

Curriculum Planning

The Victorian Curriculum F–10: Health and Physical Education and Personal and Social Capability, including Respectful Relations

Overview

- Key rationale and aims of the Victorian Curriculum F–10: Health and Physical Education and Personal and Social Capability, including Respectful Relationships
- Linking the Sub-strands, content descriptions, elaborations and standards to Respectful Relationships
- Mapping your curriculum

Rationale and Aims of Health and Physical Education



A strengths-based approach

using students and their communities
strengths and resources

enhance their own and others'
health and wellbeing

make healthy, safe and
active choices

Rationale and Aims of the Personal and Social Capabilities



Rationale and Aims of Respectful Relationships

- promote and model respect, positive attitudes and behaviours
- build healthy relationships, resilience and confidence
- Build and promote gender equity in relationships
- challenge gender stereotypes

Introduction Resilience, Rights and Respectful Relationships



HEALTH & PE

Level 5-6 Resilience, Rights and Respectful Relationships



HEALTH & PE

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Foundation Resilience, Rights and Respectful Relationships

HEALTH & PE



Year 11-12 Resilience, Rights and Respectful Relationships

HEALTH & PE





Building Respectful Relationships - Unit 3 - ...

HEALTH & PE 3



Building Respectful Relationships - ...

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Building Respectful Relationships - Unit 1 - ...

HEALTH & PE 12



Level 5-6 Resilience, Rights and Respectful...

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Level 9-10 Resilience, Rights and Respectful...

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Level 7-8 Resilience, Rights and Respectful...

THINKING



Level 11-12 Resilience, Rights and Respectful...

HEALTH & PE



Building Respectful Relationships - Full...

HEALTH & PE 48

Linking it together

Health

- take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety
- develop and use personal, behavioural, social and cognitive skills and strategies
- promote a sense of personal identity and wellbeing
- build and manage respectful relationships

Respectful Relationships

- build healthy relationships, resilience and confidence
- Build and promote gender equity in relationships
- challenge gender stereotypes

Personal and Social Capability

- develop empathy for and understanding of others
- recognise and support diversity for cohesive communities
- understand how relationships are developed
- use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams to develop strategies to manage challenging situations constructively

Scope and Sequence

The curriculum sets out what students are expected to learn and is designed as a continuum of learning. The scope and sequence is presented in a scope and sequence chart to support teachers to easily see the progression of learning and learning programs to meet the diverse needs of students.

Level	Learning Area	Learning Objectives
Levels 3 and 4	Self-Awareness and Management	Identify and explore the expression of emotions in social situations and the impact on self and others
Levels 5 and 6	Recognition and expression of emotions	Identify personal strengths and select personal qualities that could be further developed
Levels 7 and 8	Development of resilience	Identify how persistence and adaptability can be used when faced with challenging situations and change
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Name and describe the skills required to work independently
Levels 9 and 10	Personal and Social Capability: Levels 5 – 10	Explore the links between their emotions and their behaviour
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Reflect on how personal strengths have assisted in achieving success at home, at school or in the community
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Identify the skills for working independently with new or challenging situations
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Describe how and why emotional responses may change in different contexts
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Discuss the range of strategies that could be used to cope with difficult tasks or changing situations
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Evaluate emotional responses and the management of emotions in a range of contexts
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Analyse the significance of independence and individual responsibility in the completion of challenging tasks
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Investigate and select strategies to promote health, safety and wellbeing
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Investigate resources to manage changes and transitions associated with puberty
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Investigate community resources and strategies to seek help about health, safety and wellbeing
Levels 9 and 10	Personal and Social Capability: Levels 3 – 10	Plan and practise strategies to promote health, safety and wellbeing

Curriculum Mapping Charts

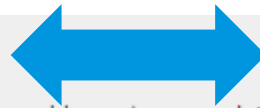
Personal, Social and Community Health strand

Levels A to D (Students with disabilities and additional learning needs)

