Curriculum Planning

The Victorian Curriculum F–10: Health and Physical Education and Personal and Social Capability, including Respectful Relations
Overview

• Key rationale and aims of the Victorian Curriculum F–10: Health and Physical Education and Personal and Social Capability, including Respectful Relationships

• Linking the Sub-strands, content descriptions, elaborations and standards to Respectful Relationships

• Mapping your curriculum
Rationale and Aims of Health and Physical Education
A strengths-based approach using students and their communities strengths and resources enhance their own and others’ health and wellbeing make healthy, safe and active choices
Rationale and Aims of the Personal and Social Capabilities
Rationale and Aims of Respectful Relationships

• promote and model respect, positive attitudes and behaviours
• build healthy relationships, resilience and confidence
• Build and promote gender equity in relationships
• challenge gender stereotypes
### Linking it together

<table>
<thead>
<tr>
<th>Health</th>
<th>Respectful Relationships</th>
<th>Personal and Social Capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, safety</td>
<td>• build healthy relationships, resilience and confidence</td>
<td>• develop empathy for and understanding of others</td>
</tr>
<tr>
<td>• develop and use personal, behavioural, social and cognitive skills and strategies</td>
<td>• Build and promote gender equity in relationships</td>
<td>• recognise and support diversity for cohesive communities</td>
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<tr>
<td>• promote a sense of personal identity and wellbeing</td>
<td>• challenge gender stereotypes</td>
<td>• understand how relationships are developed</td>
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<tr>
<td>• build and manage respectful relationships</td>
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<td>• use interpersonal skills to establish and maintain respectful relationships</td>
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</tbody>
</table>

- • work effectively in teams to develop strategies to manage challenging situations constructively
Scope and Sequence

The curriculum sets out what students are expected to learn and is designed as a continuum of learning. The achievement levels are presented in a scope and sequence chart to support teachers to easily see the progression and learning programs to meet the diverse needs of students.
### Personal, Social and Community Health strand

Levels A to D (Students with disabilities and additional learning needs)

- **Level A** (docx - 141.34kb)
- **Level B** (docx - 142.9kb)
- **Level C** (docx - 142.66kb)
- **Level D** (docx - 143.27kb)

Foundation to Level 10

- **Foundation** (docx - 140.36kb)
- **Levels 1 and 2** (docx - 159.17kb)
- **Levels 3 and 4** (docx - 158.98kb)
- **Levels 5 and 6** (docx - 172.1kb)
- **Levels 7 and 8** (docx - 185.09kb)
- **Levels 9 and 10** (docx - 182.63kb)

### Personal and Social Capability: Curriculum mapping templates

Under development

Foundation to Level 10

- **Foundation** (docx - 158.19kb)
- **Levels 1 and 2** (docx - 169.37kb)
- **Levels 3 and 4** (docx - 170.89kb)
- **Levels 5 and 6** (docx - 173.59kb)
- **Levels 7 and 8** (docx - 182.48kb)
- **Levels 9 and 10** (docx - 181.7kb)
### Curriculum Mapping Template: Health and Physical Education – 7 and 8

**Personal, Social and Community Health Strand**

Instructions: Let the title of the unit of work in the first column and then tick the check box of the content description is addressed by it, which can be done electronically. Once completed, fill out the assessment table. For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](#).

<table>
<thead>
<tr>
<th>Sub-Strand</th>
<th>Being healthy, safe and active</th>
<th>Communicating and interacting for health and wellbeing</th>
<th>Contributing to healthy and active communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Description</td>
<td>Investigate the impact of transition and change on identities (VCHPEP129)</td>
<td>Evaluate strategies to manage personal, physical and social changes that occur at</td>
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<tr>
<td></td>
<td></td>
<td>Examine barriers to seeking support and evaluate strategies to overcoming these</td>
<td>Investigate and select strategies to promote health, safety and wellbeing</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Analyse factors that influence emotions, and develop strategies to demonstrate empathy</td>
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<td>Develop skills to evaluate health information and express health concerns</td>
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<td>Plan and use strategies and resources to enhance the health, safety and wellbeing of others</td>
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<td>Plan and implement strategies for connecting to nature and built environments to enhance</td>
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### Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (VCHPEP127)

