their own and others’ health, safety and wellbeing. * They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. * They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. * Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. * They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. * Students demonstrate control and accuracy when performing specialised movement skills. * They apply and refine movement concepts and strategies to suit different movement situations. * They apply the elements of movement to compose and perform movement sequences. |

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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)** | * 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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