- [Level A \(docx - 141.34kb\)](#)
- [Level B \(docx - 142.9kb\)](#)
- [Level C \(docx - 142.66kb\)](#)
- [Level D \(docx - 143.27kb\)](#)

Foundation to Level 10

- [Foundation \(docx - 140.36kb\)](#)
- [Levels 1 and 2 \(docx - 159.17kb\)](#)
- [Levels 3 and 4 \(docx - 158.98kb\)](#)
- [Levels 5 and 6 \(docx - 172.1kb\)](#)
- [Levels 7 and 8 \(docx - 185.09kb\)](#)
- [Levels 9 and 10 \(docx - 182.63kb\)](#)



Personal and Social Capability: Curriculum mapping templates

Under development

Foundation to Level 10

- [Foundation \(docx - 158.19kb\)](#)
- [Levels 1 and 2 \(docx - 169.37kb\)](#)
- [Levels 3 and 4 \(docx - 170.89kb\)](#)
- [Levels 5 and 6 \(docx - 173.59kb\)](#)
- [Levels 7 and 8 \(docx - 182.48kb\)](#)
- [Levels 9 and 10 \(docx - 181.7kb\)](#)



Curriculum Mapping Template: Health and Physical Education – 7 and 8
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 Assessment table. For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](#)

Sub-Strand	Being healthy, safe and active			Communicating and interacting for health and wellbeing			Contributing to healthy and active communities			
Content Description	Investigate the impact of transition and change on identities (VCHPEP127)	Evaluate strategies to manage personal, physical and social changes that occur as	Examine barriers to seeking support and evaluate strategies to overcome these	Investigate and select strategies to promote health, safety and wellbeing	Investigate the benefits of relationships and examine their impact on their own and others'	Analyse factors that influence emotions, and develop strategies to demonstrate empathy	Develop skills to evaluate health information and express health concerns	Plan and use strategies and resources to enhance the health, safety and wellbeing of their	Plan and implement strategies for connecting to natural and built environments to promote	Examine the benefit to individuals and communities of valuing diversity and respecting

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)

Elaborations

- examining how individuals, family and peer groups influence people's behaviours, decisions and actions (AD, RS, FN, MH, S)
- understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content
- analysing how their relationships at home and at school influence behaviours and actions (S, AD, RS, FN, HBPA, MH)
- analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family (AD, FN, MH, RS, S)
- recognising the impact bullying, violence and harassment can have on peer and family relationships, including online relationships (RS, S)

Relationships and sexuality / VCHPEP127

addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The curriculum supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.



Curriculum Mapping Template: Health and Physical Education – 7 and 8

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 U, 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](#).

Unit	Focus Area Code/s	Semester/ Year	Being healthy, safe and active																				Communicating and interacting for health and wellbeing						Contributing to healthy and active communities							
			Investigate the impact of transition and change on identities (VCHPEP123)				Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124)				Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)				Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)				Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)		Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)		Develop skills to evaluate health information and express health concerns (VCHPEP129)		Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)		Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)		Examine the benefits to individuals and communities of valuing diversity and promoting inclusion (VCHPEP132)							
			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 #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #						
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<p>Levels 5 and 6 Achievement Standard</p> <p>By the end of Level 6</p> <ul style="list-style-type: none"> • Students investigate developmental changes and transitions. • They understand the influences people and places have on personal identities. • They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. • They describe their own and others' contributions to health, physical activity, safety and wellbeing. • They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. • They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. • Students demonstrate skills to work collaboratively and play fairly. • They access and interpret health information. • They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. • They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. • They apply the elements of movement when composing and creating movement sequences. 	<p>Levels 7 and 8 Achievement Standard</p> <p>By the end of Level 8</p> <ul style="list-style-type: none"> • Students investigate strategies and resources to manage changes and transitions and their impact on identities. (1) • Students evaluate the benefits of relationships on wellbeing and respecting diversity. (2) • They analyse factors that influence emotional responses. (3) • They gather and analyse health information. (4) • They investigate strategies that enhance their own and others' health, safety and wellbeing. (5) • They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. (6) • They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. (7) • Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusion. (8) • They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. (9) • Students demonstrate control and accuracy when performing specialised movement skills. (10) • They apply and refine movement concepts and strategies to suit different movement situations. (11) • They apply the elements of movement to compose and perform movement sequences. (12) 	<p>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.</p> <p>By the end of Level 10</p> <ul style="list-style-type: none"> • Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. • They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. • They evaluate the outcomes of emotional responses to different situations. • 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. • Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. • They examine the role physical activity has played historically in defining cultures and cultural identities. • Students identify and analyse factors that contribute to respectful relationships. • They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. • They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. • They apply and transfer movement concepts and strategies to new and challenging movement situations. • They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. • They work collaboratively to design and apply solutions to movement challenges.
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AIMS

Personal, social and community health

Being healthy, safe and active

Investigate the impact of transition and change on identities

Evaluate strategies to manage personal, physical and social changes that occur as they grow older

Examine barriers to seeking support and evaluate strategies to overcome these

Investigate and select strategies to promote health, safety and wellbeing

○	○	○	○
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		○	○
		●	●



Communication and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity

Develop skills to evaluate health information and express health concerns

		○	○
●	●	○	



Contributing to healthy and active communities

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities

Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity



Assessment

The VCAA have
Training's resp

[Resilience, Right](#)

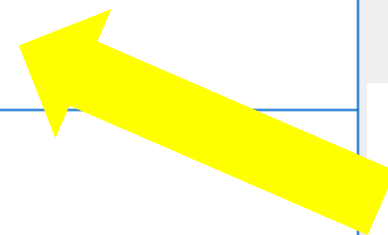
[Building Respe](#)

The assessment
and Social Cap

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Emotional literacy	Foundation(docx-207.28kb)	Level 1-2 (docx-205.63kb)	Level 3-4 (docx-207.09kb)	Level 5-6 (docx-207.71kb)	Level 7-8 (docx-208.79kb)	Level 9-10 (docx-208.06kb)
Personal strengths	Foundation (docx-1.09mb)	Level 1-2 (docx-1.08mb)	Level 3-4 (docx-1.09mb)	Level 5-6 (docx-1.09mb)	Level 7-8 (docx-1.09mb)	Level 9-10 (docx-1.09mb)
Positive coping	Foundation (docx-1.08mb)	Level 1-2 (docx-1.09mb)	Level 3-4 (docx-1.08mb)	Level 5-6 (docx-1.08mb)	Level 7-8 (docx-1.09mb)	Level 9-10 (docx-1.09mb)
Problem solving	Foundation (docx-1.09mb)	Level 1-2 (docx-1.08mb)	Level 3-4 (docx-1.09mb)	Level 5-6 (docx-1.09mb)		
Stress management	<i>Resources available soon</i>					
Help-seeking	Foundation (docx-1.08mb)	Level 1-2 (docx-1.08mb)	Level 3-4 (docx-1.08mb)	Level 5-6 (docx-1.09mb)	Level 7-8 (docx-1.09mb)	Level 9-10 (docx-1.1mb)
Gender and identity	Foundation (docx-1.19mb)	Level 1-2 (docx-1.1mb)	Level 3-4 (docx-1.09mb)	Level 5-6 (docx-1.09mb)		
Positive gender relations	Foundation (docx-1.09mb)	Level 1-2 (docx-1.1mb)	Level 3-4 (docx-1.09mb)	Level 5-6 (docx-1.09mb)		

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Overview

- Rationale and aims of the Victorian Curriculum F—10: Health and Physical Education and Personal and Social Capability, and Respectful Relationships
- Linking the Sub-strands, content descriptions, elaborations and standards to Respectful Relationships
- Mapping your curriculum