Introducing Personal and Social Capability Version 2.0

The revised Victorian Curriculum F–10 Personal and Social Capability provides Victorian students with the knowledge and social and personal skills to collaborate effectively, recognise and manage emotional responses, face challenges with resilience, act with sensitivity and respect towards others, and develop a sense of purpose and wellbeing.

Personal and Social Capability Version 2.0 has enhanced alignment with learning areas, improved the progression of learning, and increased the clarity and coherence of the curriculum as a whole. The revisions have drawn on the expertise of teachers, academics and other educational experts. Content throughout the curriculum aligns with recent research and best practice, for example in relation to the Collaborative for Academic, Social and Emotional Learning framework.

The Personal and Social Capability curriculum contributes to fostering students’ confidence to succeed in senior secondary pathways.

Curriculum structure based on 2 interrelated strands

* **Content is organised into 2 interrelated strands: Self-awareness and Management, and Social Awareness and Management**.
* The sub-strands for Self-awareness and Management have been broadened to become Emotional awareness and management, and Self-efficacy and sense of purpose.
* **Teachers can easily integrate interrelated content from the 2 strands in and across learning areas**. This enables teachers to control how the knowledge and skills from the Personal and Social Capability can be used to add depth to the study of different content within each of the learning areas.

Easier to plan and implement

* **Verbs, or command terms, have been removed from the start of content descriptions**. This gives teachers greater control over the depth of learning, and enables them to respond to student need and to nuance planning to suit learning area contexts.
* **Knowledge and skills are set out in a consistent sequence** across the bands (as evidenced in the scope and sequence charts), helping teachers engage with and track student learning.
* **Stronger connections between the capabilities include**:
* support of the Metacognition strand of the Critical and Creative Thinking Capability, in relation to the development of skills for working independently, by the Self-efficacy and sense of purpose sub-strand of the Personal and Social Capability
* connections between the Intercultural Capability and the Personal and Social Capability in relation to knowledge and skills related to empathy, openness, respect and conflict resolution.
* **Delivery of the cross-curriculum priorities**, as expressed through the learning areas, is supported.

Clearer content descriptions, better aligned to achievement standards

* **Achievement standards and content descriptions are aligned more closely**, making planning and assessment in and through the learning areas more practical.
* **Technical language is revised to use contemporary terms throughout the curriculum**, for example in relation to productive coping strategies.
* **Emphasis on responsible decision-making and mental health management** enhances clarity and ease of use in the Emotional awareness and management sub-strand. This means that content descriptions now separate the focus on emotional awareness from management and strategies.

Other key revisions

Foundation to Level 6

* Compatibility of the Foundation to Level 6 curriculum for neurodiverse students is strengthened. For example, verbal and non-verbal strategies have been made explicit where relevant.
* Working independently and safely to support transition to school is emphasised.
* The concept of care at Foundation, which underpins inclusion and friendship, is introduced.
* The skill of responsible decision-making is introduced at Levels 3 and 4 and extended through Levels 5 and 6.
* A stronger relationship with the Victorian Early Years Learning Development Framework (VEYLDF) outcomes supports early years teachers to use the VEYLDF and the Personal and Social Capability curriculum to make informed curriculum decisions.

Levels 7 to 10

* The concept of emotional complexity is introduced at Levels 7 and 8. This has a continued focus at Levels 9 and 10, extending to analysing coping strategies and ways to support others in different contexts.
* Human rights education has been strengthened and defined at Levels 9 and 10 to suit a wider range of learning area contexts and distinguish content on values more clearly from the Ethical Capability.
* Development of leadership is strengthened in the Collaboration sub-strand. Examples include building capacity to initiate collaboration and to construct and manage teams, and increasing understanding that leadership can be distributed, rather than limited to a particular role.

► For more detailed revisions, see the [Personal and Social Capability – comparison of curriculums](https://f10.vcaa.vic.edu.au/capabilities/personal-and-social-capability/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.