**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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