Personal and Social Capability scope and sequence: Foundation to Level 10

| **Foundation** | **Levels 1 and 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
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| 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. | 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.  | 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. | 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, and they select strategies and justify their decisions, taking into consideration cause and effect in relation to situations, emotions, behaviours, attitudes and actions as appropriate. They reflect on the results of these strategies and decisions.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. | 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. | 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 |
| Strand: Self-awareness and Management  |
| Sub-strand: Emotional awareness and management |
| *Students learn about:* |
| verbal and non-verbal ways to recognise and identify emotional responses and situations associated with themVC2CPFS01 | verbal and non-verbal ways to recognise, name and describe emotional responses and situations associated with themVC2CP2S01 | the influence social situations have on emotional responses and behaviourVC2CP4S01 | how and why emotional responses and behaviour change in different personal and social contextsVC2CP6S01 | ways to recognise emotional complexity and its causes and consequencesVC2CP8S01 | ways to analyse and evaluate emotional complexity in different contexts and from different perspectivesVC2CP10S01 |
| strategies for identifying and coping with negative emotions, and for considering the feelings of othersVC2CPFS02 | 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 othersVC2CP2S02 | 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 othersVC2CP4S02 | 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 communicationVC2CP6S02 | 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 adversityVC2CP8S02 | 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 contextsVC2CP10S02 |
| Sub-strand: Self-efficacy and sense of purpose |
| *Students learn about:* |
| examples of different personal strengths and interests; examples of when and how personal strengths are usedVC2CPFS03 | actions for supporting personal strengths useful for school and broader life; actions for supporting developing awareness of personal interestsVC2CP2S03 | strategies for developing and using personal strengths to support themselves and others; strategies for developing personal interests to support personal growthVC2CP4S03 | 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 growthVC2CP6S03 | 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 careersVC2CP8S03 | 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 futureVC2CP10S03 |
| how problems and challenges are a part of everyday life, and actions that can be taken to manage themVC2CPFS04 | the importance of continued effort when faced with unfamiliar or challenging situations, including how it can help to try new thingsVC2CP2S04 | strategies that support persistence and adaptability when faced with challenging situations and changeVC2CP4S04 | what it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal actionVC2CP6S04 | strategies for improving confidence, adaptability and perseverance in response to challenges, including utilising personal strengths and appropriate coping strategiesVC2CP8S04 | 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 barriersVC2CP10S04 |
| behaviours that support independenceVC2CPFS05 | strategies to support working safely and independentlyVC2CP2S05 | strategies that support working independently and responsible decision-makingVC2CP4S05 | strategies for evaluating performance when working independently; how to set appropriate goals and make informed, responsible decisionsVC2CP6S05 | enablers of and barriers to improvements in working independently, making effective and responsible decisions and setting and achieving goalsVC2CP8S05 | the significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the futureVC2CP10S05 |
| Strand: Social Awareness and Management  |
| Sub-strand: Relationships and diversity |
| *Students learn about:* |
| groups to which they, their family and their peers belongVC2CPFO01 | the range of relationships and diversity found within familiesVC2CP2O01 | similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religionVC2CP4O01 | strategies for identifying stereotyping, discrimination and prejudice and how they impact peopleVC2CP6O01 | similarities and differences in people’s values and beliefs; how they can be expressed in diverse ways in relationshipsVC2CP8O01 | how divergent values and beliefs contribute to different perspectives on social issues; the benefits and challenges arising from different perspectivesVC2CP10O01 |
| actions required to include and care for others and make friends with peers, teachers and other adultsVC2CPFO02 | the importance of active listening for building awareness of different perspectivesVC2CP2O02 | how similarities and differences can affect relationships, and when and how behaviour and attitudes should be modifiedVC2CP4O02 | behaviours and attitudes that demonstrate sensitivity to individual, social and cultural differences, and why sensitivity to difference is importantVC2CP6O02 | the nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesionVC2CP8O02 | 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 responsibilitiesVC2CP10O02 |
|  | strategies for making and keeping friends; how actions and words can help or hurt others; and when, how and why behaviour should be modifiedVC2CP2O03 | the importance of including others in activities, groups and games, and how this can be enabledVC2CP4O03 | the characteristics of respectful relationships and ways in which respectful relationships can be achieved, maintained and rebuiltVC2CP6O03 | 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 expectationsVC2CP8O03 | personal, social and cultural factors that influence the ability to experience respectful personal and group relationships; the rights and responsibilities of individuals in relationshipsVC2CP10O03 |
| Sub-strand: Collaboration |
| *Students learn about:* |
| simple skills required for collaboration with peersVC2CPFO03 | broader skills required for collaboration with peers and ways to monitor contributions to group tasksVC2CP2O04 | the benefits of collaboration, and criteria that can be used to evaluate collaboration skillsVC2CP4O04 | the characteristics of an effective team and team roles including leadership roles; strategies for reflecting on performance in a team roleVC2CP6O04 | situations that benefit from collaboration; strategies for setting team goals; and ways team members can support one another to achieve team goalsVC2CP8O04 | strategies for constructing and managing effective teams; when and how to evaluate collaboration and make recommendations for improvementsVC2CP10O04 |
| verbal and non-verbal language to identify responses when experiencing personal interactions, including conflictVC2CPFO04 | situations where conflicts might occur between individuals, and appropriate and inappropriate behaviours and attitudes VC2CP2O05 | conflicts experienced in peer groups; the influence of different behaviours and attitudes on outcomesVC2CP4O05 | strategies and skills for preventing, defusing or resolving conflict, considering possible causes and effects of conflict in different situationsVC2CP6O05 | when and how to use skills and strategies to prevent, defuse and resolve conflict within and between groups in different contextsVC2CP8O05 | when and how to adapt skills and strategies to prevent, defuse or resolve conflict within and between groups in different contextsVC2CP10O05 |