**Personal, Social and Community Health Strand**

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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** | Investigate the impact of transition and change on identities [(VCHPEP123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP123) | Evaluate strategies to manage personal, physical and social changes that occur as they grow older[(VCHPEP124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124) | Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125) | Investigate and select strategies to promote health, safety and wellbeing [(VCHPEP126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP126) | Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing [(VCHPEP127)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP127) | Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity[(VCHPEP128)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP128) | Develop skills to evaluate health information and express health concerns [(VCHPEP129)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP129) | Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities[(VCHPEP130)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP130) | Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities [(VCHPEP131)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP131) | Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity[(VCHPEP132)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP132) |
| **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
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Part 1: [Gender Respect and Relationships](http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=H9WQYK) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Part 2: [Gender Respect and Relationships](http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=H9WQYK) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** | **Levels 9 and 10 Achievement Standard** - Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template.  |
| 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.
 | By the end of Level 8* Students investigate strategies and resources to manage changes and transitions and their impact on identities. (1)
* Students evaluate the benefits of relationships on wellbeing and respecting diversity. (2)
* They analyse factors that influence emotional responses.(3)
* They gather and analyse health information.(4)
* They investigate strategies that enhance their own and others’ health, safety and wellbeing.(5)
* They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.(6)
* They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.(7)
* Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.(8)
* They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community.(9)
* Students demonstrate control and accuracy when performing specialised movement skills.(10)
* They apply and refine movement concepts and strategies to suit different movement situations.(11)
* They apply the elements of movement to compose and perform movement sequences.(12)
 | By the end of Level 10 * Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.
* 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 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.
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