**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** | Identify personal strengths [(VCHPEP057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP057) | Name parts of the body and describe how their body is growing and changing [(VCHPEP058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP058) | Identify people and actions that help keep themselves safe and healthy [(VCHPEP059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP059) | Practise personal and social skills to interact with others[(VCHPEP060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP060) | Identify and describe emotional responses people may experience in different situations [(VCHPEP061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP061) | Identify actions that promote health, safety and wellbeing [(VCHPEP062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP062) | Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment [(VCHPEP063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP063) |
| **Topic Area** | **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 # |
| 1. Emotional Literacy
 |  |  |  |  |  |  |  |  |  |  |  | 2 |  |  |  |  |
| 1. Personal Strengths
 |  |  |  | 1 |  |  |  |  |  |  |  | 2 |  | 3 |  |  |
| 1. Positive Coping
 |  |  |  |  |  |  |  |  |  | 6 |  |  |  |  |  |  |
| 1. Problem Solving
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Stress Management
 |  |  |  | 3,7 |  |  |  |  |  |  |  | 2 |  | 3, 7 |  |  |
| 1. Help-Seeking
 |  |  |  |  |  |  |  | 7 |  |  |  |  |  | 7 |  |  |
| 1. Gender and Identity
 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations
 |  |  |  |  |  |  |  | 2 |  |  |  | 7 |  |  |  |  |

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| **Foundation Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template.  | **Levels 1 and 2 Achievement Standard**  | **Focus Areas** |
| By the end of Foundation Level* Students recognise how they are growing and changing. (1)
* They identify and describe the different emotions people experience. (2)
* They identify actions that help them be healthy, safe and physically active. (3)
* They identify different settings where they can be active and how to move and play safely. (4)
* They describe how their body responds to movement. (5)
* Students use personal and social skills when working with others in a range of activities. (6)
* They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. (7)
* They perform fundamental movement skills and solve movement challenges. (8)
 | 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.
 | * 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)**
* Fundamental movement skills **(FMS)**
* Rhythmic and expressive activities **(RE)**
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| **Assessments** |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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