**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. If you need help completing the template view the curriculum mapping instructions document.

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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 what they like and dislike  [(VCHPEP015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP015) | | Identify some major body parts  [(VCHPEP016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP016) | | Identify significant people and communicate when they feel safe/unsafe  [(VCHPEP017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP017) | | Practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the social skills of turn taking and sharing  [(VCHPEP018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP018) | | Express their feelings, needs, likes and dislikes  [(VCHPEP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP019) | | Participate in a variety of health, safety and wellbeing actions  [(VCHPEP020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP020) | | Engage in structured play activities  [(VCHPEP021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP021) | |
| **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 # |
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| **Level A Achievement Standard** | **Level B Achievement Standard -** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level C Achievement Standard** |
| By the end of Level A   * Students recognise themselves. * They demonstrate different emotions people experience. * They participate in actions that help them to be healthy, safe and physically active. * They experience different settings where they can be active. * Students show general awareness of body position and own body when moved by others. * Students develop personal and social skills in a range of activities. * Students begin to demonstrate an awareness and recognition of familiar people and routine activities. * They demonstrate attachments and trust with familiar adults. * They demonstrate, with assistance, safe and healthy behaviour in routine personal care activities. * They coactively perform fundamental movement skills and explore basic movement challenges. | By the end of Level B   * Students recognise themselves in mirror and photographs and explore the personal characteristics and capabilities they possess. (1) * Students express their feelings, needs, likes and dislikes through gesture and ‘yes’ and ‘no’ responses. (2) * Students recognise actions that help them be healthy, safe and physically active. (3) * They can identify places where they play and participate in physical activity from an option of two images. (4) * Students use personal and social skills to assist them to participate in a range of activities. (5) * They demonstrate, with guidance, practices and protective behaviours to keep them safe and healthy in a variety of different regular activities. (6) * They intentionally perform some basic gross motor movement skills and use trial and error to solve basic movement challenges. (7) | By the end of Level C   * Students recognise key stages of life, how they have grown and changed. * They identify some obvious emotions and their cause. * They experience and become more independent with actions that help them be healthy, safe and physically active. * They identify some different settings where they can be active by matching an activity to a location. * They perform basic gross motor movement patterns and maintain balance and coordination as they move over and through a range of surfaces and use a range of equipment. * Students use personal and social skills to include others in a range of activities. * Students actively participate in personal care routines and attempt some basic tasks independently. * They demonstrate protective behaviours to keep them safe and healthy in different activities. * Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things. * They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving. * They identify when someone is upset or needs help. * They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions. |

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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)** | * 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)** |
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