**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** | | Identify personal strengths  [(VCHPEP057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP057) | | Name parts of the body and describe how their body is growing and changing  [(VCHPEP058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP058) | | Identify people and actions that help keep themselves safe and healthy  [(VCHPEP059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP059) | | Practise personal and social skills to interact with others  [(VCHPEP060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP060) | | Identify and describe emotional responses people may experience in different situations  [(VCHPEP061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP061) | | Identify actions that promote health, safety and wellbeing  [(VCHPEP062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP062) | | Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment  [(VCHPEP063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP063) | |
| **Topic Area** | **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 # |
| 1. Emotional Literacy |  |  |  |  |  |  |  |  |  |  |  | 2 |  |  |  |  |
| 1. Personal Strengths |  |  |  | 1 |  |  |  |  |  |  |  | 2 |  | 3 |  |  |
| 1. Positive Coping |  |  |  |  |  |  |  |  |  | 6 |  |  |  |  |  |  |
| 1. Problem Solving |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Stress Management |  |  |  | 3,7 |  |  |  |  |  |  |  | 2 |  | 3, 7 |  |  |
| 1. Help-Seeking |  |  |  |  |  |  |  | 7 |  |  |  |  |  | 7 |  |  |
| 1. Gender and Identity |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations |  |  |  |  |  |  |  | 2 |  |  |  | 7 |  |  |  |  |

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| **Foundation Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Levels 1 and 2 Achievement Standard** | **Focus Areas** | |
| By the end of Foundation Level   * Students recognise how they are growing and changing. (1) * They identify and describe the different emotions people experience. (2) * They identify actions that help them be healthy, safe and physically active. (3) * They identify different settings where they can be active and how to move and play safely. (4) * They describe how their body responds to movement. (5) * Students use personal and social skills when working with others in a range of activities. (6) * They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. (7) * They perform fundamental movement skills and solve movement challenges. (8) | 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. | * 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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| **Assessments** | | | | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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