**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 what they like and dislike[(VCHPEP015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP015) | Identify some major body parts [(VCHPEP016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP016) | Identify significant people and communicate when they feel safe/unsafe [(VCHPEP017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP017) | Practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the social skills of turn taking and sharing[(VCHPEP018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP018) | Express their feelings, needs, likes and dislikes[(VCHPEP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP019) | Participate in a variety of health, safety and wellbeing actions[(VCHPEP020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP020) | Engage in structured play activities [(VCHPEP021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP021) |
| **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**  | **Level B Achievement Standard -** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template.  | **Level C Achievement Standard**  |
| By the end of Level A* Students recognise themselves.
* They demonstrate different emotions people experience.
* They participate in actions that help them to be healthy, safe and physically active.
* They experience different settings where they can be active.
* Students show general awareness of body position and own body when moved by others.
* Students develop personal and social skills in a range of activities.
* Students begin to demonstrate an awareness and recognition of familiar people and routine activities.
* They demonstrate attachments and trust with familiar adults.
* They demonstrate, with assistance, safe and healthy behaviour in routine personal care activities.
* They coactively perform fundamental movement skills and explore basic movement challenges.
 | By the end of Level B* Students recognise themselves in mirror and photographs and explore the personal characteristics and capabilities they possess. (1)
* Students express their feelings, needs, likes and dislikes through gesture and ‘yes’ and ‘no’ responses. (2)
* Students recognise actions that help them be healthy, safe and physically active. (3)
* They can identify places where they play and participate in physical activity from an option of two images. (4)
* Students use personal and social skills to assist them to participate in a range of activities. (5)
* They demonstrate, with guidance, practices and protective behaviours to keep them safe and healthy in a variety of different regular activities. (6)
* They intentionally perform some basic gross motor movement skills and use trial and error to solve basic movement challenges. (7)
 | By the end of Level C* Students recognise key stages of life, how they have grown and changed.
* They identify some obvious emotions and their cause.
* They experience and become more independent with actions that help them be healthy, safe and physically active.
* They identify some different settings where they can be active by matching an activity to a location.
* They perform basic gross motor movement patterns and maintain balance and coordination as they move over and through a range of surfaces and use a range of equipment.
* Students use personal and social skills to include others in a range of activities.
* Students actively participate in personal care routines and attempt some basic tasks independently.
* They demonstrate protective behaviours to keep them safe and healthy in different activities.
* Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things.
* They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving.
* They identify when someone is upset or needs help.
* They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions.
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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)**
* 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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