**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 their personal characteristics  [(VCHPEP029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP029) | | Identify major body parts and stages of life  [(VCHPEP030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP030) | | Identify and name members of immediate family and demonstrate safety awareness, respond to safety instructions and identify safe and unsafe places and items in the environment  [(VCHPEP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP031) | | Practise personal hygiene, independence skills and social skills including taking turns  [(VCHPEP032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP032) | | Explore their feelings and practice expressing their needs, likes and dislikes using simple communication tools  [(VCHPEP033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP033) | | Practise a variety of health, safety and wellbeing actions  [(VCHPEP034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP034) | | Participate in structured play in various settings  [(VCHPEP035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP035) | |
| **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 B Achievement Standard** | **Level C Achievement Standard -** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level D Achievement Standard** |
| By the end of Level B   * Students recognise themselves in mirror and photographs and explore the personal characteristics and capabilities they possess. * Students express their feelings, needs, likes and dislikes through gesture and ‘yes’ and ‘no’ responses. * Students recognise actions that help them be healthy, safe and physically active. * They can identify places where they play and participate in physical activity from an option of two images. * Students use personal and social skills to assist them to participate in a range of activities. * They demonstrate, with guidance, practices and protective behaviours to keep them safe and healthy in a variety of different regular activities. * They intentionally perform some basic gross motor movement skills and use trial and error to solve basic movement challenges. | By the end of Level C   * Students recognise key stages of life, how they have grown and changed. (1) * They identify some obvious emotions and their cause. (2) * They experience and become more independent with actions that help them be healthy, safe and physically active. (3) * They identify some different settings where they can be active by matching an activity to a location. (4) * 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. (5) * Students use personal and social skills to include others in a range of activities. (6) * Students actively participate in personal care routines and attempt some basic tasks independently. (7) * They demonstrate protective behaviours to keep them safe and healthy in different activities. (8) * Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things. (9) * They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving. (10) * They identify when someone is upset or needs help. (12) * They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions. (13) | By the end of Level D   * Students recognise changes to their body over the year. * They identify and describe basic emotions people experience and what makes them feel this way. * They recognise some routine actions they do to help them to be healthy, safe and physically active. * They identify different settings where they can be active and ways they move and play safely. * They reflect upon how their body responds to movement. * Students make use of personal and social skills in a range of activities to be healthy and work with others. * In structured situations they demonstrate practices and protective behaviours to keep themselves safe and healthy in everyday events and different routine activities. * They perform fundamental movement skills involving simple gross motor movements and solve basic movement challenges. |

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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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