**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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