**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** | Evaluate factors that shape identities, and analyse how individuals impact the identities of others [(VCHPEP142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP142) | Examine the impact of changes and transitions on relationships [(VCHPEP143)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP143) | Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk [(VCHPEP144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP144) | Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices [(VCHPEP145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP145) | Investigate how empathy and ethical decision-making contribute to respectful relationships [(VCHPEP146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP146) | Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing [(VCHPEP147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP147) | Evaluate health information from a range of sources and apply to health decisions and situations [(VCHPEP148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP148) | Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities [(VCHPEP149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP149) | Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments [(VCHPEP150)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP150) | Critique behaviours and contextual factors that influence the health and wellbeing of their communities [(VCHPEP151)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP151) |
| **Unit** | **Focus Area/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
 |  |  |  |  |  |  |  |  |  |  |  | 7 |  | 3 |  |  |  |  |  |  |  |  |
| 1. Personal Strengths
 | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping
 | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving
 |  |  |  |  |  |  |  | 3 |  |  |  |  |  | 9 |  |  |  |  |  |  |  |  |
| 1. Stress Management
 |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |
| 1. Help-Seeking
 |  |  |  |  |  |  |  |  |  | 9 |  |  |  |  |  |  |  |  |  |  |  |  |
| The Power Connection |  |  |  | 1 |  |  |  | 9 |  |  |  | 7 |  |  |  |  |  |  |  |  |  |  |
| Gender, Power and the Media  | Resources to come |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Levels 7 and 8 Achievement Standard** | **Levels 9 and 10 Achievement Standard** - Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template.  |
| 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.
 | By the end of Level 10 * Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. (1)
* They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. (2)
* They evaluate the outcomes of emotional responses to different situations. (3)
* Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. (4)
* Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. (5)
* They examine the role physical activity has played historically in defining cultures and cultural identities. (6)
* Students identify and analyse factors that contribute to respectful relationships. (7)
* They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. (8)
* They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. (9)
* They apply and transfer movement concepts and strategies to new and challenging movement situations. (10)
* They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. (11)
* They work collaboratively to design and apply solutions to movement challenges. (12)
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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)**
* Games and sports **(GS)**
* Lifelong physical activities **(LLPA)**
* Rhythmic and expressive activities **(RE)**
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