**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. If you need help completing the template view the curriculum mapping instructions document.

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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 self (self-awareness)  [(VCHPEP001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP001) | | React as body parts are moved and named  [(VCHPEP002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP002) | | React to significant people  [(VCHPEP003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP003) | | React to people and sensory experiences  [(VCHPEP004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP004) | | Use facial expressions to indicate an emotion and demonstrate preference  [(VCHPEP005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP005) | | Experience health and safety actions  [(VCHPEP006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP006) | | Experience play activities  [(VCHPEP007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP007) | |
| **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 # |
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| **Level A Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level B Achievement Standard** | **Focus Areas** | |
| By the end of Level A   * Students recognise themselves. (1) * They demonstrate different emotions people experience. (2) * They participate in actions that help them to be healthy, safe and physically active. (3) * They experience different settings where they can be active. (4) * Students show general awareness of body position and own body when moved by others. (5) * Students develop personal and social skills in a range of activities. (6) * Students begin to demonstrate an awareness and recognition of familiar people and routine activities. (7) * They demonstrate attachments and trust with familiar adults. (8) * They demonstrate, with assistance, safe and healthy behaviour in routine personal care activities. (9) * They coactively perform fundamental movement skills and explore basic movement challenges. (10) | By the end of Level B   * Students recognise themselves in mirror and photographs and explore the personal characteristics and capabilities they possess. * Students express their feelings, needs, likes and dislikes through gesture and ‘yes’ and ‘no’ responses. * Students recognise actions that help them be healthy, safe and physically active. * They can identify places where they play and participate in physical activity from an option of two images. * Students use personal and social skills to assist them to participate in a range of activities. * They demonstrate, with guidance, practices and protective behaviours to keep them safe and healthy in a variety of different regular activities. * They intentionally perform some basic gross motor movement skills and use trial and error to solve basic movement challenges. | * 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)** * 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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| **Assessments** | | | | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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