Personal and Social Capability scope and sequence: Foundation to Level 6

| **Foundation** | **Levels 1 and 2** | **Levels 3 and 4** | **Levels 5 and 6** |
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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. |
| 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 them  VC2CPFS01 | verbal and non-verbal ways to recognise, name and describe emotional responses and situations associated with them  VC2CP2S01 | the influence social situations have on emotional responses and behaviour  VC2CP4S01 | how and why emotional responses and behaviour change in different personal and social contexts  VC2CP6S01 |
| strategies for identifying and coping with negative emotions, and for considering the feelings of others  VC2CPFS02 | 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 | 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 | 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 |
| 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 used  VC2CPFS03 | actions for supporting personal strengths useful for school and broader life; actions for supporting developing awareness of personal interests  VC2CP2S03 | strategies for developing and using personal strengths to support themselves and others; strategies for developing personal interests to support personal growth  VC2CP4S03 | 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 |
| how problems and challenges are a part of everyday life, and actions that can be taken to manage them  VC2CPFS04 | the importance of continued effort when faced with unfamiliar or challenging situations, including how it can help to try new things  VC2CP2S04 | strategies that support persistence and adaptability when faced with challenging situations and change  VC2CP4S04 | 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 |
| behaviours that support independence  VC2CPFS05 | strategies to support working safely and independently  VC2CP2S05 | strategies that support working independently and responsible decision-making  VC2CP4S05 | strategies for evaluating performance when working independently; how to set appropriate goals and make informed, responsible decisions  VC2CP6S05 |
| Strand: Social Awareness and Management | | | |
| Sub-strand: Relationships and diversity | | | |
| *Students learn about:* | | | |
| groups to which they, their family and their peers belong  VC2CPFO01 | the range of relationships and diversity found within families  VC2CP2O01 | similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion  VC2CP4O01 | strategies for identifying stereotyping, discrimination and prejudice and how they impact people  VC2CP6O01 |
| actions required to include and care for others and make friends with peers, teachers and other adults  VC2CPFO02 | the importance of active listening for building awareness of different perspectives  VC2CP2O02 | how similarities and differences can affect relationships, and when and how behaviour and attitudes should be modified  VC2CP4O02 | behaviours and attitudes that demonstrate sensitivity to individual, social and cultural differences, and why sensitivity to difference is important  VC2CP6O02 |
|  | 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 | the importance of including others in activities, groups and games, and how this can be enabled  VC2CP4O03 | the characteristics of respectful relationships and ways in which respectful relationships can be achieved, maintained and rebuilt  VC2CP6O03 |
| Sub-strand: Collaboration | | | |
| *Students learn about:* | | | |
| simple skills required for collaboration with peers  VC2CPFO03 | broader skills required for collaboration with peers and ways to monitor contributions to group tasks  VC2CP2O04 | the benefits of collaboration, and criteria that can be used to evaluate collaboration skills  VC2CP4O04 | the characteristics of an effective team and team roles including leadership roles; strategies for reflecting on performance in a team role  VC2CP6O04 |
| verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict  VC2CPFO04 | 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 outcomes  VC2CP4O05 | strategies and skills for preventing, defusing or resolving conflict, considering possible causes and effects of conflict in different situations  VC2CP6O05 |