**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)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  **Sub-Strand** | **Being healthy, safe and active** | **Communicating and interacting for health and wellbeing** | **Contributing to healthy and active communities** |
|  | **Content Description** | Examine how success, challenge and failure strengthen personal identities [(VCHPEP088)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP088) | Explore strategies to manage physical, social and emotional change [(VCHPEP089)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP089) | Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe [(VCHPEP090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP090) | Identify and practise strategies to promote health, safety and wellbeing [(VCHPEP091)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP091) | Describe factors that can positively influence relationships and personal wellbeing [(VCHPEP092)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP092) | Investigate how emotional responses vary in family situations and in friendship groups [(VCHPEP093)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP093) | Discuss and interpret health information and messages in the media [(VCHPEP094)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP094) | Describe strategies to make the classroom and playground healthy, safe and active spaces[(VCHPEP095)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP095) | Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing[(VCHPEP096)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP096) |
| **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 # |
| 1. Emotional Literacy
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Personal Strengths
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving
 | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Stress Management
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Help-Seeking
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Gender and Identity
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Levels 1 and 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** - Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template.  | **Levels 5 and 6 Achievement Standard** |
| 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.
 | By the end of Level 4* Students recognise strategies for managing change. (1)
* They examine influences that strengthen identities. (2)
* They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. (3)
* Students interpret health messages and discuss the influences on healthy and safe choices. (4)
* They understand the benefits of being fit and physically active. (5)
* They describe the connections they have to their community and how these can promote health and wellbeing. (6)
* Students apply strategies for working cooperatively and apply rules fairly. (7)
* They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. (8)
* They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. (9)
* They create and perform movement sequences using fundamental movement skills and the elements of movement. (10)
 | 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.
 |

|  |  |
| --- | --- |
| **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)**
 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |