Personal and Social Capability

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

Students with well-developed personal and social skills find it easier to manage themselves, relate to others and face challenges constructively and with resilience. Personal and social skills foster self-efficacy, which leads to students feeling positive about themselves and the world around them.

The Personal and Social Capability curriculum plays an essential role in developing students' personal and social skills, enabling them to understand themselves and others, and navigate their relationships, lives, work and learning.

The Personal and Social Capability curriculum supports students to develop the skills they need for collaboration and working effectively in teams. More broadly, it helps students to form and maintain healthy and respectful relationships and contributes to their capacity to undertake and shape their roles as family, community and workforce members in an increasingly demanding and diverse global society.

The Personal and Social Capability curriculum also supports students to develop a sense of purpose and optimism about their lives and future, and become creative and confident individuals with self-awareness and a sense of self-worth and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing.

## Aims

The Personal and Social Capability curriculum aims to develop the knowledge and skills that will enable students to:

* recognise and manage emotional responses
* support themselves and others to face personal and social challenges with resilience
* build awareness of their personal strengths and interests and develop a sense of purpose and wellbeing
* act with sensitivity towards others and recognise the importance of supporting diversity, engaging with different perspectives, and respecting human rights for creating a cohesive community
* use interpersonal skills to establish and maintain respectful relationships and effective collaborations.

## Structure

The Personal and Social Capability curriculum is organised into 2 interrelated strands:

* Self-awareness and Management
* Social Awareness and Management.

Each strand contains content descriptions that are organised into the sub-strands in the following table.

| Strand | **Self-awareness and Management** | **Social Awareness and Management** |
| --- | --- | --- |
| Sub-strands | Emotional awareness and management  Self-efficacy and sense of purpose | Relationships and diversity  Collaboration |

The 2 strands focus on the following areas.

#### Self-awareness and Management

This strand involves students developing the knowledge and skills to identify and manage their emotional responses, and to respond to the needs of others.

Students’ self-efficacy and a sense of purpose are fostered as they develop a realistic sense of their personal strengths and how they can use them to support themselves and others. Self-efficacy and a sense of purpose are further fostered as students develop the skills to work independently and make responsible decisions. This continues as they learn how to analyse personal and social challenges and strategies for improving confidence, adaptability and perseverance in response to challenges in different contexts.

#### Social Awareness and Management

This strand involves students developing their understanding of diversity in relationships, and developing behaviours and attitudes that enable sensitivity towards others. They develop an understanding of broader personal and social factors that influence acceptance of diversity and engagement with different perspectives, building their capacity to critique forms of discrimination.

Students learn how to establish, participate in and maintain positive, safe and respectful relationships. They develop an understanding of factors that influence the ability to conduct and experience respectful relationships, fostering their self-awareness and empathy.

Students learn skills for collaborating with others and working in teams. They learn to recognise opportunities for collaboration and build an understanding of its benefits. They develop a capacity to critically evaluate and respond to conflict and reach positive outcomes.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Personal and Social Capability, students progress along a learning continuum that provides the first achievement standard at Foundation, and then at Levels 2, 4, 6, 8 and 10.

The skills developed in Personal and Social Capability are described in the achievement standards. These skills can be developed by teaching the underpinning knowledge that is described in one or more content descriptions within or across strands, selecting different content descriptions as appropriate, taking into account student need and the learning context. It may be the case that a particular content description links to more than one part of an achievement standard, in that it describes knowledge that is relevant to more than one skill.

### Content descriptions

In Personal and Social Capability, content descriptions sequence and describe the knowledge and understanding that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Personal and Social Capability

Although this curriculum is named Personal and Social Capability, it should be noted that the words within the pairs ‘personal’/‘emotional’ and ‘social’/‘relational’ are used interchangeably throughout the literature and within educational organisations. The term ‘social and emotional learning’ (SEL) is also often used.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) evidence-based approach and definition of social and emotional learning are the best known and most highly respected in the world today. They provide an excellent framework for integrating the academic, emotional and social dimensions of learning, and are compatible with this curriculum.

Personal and Social Capability encompasses students’ personal/emotional and social/relational dispositions, intelligences, resilience and sensibilities in a holistic way. It is the responsibility of schools to ensure that they exercise a duty of care in relation to the health and safety of all students when teaching the Personal and Social Capability curriculum, in line with the Victorian [Child Safe Standards](https://ccyp.vic.gov.au/child-safe-standards/the-11-child-safe-standards/) and associated school policies.

### Respectful relationships and Intercultural Capability

Personal and Social Capability can form the basis of a whole-school program on respectful relationships. Intercultural Capability is strongly connected to Personal and Social Capability knowledge and skills related to empathy, openness, respect and conflict resolution, and could be included in such a program.

### Critical and Creative Thinking

The Critical and Creative Thinking curriculum can complement aspects of the Personal and Social Capability curriculum. In particular, learning strategies in the ‘Metacognition’ strand of Critical and Creative Thinking could be used to support the development of skills for working independently in the ‘Self-efficacy and sense of purpose’ sub-strand of Personal and Social Capability.

### Developing Personal and Social Capability in and through learning areas

Personal and Social Capability defines a set of discrete knowledge and skills that are explicitly delivered in and through learning areas. Schools construct teaching and learning programs that draw on one or more learning areas and Personal and Social Capability, as appropriate.

Programs that integrate learning areas and Personal and Social Capability should be designed to deepen understanding of the learning area and at the same time develop knowledge and skills in the strands of Self-awareness and Management and/or Social Awareness and Management. These programs can be part of a whole-school approach. For example, schools may focus on the development of confidence, perseverance and adaptability and their importance in general, and teach different strategies according to the learning area context.

### Transfer of knowledge and skills

Students learn personal and social skills in the context of learning areas, gradually developing an understanding of how they can use these skills more generally. Active listening, for example, is a collaboration skill that has characteristics common and transferable to a wide range of learning area contexts.

Personal and social skills are underpinned by knowledge; for example, the skill of collaboration is underpinned by knowledge of what is involved in skills such as active listening. Developing a general personal and social skill involves repeated application of the knowledge underpinning the skill to a variety of learning area contexts, reflecting on and nuancing the underlying knowledge each time. This nuanced knowledge is then reapplied to further develop the skill.

Students require scaffolding in order to transfer general skills from one context to another. This involves assisting students to make links to contexts that may be similar or quite different, gradually building their capacity to recognise these links for themselves. This can be enabled through a whole-school approach to the delivery of the capability, which provides a shared understanding of students’ background learning across the school.

# Curriculum

## Foundation

### Level description

In Foundation, the curriculum focuses on enabling students to interact and play constructively and inclusively with others, and to establish positive relationships with peers, teachers and other adults. Students develop verbal and non-verbal ways to identify their responses in different situations and interactions, and of identifying and coping with negative emotions. Students begin to understand that individuals are unique but also have characteristics in common, and start to develop strategies for considering the feelings of others. The curriculum provides opportunities for students to begin establishing the skills required to work collaboratively and independently, and to face challenges.

### Achievement standard

By the end of Foundation, students identify emotions and their own and others’ responses in different situations and interactions. They recognise their own and others’ personal strengths and interests. They identify a range of strategies for supporting themselves and others when experiencing social, emotional and learning challenges, and recognise that attempting challenges and new experiences is an important part of their development.

Students identify different types of relationships and the skills for developing them, and describe behaviours that support inclusion and collaboration.

### Content descriptions and elaborations

#### Strand: Self-awareness and Management

##### Sub-strand: Emotional awareness and management

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them  VC2CPFS01 | * responding to stimulus showing familiar situations and identifying the emotions displayed * identifying how characters feel in stories and movies and the range of words that could be used to describe their emotions * reflecting on a personal situation and verbal and non-verbal ways in which the emotional response was displayed * exploring examples showing verbal and non-verbal emotional responses and identifying how a person displayed their emotional response in each example * reflecting on scenarios and stimuli that show emotions in different situations and identifying verbal and non-verbal ways to respond |
| strategies for identifying and coping with negative emotions, and for considering the feelings of others  VC2CPFS02 | * responding to scenarios and stimuli that may activate negative emotions and identifying strategies for managing challenges * practising given strategies for coping with negative emotions, such as counting to 10, taking balloon breaths or exercising mindfulness * identifying negative emotions depicted in pictures, and responding with a strategy they would use to support themselves in a similar situation * identifying a character’s challenges in a range of pictorial texts and reflecting on possible strategies for supporting someone experiencing these kinds of challenges |

##### Sub-strand: Self-efficacy and sense of purpose

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| examples of different personal strengths and interests; examples of when and how personal strengths are used  VC2CPFS03 | * discussing and listing individual likes, interests and dislikes * exploring personal strengths and achievements, and sharing with others * reflecting on how they have used personal strengths to support themselves when experiencing a challenge * identifying likes and dislikes shown by different characters in texts, and reflecting on similarity and difference to their own * identifying and role-playing how personal strengths can be used for support in a variety of social situations |
| how problems and challenges are a part of everyday life, and actions that can be taken to manage them  VC2CPFS04 | * developing a list of verbal and non-verbal responses to the prompt ‘It is important to keep trying because …’ * describing a challenge they faced recently, such as making a new friend, and creating a list of actions they could have taken * engaging with a given list of challenges that a Foundation student may face, such as learning to swim or looking after their possessions, and discussing why it is important to keep trying * engaging with text that shows how a character manages a challenge that they face |
| behaviours that support independence  VC2CPFS05 | * collectively defining independence and then developing a list of behaviours that help them to be independent * developing a Y-chart of what independence looks like, sounds like and feels like, or in terms of language, mindset and behaviours * reflecting on a helpful strategy that supports their independence in different places, for example in the classroom, at home or in the playground |

#### Strand: Social Awareness and Management

##### Sub-strand: Relationships and diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| groups to which they, their family and their peers belong  VC2CPFO01 | * discussing the features/characteristics of the groups that they and their families belong to by sharing stories, artefacts and images * sharing descriptions of groups that they belong to * surveying class members to show that there are many ways to group people, such as students who own a pet, walk to school or like ice cream |
| actions required to include and care for others and make friends with peers, teachers and other adults  VC2CPFO02 | * discussing what it means to be friendly and making a list of the qualities of a friend * role-playing a range of scenarios, such as saying hello to a new student in their class or thanking an adult for helping them using languages that represent the cultural diversity of the school * creating a T-chart of what including and excluding behaviours look like |

##### Sub-strand: Collaboration

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| simple skills required for collaboration with peers  VC2CPFO03 | * discussing what collaboration looks like and contributing to a visual representation of this, for example a photo wall, short video or mind map, in their classroom * demonstrating how to listen to others, showing interest and support * discussing and applying examples of sharing, such as sharing equipment or practising taking turns in a game, and reflecting on how sharing supports working together * demonstrating active listening in interactions with others by asking further questions * responding to a text or video in which characters display collaboration, and identifying the key skills shown |
| verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict  VC2CPFO04 | * reflecting on how it feels when someone does not share equipment or play spaces * practising the language used to describe positive emotions experienced during personal interactions * exploring examples to recognise negative emotions resulting from conflict |

## Levels 1 and 2

### Band description

In Levels 1 and 2, the curriculum focuses on enabling students to learn about making and keeping friends, understanding the effects that their actions have on others and modifying their behaviour. Students extend their vocabulary for recognising, identifying and describing the emotions they experience in particular situations and interactions. Students further develop an understanding of diversity through a study of families. They learn to recognise that others can have different perspectives and to identify appropriate and inappropriate ways to respond to these differences in a range of contexts. The curriculum provides opportunities for students to learn how to support themselves and others in different contexts, including through managing emotions; practising active listening and expressing empathy; demonstrating a positive attitude to trying new things and resolving conflict; behaving inclusively and collaboratively; using their personal strengths; and building greater awareness of their personal interests.

### Achievement standard

By the end of Level 2, students identify emotions and describe their own and others’ responses in different situations and interactions. They describe strategies, behaviours and actions for building awareness of other perspectives, and for supporting themselves and others in personal and social contexts.

Students begin to distinguish between appropriate and inappropriate behaviours and attitudes in personal, collaborative and other social contexts. They describe ways to modify their behaviours and actions in different situations and reflect on their decisions.

Students recognise and describe the diversity of relationships found in families.

### Content descriptions and elaborations

#### Strand: Self-awareness and Management

##### Sub-strand: Emotional awareness and management

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| verbal and non-verbal ways to recognise, name and describe emotional responses and situations associated with them  VC2CP2S01 | * developing and displaying in the classroom a list of alternative words for emotions such as excitement or fear, and showing how these can be expressed non-verbally * matching vocabulary about emotions with pictures * discussing a range of situations associated with different emotions |
| simple help-seeking and other productive coping strategies, and when and how to use them; verbal and non-verbal ways to express emotions and empathise with the feelings of others  VC2CP2S02 | * identifying situations when it might not be appropriate to share feelings openly * discussing whether it is easy to talk to someone when they are happy, excited, angry, sad or scared * imagining that they are afraid of the dark, and describing how they would tell a friend, parent or teacher * exploring when it might be appropriate to use the strategy of counting to 10 before responding * developing a list of coping strategies, and discussing when to use them * collectively defining ‘empathy’ and creating a Y-chart of what it looks like, sounds like and feels like in the context of the classroom |

##### Sub-strand: Self-efficacy and sense of purpose

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| actions for supporting personal strengths useful for school and broader life; actions for supporting developing awareness of personal interests  VC2CP2S03 | * describing a personal strength they have and how this can have a positive impact at home with their family * discussing a personal strength, such as active listening, listing possible ways it can be used in class activities and discussing the effect it has on others * explaining the benefits of their strengths at school and in their family life * identifying what they are curious about and activities they enjoy and want to explore further * responding to a prompt such as ‘It does not matter if I cannot run fast because I can …’ * creating a list of personal strengths across the class, and constructing a graph to represent these |
| the importance of continued effort when faced with unfamiliar or challenging situations, including how it can help to try new things  VC2CP2S04 | * introducing topics such as fear, unfamiliar situations, change and challenge, and discussing how these make them feel and respond * interviewing family members, peers and others about their first day of school, or about other unfamiliar situations, and acknowledging that everyone has fears * understanding that ‘giving it a go’ and trying new things is important and can result in positive experiences and growth, and establishing when and how this has happened in the past * discussing a time when people have tried something new, describing how it made them feel * responding to texts and exploring how characters face unfamiliar challenges and/or try new things |
| strategies to support working safely and independently  VC2CP2S05 | * using their bodies to learn ways to move with safety and awareness of themselves and others, developing safe movement practices * working with a partner to practise strategies for working safely and independently, using familiar scenarios as a stimulus |

#### Strand: Social Awareness and Management

##### Sub-strand: Relationships and diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the range of relationships and diversity found within families  VC2CP2O01 | * exploring the features of their family, including who lives at home, and naming their relationship to each of these people * brainstorming what a family’s role is, such as providing love, support and food, and identifying the family members who undertake these tasks * graphing the number of students who have brothers, sisters and pets, and discussing the results |
| the importance of active listening for building awareness of different perspectives  VC2CP2O02 | * sharing with a partner about what they like to do and the partner then retelling to the whole class, comparing similarities and differences * exploring a given series of statements, such as ‘Cats are better than dogs’ or ‘Chocolate ice cream is better than vanilla’, sharing their opinion and providing a reason, and reflecting on how others might disagree, or agree for different reasons * discussing how people may change their opinions and thoughts after hearing others’ ideas |
| strategies for making and keeping friends; how actions and words can help or hurt others; and when, how and why behaviour should be modified  VC2CP2O03 | * creating a list of strategies, including words and actions, that they have used to make friends * discussing what is required to maintain a friendship, such as kindness, support, acceptance and respect * providing examples of showing respect to one another through both words and actions, discussing how negative words and actions can hurt, and making suggestions about how to modify behaviour * developing a storybook to help someone learn how to make friends, and sharing with Foundation classes * working with Year 6 students to make a video showing one strategy for making friends * categorising words they have heard at school as helpful or hurtful |

##### Sub-strand: Collaboration

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| broader skills required for collaboration with peers and ways to monitor contributions to group tasks  VC2CP2O04 | * establishing what makes a good group member, such as the ability to share ideas, listen to others, ask questions, participate in discussions and give feedback * listing the ways in which group members asked and responded to questions in a group task * reflecting on their own contribution to a group task, using given prompts |
| situations where conflicts might occur between individuals, and appropriate and inappropriate behaviours and attitudes  VC2CP2O05 | * discussing where and when conflict has occurred and reflecting on the cause and consequent behaviours * role-playing familiar situations involving conflict and comparing various reactions to the conflict * discussing possible strategies for responding to conflict in a respectful way, in relation to a scenario such as a disagreement over who can play on or with certain equipment |

## Levels 3 and 4

### Band description

In Levels 3 and 4, the curriculum focuses on developing students’ understanding of positive relationships, building their awareness of similarities and differences between people. They learn about the importance of inclusion, different perspectives and collaboration, and how to express their appreciation of diversity to contribute to positive relationships. Students extend their emotional awareness through considering the link between emotional responses and social situations. Reflective practice is fostered in students when they learn about and practise ways to support themselves and others, with students thinking critically about the outcomes of their actions and behaviours and how they could be modified in personal, social and collaborative contexts. Students learn an extended range of strategies for supporting themselves and others in relation to emotional management, expressing empathy, personal strengths and interests, and persistence and adaptability, and are introduced to responsible decision-making.

### Achievement standard

By the end of Level 4, students describe how different situations and interactions can affect emotional responses and behaviours. They explain a range of ways to support themselves and others in personal and social contexts, including consideration of the outcomes of behaviour and actions. They explain the importance of inclusion, collaboration and different perspectives in different contexts.

Students describe similarities and differences between individuals and groups, and how these impact relationships. They explain ways to monitor and modify attitudes, actions and behaviours in personal, collaborative and other social contexts, considering similarities and differences between people.

### Content descriptions and elaborations

#### Strand: Self-awareness and Management

##### Sub-strand: Emotional awareness and management

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the influence social situations have on emotional responses and behaviour  VC2CP4S01 | * exploring a social situation such as meeting new people and how this might make them feel * exploring how a disagreement in the playground can affect emotional responses and behaviours * creating a text or an artwork showing an emotional response in a selected social situation |
| strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them; strategies for communicating emotions and expressing empathy for feelings and needs communicated by others  VC2CP4S02 | * identifying behaviours that may influence their emotions or those of others, such as smiling, and explaining the likely outcomes of these behaviours for themselves and others * practising interpreting the possible emotions of others by observing their body language, using stories and videos as stimulus * listing a range of help-seeking strategies to assist with coping with challenge and change, and explaining what might happen if they used one of these strategies |

##### Sub-strand: Self-efficacy and sense of purpose

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| strategies for developing and using personal strengths to support themselves and others; strategies for developing personal interests to support personal growth  VC2CP4S03 | * listing personal strengths and giving examples of how these strengths contribute to wellbeing * identifying personal interests to be further developed and giving reasons for their choices * setting and monitoring goals to further develop personal strengths such as the ability to share * researching the life and achievements of someone they admire, focusing on the person’s personal strengths and/or how the person engages with their interests |
| strategies that support persistence and adaptability when faced with challenging situations and change  VC2CP4S04 | * identifying ways to persist in potentially difficult situations by considering possible actions or choices and their likely outcomes * discussing the saying ‘If at first you don’t succeed, try and try again’ and how persisting might require adaptation * discussing a famous person who achieved something through persistence and the strategies they used |
| strategies that support working independently and responsible decision-making  VC2CP4S05 | * brainstorming strategies for working independently * describing why seeking help could be considered an important skill when working alone * explaining why time management could be important when working independently and how time management supports responsible decision-making |

#### Strand: Social Awareness and Management

##### Sub-strand: Relationships and diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion  VC2CP4O01 | * surveying cultural backgrounds in the class, representing the data in a diagram, and presenting the diagram to support a group discussion on similarities and differences * describing a friend and identifying one similarity and one difference between themself and their friend * describing the similarities and differences between people of different ages, such as babies, teenagers, young adults, middle-aged adults and older adults |
| how similarities and differences can affect relationships, and when and how behaviour and attitudes should be modified  VC2CP4O02 | * engaging with a story that enables them to discuss similarities and differences and the effect these have on relationships * discussing the statement ‘Differences can contribute to good relationships’ * reflecting on the relationships between characters in a text and considering how the characters could respond to similarities or differences between them and modify or change their behaviour for a different outcome, creating an alternative narrative |
| the importance of including others in activities, groups and games, and how this can be enabled  VC2CP4O03 | * identifying the emotions that others experience if they are excluded from activities, groups or games * developing inclusive practices, such as inviting someone to join a group * recognising the effects of inclusive behaviour, for example feeling valued or experiencing a sense of belonging |

##### Sub-strand: Collaboration

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the benefits of collaboration, and criteria that can be used to evaluate collaboration skills  VC2CP4O04 | * undertaking a task individually and then collaboratively, and reflecting on the differences * listing cooperative skills required for effective collaboration, for example taking turns, respecting different points of view and following effective decision-making processes, and using this list to reflect on performance in a group task * using a rubric to monitor and assess collaboration and explaining what went well and what could be improved, taking into account similarities and differences between people in the group * collaborating to create a podcast about the benefits of collaboration and the skills it requires * developing criteria for collaborating to learn each other’s dances or movement sequences, and using the criteria to evaluate their collaboration |
| conflicts experienced in peer groups; the influence of different behaviours and attitudes on outcomes  VC2CP4O05 | * brainstorming conflicts experienced with peers and listing the emotions that are associated with these conflicts * comparing different behaviours and attitudes in given scenarios involving peer conflict and discussing how these influenced emotional responses in each case * describing the characteristics of cooperative behaviour in the context of peer conflict and exploring a range of examples, and then responding to a scenario to practise these behaviours and reflect on the outcomes * exploring the causes of conflict and reflecting on how these affect their attitude to conflict |

## Levels 5 and 6

### Band description

In Levels 5 and 6, the curriculum focuses on exploring cause and effect in different personal and social contexts, and enabling students to further develop their personal interests to support their personal growth. Students learn that thinking about cause and effect in relation to situations, emotions, behaviours, attitudes and actions can influence the selection of strategies and reflection on outcomes. They extend their understanding of respectful relationships to consider how non-respectful relationships can be rebuilt, and develop a broader understanding of how to demonstrate sensitivity to diversity. The curriculum provides opportunities for students to experience various team roles, including leadership roles, and to reflect on their performance in a team.

### Achievement standard

By the end of Level 6, students explain the effect that different personal and social contexts have on emotional responses and behaviours.

They explain a range of ways to support themselves and others in personal and social contexts; select strategies and justify their decisions, taking into consideration cause and effect in relation to situations, emotions, behaviours, attitudes and actions as appropriate; and reflect on the results.

Students explain how respectful relationships can be achieved, maintained and rebuilt, demonstrating sensitivity to individual, social and cultural differences.

They explain and reflect on their own and others’ performance in teams.

### Content descriptions and elaborations

#### Strand: Self-awareness and Management

##### Sub-strand: Emotional awareness and management

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| how and why emotional responses and behaviour change in different personal and social contexts  VC2CP6S01 | * creating a video or play to show the links between emotions and behaviour in different contexts * analysing stories or movies to identify and explain the links between emotions and behaviour in different contexts * exploring how individuals can experience changing emotions and changing intensity of emotions over the course of a day * creating movement sequences to show various emotional responses in different personal and social contexts * creating a narrative or performance to show how and why an emotional response changed over time |
| when and how to use a range of peer support, self-regulation and other productive coping strategies; strategies for better understanding the feelings and needs of others and improving empathetic communication  VC2CP6S02 | * discussing the statement ‘Listening is as important as speaking’ and strategies for identifying when it is time to listen, and practising these strategies in given peer support scenarios * creating a personal profile by selecting strategies from a range of different coping strategies and reflecting on what they like about these strategies * engaging with a given dialogue and discussing with peers how empathetic communication could be improved |

##### Sub-strand: Self-efficacy and sense of purpose

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| strategies for using and further developing personal strengths, to support themselves and others as they face challenges; strategies for reflecting on and further developing personal interests, to support personal growth  VC2CP6S03 | * identifying personal strengths in others, such as courage, a sense of humour and determination, and explaining how these could contribute to facing challenges * listing personal strengths that would make them successful at home, at school and in the community, and discussing the strengths that are common in all 3 settings * investigating examples of workplaces, and the concept of work and when and how working can support personal growth, and discussing strategies for supporting themselves that may lead to achieving personal growth through their work |
| what it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal action  VC2CP6S04 | * sharing and discussing ideas about how people respond to new or challenging situations, such as changing school, and explaining what it means to be resilient * identifying when the characters in a fictional text are being confident, adaptable and/or persistent, and explaining their reasons * exploring artificial intelligence tools that can support persistence, for example tools that supplement text on demand with visual materials to support understanding * discussing strategies for, and the importance of, adaptability and persistence when considering preparedness for natural disasters such as bushfires or floods |
| strategies for evaluating performance when working independently; how to set appropriate goals and make informed, responsible decisions  VC2CP6S05 | * preparing a work plan outlining the steps they need to take to complete an independent task and achieve a goal, and reflecting on decisions they make to enable them to reach a deadline * contributing to a list of success criteria in order to monitor and cross-check their progress, and discussing how these criteria can help them to make decisions when faced with unexpected challenges |

#### Strand: Social Awareness and Management

##### Sub-strand: Relationships and diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| strategies for identifying stereotyping, discrimination and prejudice and how they impact people  VC2CP6O01 | * defining the terms ‘stereotype’, ‘discrimination’ and ‘prejudice’ and giving examples of each * exploring a range of given media articles and identifying examples of stereotypes, discrimination and prejudice * discussing how lack of understanding and respect for diversity can impact people’s lives |
| behaviours and attitudes that demonstrate sensitivity to individual, social and cultural differences, and why sensitivity to difference is important  VC2CP6O02 | * exploring a range of scenarios involving relationships and discussing with others how they might react respectfully in each situation, and why, and reflecting on what they have learnt * explaining why people are asked to stand up for particular passengers on public transport and discussing other ways in which sensitivity to the needs of community members can be shown * drawing on their knowledge of the impact of stereotyping and explaining how sensitivity to individual differences can be demonstrated in interactions or when creating text such as media articles * creating a narrative showing how a friendship broke down over differences and was then rebuilt with sensitivity to difference |
| the characteristics of respectful relationships and ways in which respectful relationships can be achieved, maintained and rebuilt  VC2CP6O03 | * brainstorming the characteristics of respectful relationships and displaying them on a poster * working in groups to develop a tip sheet for rebuilding respectful relationships, including consideration of sensitivity to individual and cultural differences * researching texts and selecting an example of an interaction where a respectful relationship might have been compromised but was ultimately maintained, and sharing with peers what they identified as the strengths of the interaction |

##### Sub-strand: Collaboration

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the characteristics of an effective team and team roles including leadership roles; strategies for reflecting on performance in a team role  VC2CP6O04 | * describing team roles, referring to the leader, the reporter and the recorder, and what these roles look like and sound like, and what they do * developing role descriptors that describe the skills and behaviours of collaborative teams and using these to reflect on team performance * assessing the effectiveness of roles within a collaborative group from an individual perspective * researching and reporting on a significant individual or group and how they demonstrated leadership |
| strategies and skills for preventing, defusing or resolving conflict, considering possible causes and effects of conflict in different situations  VC2CP6O05 | * identifying the causes of conflict in a range of scenarios and the link to emotional responses and behaviours * exploring the causes of conflict and suggesting possible consequences for families, friends and bystanders * practising conflict resolution strategies in collaborative situations and describing their effectiveness * exploring the concept of reconciliation and its connection to conflict resolution |

## Levels 7 and 8

### Band description

In Levels 7 and 8, the curriculum focuses on broadening students’ understanding of factors that influence decision-making, actions, behaviours and attitudes in personal and social contexts. Students are introduced to the concept of emotional complexity, becoming aware that positive and negative emotions can be felt at the same time. They learn strategies that foster self-efficacy, learning to critically engage with personal strengths and coping strategies and learning about enablers of and barriers to working independently and making effective and responsible decisions. They are encouraged to further develop a sense of purpose through learning to connect their personal interests to broader life, such as possible careers.

Students develop the ability to recognise respectful and non-respectful relationships in a range of contexts. They learn about differences in values and beliefs, and a range of factors that influence the way relationships are expressed and experienced, and apply their knowledge to considering how respectful relationships can be achieved, maintained and rebuilt. They begin to understand the role of human rights and associated responsibilities in achieving social cohesion.

The curriculum provides opportunities for students to identify situations in which they can collaborate, and to demonstrate the capacity to perform in a variety of team roles. They extend their understanding of collaboration to the setting of team goals and the consideration of the perspectives of others when setting team goals, and to monitoring and evaluating team performance.

### Achievement standard

By the end of Level 8, students identify emotional complexity and its causes and consequences in personal and social contexts.

They analyse a range of ways to support themselves and others in personal and social contexts, select strategies and justify their decisions, taking into consideration likely outcomes and contextual and other influencing factors, and analyse the results. They identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

Students analyse how respectful and non-respectful relationships are expressed and experienced between diverse individuals and groups in different contexts, and reflect on the implications for themselves and others. They explain how respect for human rights and responsibilities contributes to social cohesion.

Students identify opportunities for collaboration, collaboratively set team goals and monitor and evaluate team performance, considering the perspectives of others.

### Content descriptions and elaborations

#### Strand: Self-awareness and Management

##### Sub-strand: Emotional awareness and management

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| ways to recognise emotional complexity and its causes and consequences  VC2CP8S01 | * identifying triggers that evoke complex emotions * using ‘what if’ questions to explore a scenario and identifying changing emotional responses over time * analysing relationships between characters experiencing emotional complexity, through exploring dialogue in text * investigating ways in which the elements and conventions of drama are used to convey emotional complexity in different contexts |
| how to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity; strategies for peer support and empathetic communication when others encounter challenge or adversity  VC2CP8S02 | * identifying the range of possible emotions in a given scenario involving adversity and exploring how these could be managed * working in a group to brainstorm ways to acknowledge the challenge that a peer is going through and reflecting on what they have learnt from others in their group * practising ways to discuss adverse circumstances with a peer truthfully and sensitively * identifying and applying a coping strategy and reflecting on whether it was productive or unproductive in that situation |

##### Sub-strand: Self-efficacy and sense of purpose

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| strategies for reflecting on, using and further developing personal strengths to support themselves and others in different contexts; strategies for connecting personal interests to broader life such as careers  VC2CP8S03 | * discussing feedback as a way to further develop personal strengths, developing a simple survey to gain feedback from family and friends and identifying a goal for improvement * discussing different personal strengths with peers and identifying learning from these discussions * describing how they would like to receive feedback from peers about their personal strengths and sharing this with the class * developing questions to ask a range of guest speakers about how their careers reflect their personal interests and the barriers and enablers they encountered on their career pathway * developing an understanding of how learning that has engaged them might link to possible further learning and career pathways |
| strategies for improving confidence, adaptability and perseverance in response to challenges, including utilising personal strengths and appropriate coping strategies  VC2CP8S04 | * investigating perseverance and adaptability as entrepreneurial characteristics, including case studies of how these have contributed to business success, and reflecting on what they have learnt about how to support themselves to achieve a goal * exploring lives of artists and how they persevered and adapted in response to challenges, including the enablers and barriers they encountered, and reflecting on what they have learnt * identifying a learning challenge and selecting and applying an appropriate coping strategy, and reflecting on the outcome and decisions made |
| enablers of and barriers to improvements in working independently, making effective and responsible decisions and setting and achieving goals  VC2CP8S05 | * identifying positive and negative factors that influence independent learning to achieve goals and how knowledge of these factors can be used to support decision-making * responding to scenarios and identifying a range of responses and analysing their effectiveness * following the completion of an independent task, reflecting on the enablers and barriers they encountered, and setting a goal and actions to achieve the goal that take into account what has been learnt from past experience * learning how to use an artificial intelligence tool as an enabler to support setting and achieving goals |

#### Strand: Social Awareness and Management

##### Sub-strand: Relationships and diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| similarities and differences in people’s values and beliefs; how they can be expressed in diverse ways in relationships  VC2CP8O01 | * developing a list of values associated with a particular context, ranking them in order of importance and comparing them with classmates’ lists * interviewing a parent, grandparent or carer to determine what they value most and how they demonstrate what they value through their relationships * asking students to respond to a scenario individually, such as the use of various strategies to beat others to concert tickets, and comparing responses with those of classmates to explore differences in values and beliefs |
| the nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesion  VC2CP8O02 | * investigating the United Nations Universal Declaration of Human Rights, the Convention on the Rights of the Child and the Victorian Charter of Human Rights and Responsibilities, and exploring similarities and differences between them and their contribution to social cohesion * using examples to explore the impact on social relations and sense of social unity when human rights are challenged or disrespected, such as through large-scale wage theft or systematic disregard of occupational health and safety * exploring how social cohesion in a place contributes to liveability and how respect for human rights contributes to social cohesion, for example through the design of places to improve accessibility for people |
| factors that affect the ways in which personal and group relationships are expressed and experienced, including personal boundaries, extent of intimacy, distribution of power and social expectations  VC2CP8O03 | * defining what personal boundaries might be for individuals in different contexts and identifying the implications for respectful relationships * exploring what society deems to be socially acceptable or unacceptable about the ways in which relationships are expressed, and what has stayed the same and what has changed over time * exploring the distribution of power in workplaces and examples of how respectful and non-respectful relationships are expressed and experienced from different perspectives * exploring appropriate ways to express emotional responses in peer groups where there are differences in the extent of intimacy between members of the group |

##### Sub-strand: Collaboration

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| situations that benefit from collaboration; strategies for setting team goals; and ways team members can support one another to achieve team goals  VC2CP8O04 | * exploring similarities and differences between being a team leader and a team member, and strategies for identifying and communicating opportunities for collaboration * developing strategies in negotiation with others to mutually support one another to be successful in pursuit of team goals, reflecting on the results * using interaction skills to support themselves and a partner to undertake a task, and ref lecting on the benefits of collaborating on this task * practising strategies for supporting one another when reflecting on their own and others’ arts performances * identifying ways to support one another to work effectively in laboratory teams, including how to set team goals related to a scientific inquiry; reflecting on the benefits of collaborating on scientific inquiry * identifying and applying ways to reflect on collaboration on fieldwork, taking into consideration the perspectives of all members of the group |
| when and how to use skills and strategies to prevent, defuse and resolve conflict within and between groups in different contexts  VC2CP8O05 | * exploring the different types and causes of potential conflicts and points of intervention, considering all perspectives involved * discussing the merits of pre-emptive action versus conflict resolution in different contexts, considering likely outcomes * developing a toolkit of strategies to use in different conflict situations to support successful outcomes for themselves and others |

## Levels 9 and 10

### Band description

In Levels 9 and 10, the curriculum focuses on developing students’ ability to select and adapt strategies for managing challenging personal and social contexts and supporting others. They develop their capacity for analytical thinking as they learn to consider other perspectives and a range of personal and social barriers and enablers. Students are supported to further develop their self-efficacy as they learn to constructively reflect on their personal strengths, confidence, adaptability, perseverance and decision-making. They are encouraged to further develop a sense of purpose as they explore ways to plan for the future.

Students are provided with opportunities to engage with a range of factors that influence the acceptance of diversity and the ability to experience respectful personal and group relationships, developing an understanding of the benefits and challenges involved in engaging with diverse perspectives. They learn to analyse and evaluate strategies for being respectful of diversity and for managing competing rights and responsibilities in different contexts.

Students extend their capacity to take initiative as they learn to construct and manage effective teams, further building their leadership and collaboration skills.

### Achievement standard

By the end of Level 10, students analyse and evaluate emotional complexity in personal and social contexts from different perspectives. They analyse a range of ways to support themselves and others, make selections and adaptations and justify their decisions, taking into consideration other perspectives, enablers and barriers, as appropriate to different needs and contexts. They identify, analyse and reflect on strategies for responding to challenges and for supporting independence and responsible decision-making, considering personal and social enablers of and barriers to success, and making adaptations.

Students analyse different perspectives on social issues and the benefits and challenges involved in engaging with different perspectives. They explain the importance of respecting diversity and analyse the challenges involved, considering factors that influence the acceptance of diversity. Students analyse and evaluate strategies for being respectful of diversity and for managing competing rights and responsibilities in different contexts, considering factors that influence the ability to experience respectful personal and group relationships.

Students identify opportunities for collaboration and explain the characteristics of an effective team in different contexts. They analyse and apply strategies for constructing teams, managing and evaluating team performance, and making recommendations for improvements, considering the perspectives of others.

### Content descriptions and elaborations

#### Strand: Self-awareness and Management

##### Sub-strand: Emotional awareness and management

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| ways to analyse and evaluate emotional complexity in different contexts and from different perspectives  VC2CP10S01 | * comparing perspectives on emotions felt and expressed in a range of different scenarios and making recommendations about their preferred response, indicating the reasons for their recommendations * analysing representations from different perspectives and how different levels of emotional complexity may be involved or perceived * developing skills relevant to different drama styles to express emotional complexity, taking into account different perspectives |
| when and how to identify and use help- seeking and other productive coping strategies suited to different contexts; strategies for providing peer support, peer referral and empathetic communication in different contexts  VC2CP10S02 | * developing a guide for managing complex emotions in different situations, including how a preferred coping strategy could be adapted for different circumstances * rewriting a scenario to demonstrate alternative ways to express empathetic communication * constructing questions and engaging with a guest speaker to understand more about peer referral and how to adapt strategies for different people and circumstances |

##### Sub-strand: Self-efficacy and sense of purpose

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| strategies for reflecting on, using and further developing personal strengths to support themselves and others in challenging contexts; strategies for connecting personal strengths and interests to plan for the future  VC2CP10S03 | * imagining they are supporting a peer in a challenging situation, such as seeking funding from the school to start a new club, and discussing how they could support their peer by referring to their own personal strengths * examining personal strengths, identifying areas for improvement and designing a plan for an upcoming challenge, such as beginning senior secondary studies * identifying a personal goal or challenge, such as getting a part-time job, and developing a list of personal strengths and interests that would assist in meeting this goal or challenge * exploring how personal strengths are used in some organisations as a human resource management strategy |
| how to identify and adapt strategies for improving confidence, adaptability and perseverance in response to challenges in different contexts, considering personal and social enablers and barriers  VC2CP10S04 | * defining the concept of protective behaviours, giving examples, and discussing these as enablers * identifying factors that lead to improved confidence, adaptability and self-reflection, and using knowledge of these factors to adapt the ways they are supporting themselves and others * exploring case studies to assess a range of behaviours and attitudes and the effect they have on adaptability in the face of challenge * identifying a challenging situation or task and analysing the factors that contribute to managing the situation or completing the task * developing questions to support self-reflection in relation to confidence and adaptability, and the enablers and barriers involved, and adapting the questions to suit different contexts |
| the significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the future  VC2CP10S05 | * creating a mind map, identifying links between independence, individual responsibility and successful completion of a challenging task * drawing links between the degree of responsibility they are given and their motivation to complete tasks * developing a plan for the future, reflecting on what is within their control and what they are responsible for * identifying ways to support their decision-making as a project management skill when completing a sustained learning task, for example a scientific inquiry or the creation of an artwork |

#### Strand: Social Awareness and Management

##### Sub-strand: Relationships and diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| how divergent values and beliefs contribute to different perspectives on social issues; the benefits and challenges arising from different perspectives  VC2CP10O01 | * engaging with letters to the editor on a particular issue and analysing the different perspectives presented, including the values expressed * exploring links between personal values and perspectives on a social issue; participating in a hypothetical stakeholder panel to discuss the issue and reflecting on the benefits and challenges involved from the perspective of their particular stakeholder * exploring a social issue, for example one relating to health care, and articulating a range of perspectives, possible reasons for similarities and differences, and the benefits and challenges involved in engaging with different perspectives |
| barriers to and enablers of the acceptance of diversity, and how to evaluate strategies for being respectful of diversity; strategies for managing competing human rights and responsibilities  VC2CP10O02 | * discussing how human rights and responsibilities are expressed across a range of contexts and can sometimes come into tension with each other, for example at home, at school or in the workplace, or in local or global scenarios; exploring strategies for managing these tensions, such as through consideration of context or likely consequences of different possible actions * analysing the effects of actions that promote human rights and build a respectful, cohesive community, for example analysing the responsibilities that the Victorian Charter of Human Rights and Responsibilities imposes on civic institutions, how these responsibilities aim to foster a respectful, cohesive community, and the challenges involved * exploring visual communication practices that are respectful of diversity, and analysing and evaluating a range of examples demonstrating these practices * analysing how language choices affect respect for diversity |
| personal, social and cultural factors that influence the ability to experience respectful personal and group relationships; the rights and responsibilities of individuals in relationships  VC2CP10O03 | * discussing given scenarios and imagining the effect that saying ‘no’ to a request would have on a relationship, and how personal, social and cultural factors could influence confidence in saying ‘no’, and the outcome; discussing how confidence and sensitivity when saying ‘no’ can be improved * using a range of scenarios to develop a list of rights and responsibilities that support respectful relationships * exploring an example of cultural interconnection such as tourism and factors that influence the experience of respectful relationships in this context, and evaluating scenarios that depict these interconnections |

##### Sub-strand: Collaboration

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| strategies for constructing and managing effective teams; when and how to evaluate collaboration and make recommendations for improvements  VC2CP10O04 | * describing and reflecting on the contribution of individual group members to the overall completion of a task and providing feedback to peers, demonstrating sensitivity to different perspectives * explaining how clarity on roles contributes to group success, and developing strategies to ensure that future role descriptions and allocations align with the demands of tasks and the skill sets of group members * suggesting improvements to teamwork during the completion of team goals by reflecting on a specific experience and considering the perspectives of others |
| when and how to adapt skills and strategies to prevent, defuse or resolve conflict within and between groups in different contexts  VC2CP10O05 | * researching strategies that can be used to manage conflict in home, school, community and workplace contexts, where emotional complexity might be involved * examining the impact of language, listening skills and power dynamics on conflict, how they contribute to resolution or continuation of conflict, and how language and listening skills can be adapted to take account of different power dynamics * investigating strategies that could be used in response to a social challenge, including strategies for managing conflict between stakeholders, and reflecting on how these strategies could be used more broadly in other contexts |