**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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