**Elaborations**

- examining how individuals, family and peer groups influence people’s behaviours, decisions and actions (AD, RS, FN, MH, S)
- understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content
- analysing how their relationships at home and at school influence behaviours and actions (S, AD, RS, FN, HBPA, MH)
- analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family (AD, FN, MH, RS, S)
- recognising the impact bullying, violence and harassment can have on peer and family relationships, including online relationships (RS, S)

### Relationships and sexuality / VCHPEP127

addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The curriculum supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.
## Curriculum Mapping Template: Health and Physical Education – 7 and 8

### Personal, Social and Community Health Strand

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### Levels 5 and 6 Achievement Standard

**By the end of Level 6**
- Students investigate developmental changes and transitions.
- They understand the influence of emotional, physical, social and environmental factors on self-identity.
- They describe their own and others' contributions to health, physical activity, safety and wellbeing.
- They describe the key indicators of health, mental and physical health, 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 nature and built environment.
- Students describe 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 participate in movement and apply strategies for 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.

### Levels 7 and 8 Achievement Standard

**By the end of Level 10**
- Students critically analyse factors that influence their identities, relationships, decisions and behaviour.
- They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing.
- They evaluate the outcomes of emotional responses to different situations.
- Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and in the community.
- Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.
- They examine the role physical activity has played historically in defining cultures and cultural identities.
- Students identify and analyse factors that contribute to respectful relationships.
- They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts.
- They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.
- They apply and transfer movement concepts and strategies to new and challenging movement situations.
- They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.
- They work collaboratively to design and apply solutions to movement challenges.
### AIMS

#### Personal, social and community health

**Being healthy, safe and active**
- Investigate the impact of transition and change on identities
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older
- Examine barriers to seeking support and evaluate strategies to overcome these
- Investigate and select strategies to promote health, safety and wellbeing

**Communication and interacting for health and wellbeing**
- Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing
- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity
- Develop skills to evaluate health information and express health concerns

**Contributing to healthy and active communities**
- Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities
- Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity
<table>
<thead>
<tr>
<th></th>
<th>Foundation (docx-207.28kb)</th>
<th>Level 1-2 (docx-205.63kb)</th>
<th>Level 3-4 (docx-207.09kb)</th>
<th>Level 5-6 (docx-207.71kb)</th>
<th>Level 7-8 (docx-208.79kb)</th>
<th>Level 9-10 (docx-208.06kb)</th>
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<tr>
<td><strong>Emotional literacy</strong></td>
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<td><strong>Level 1-2</strong></td>
<td><strong>Level 3-4</strong></td>
<td><strong>Level 5-6</strong></td>
<td><strong>Level 7-8</strong></td>
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<tr>
<td><strong>Personal strengths</strong></td>
<td><strong>Foundation</strong></td>
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<td><strong>Positive coping</strong></td>
<td><strong>Foundation</strong></td>
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<td><strong>Problem solving</strong></td>
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<td><strong>Level 1-2</strong></td>
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<td><strong>Level 5-6</strong></td>
<td><strong>Level 7-8</strong></td>
<td><strong>Level 9-10</strong></td>
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<tr>
<td><strong>Stress management</strong></td>
<td><strong>Resources available soon</strong></td>
<td><strong>Foundation</strong></td>
<td><strong>Level 1-2</strong></td>
<td><strong>Level 3-4</strong></td>
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<td><strong>Help-seeking</strong></td>
<td><strong>Foundation</strong></td>
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<td><strong>Gender and identity</strong></td>
<td><strong>Foundation</strong></td>
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