**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** | Explore how identities are influenced by people and places [(VCHPEP105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP105) | Investigate resources to manage changes and transitions associated with puberty [(VCHPEP106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP106) | Investigate community resources and strategies to seek help about health, safety and wellbeing[(VCHPEP107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP107) | Plan and practise strategies to promote health, safety and wellbeing [(VCHPEP108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP108) | Practise skills to establish and manage relationships[(VCHPEP109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP109) | Examine the influence of emotional responses on behaviour, relationships and health and wellbeing[(VCHPEP110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP110) | Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours [(VCHPEP111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP111) | Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities [(VCHPEP112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP112) | Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment [(VCHPEP113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP113) | Investigate how celebrating similarities and differences can strengthen communities[(VCHPEP114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP114) |
| **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 # | CD  | Achievement standard # |
| 1. Emotional Literacy
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Personal Strengths
 | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping
 | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving
 | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Stress Management
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Help-Seeking
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Gender and Identity
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** - Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template.  | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4* Students recognise strategies for managing change.
* They examine influences that strengthen identities.
* They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities.
* Students interpret health messages and discuss the influences on healthy and safe choices.
* They understand the benefits of being fit and physically active.
* They describe the connections they have to their community and how these can promote health and wellbeing.
* Students apply strategies for working cooperatively and apply rules fairly.
* They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community.
* They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges.
* They create and perform movement sequences using fundamental movement skills and the elements of movement.
 | By the end of Level 6* Students investigate developmental changes and transitions. (1)
* They understand the influences people and places have on personal identities. (2)
* They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. (3)
* They describe their own and others’ contributions to health, physical activity, safety and wellbeing. (4)
* They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. (5)
* They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.(6)
* Students demonstrate skills to work collaboratively and play fairly. (7)
* They access and interpret health information. (8)
* They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. (9)
* They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. (10)
* They apply the elements of movement when composing and creating movement sequences. (11)
 | By the end of Level 8* Students investigate strategies and resources to manage changes and transitions and their impact on identities.
* Students evaluate the benefits of relationships on wellbeing and respecting diversity.
* They analyse factors that influence emotional responses.
* They gather and analyse health information.
* They investigate strategies that enhance their own and others’ health, safety and wellbeing.
* They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
* They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.
* Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.
* They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community.
* Students demonstrate control and accuracy when performing specialised movement skills.
* They apply and refine movement concepts and strategies to suit different movement situations.
* They apply the elements of movement to compose and perform movement sequences.
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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)**
 | * 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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