Personal and Social Capability: Self-Awareness and Management

**Students who have a strong sense of identity will:**

* feel safe, secure and supported
* develop their emerging autonomy, interdependence, resilience and sense of agency
* learn to interact in relation to others with care, empathy and respect

**Students demonstrate strong identity when they:**

* initiate and join in play
* establish and maintain respectful and trusting relationships with other children.
* respond to ideas and suggestions
* openly express their feelings and ideas in their interactions with others
* increasingly cooperate and work collaboratively with others
* recognise their individual achievements and the achievements of others
* demonstrate an increasing capacity for self- regulation
* empathise with and express concern for others display awareness of and respect for others’ perspectives
* display awareness of and respect for others’ perspectives

**In demonstrating these capabilities, students are...**

* Recognising that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems. (F) (VCPSCSE003)
* Developing a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations. (F) (VCPSCSE001)
* Identify their likes and dislikes, needs and wants, abilities and strengths. (F) (VCPSCSE002)

(SOURCE: [VEYLDF ILLUSTRATIVE MAP: IDENTITY](https://www.vcaa.vic.edu.au/curriculum/earlyyears/veyldf/veyldf-illustrative-maps/Pages/Identity.aspx))

Personal and Social Capability: Social Awareness and Management

**Students who are connected with and contribute to their community will...**

develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation.

**Students demonstrate community when they...**

* cooperate with others and negotiate roles and relationships in play episodes and group experiences
* take action to assist other children to participate in social groups
* express an opinion in matters that affect them
* build on their own social experiences to explore other ways of being
* participate in reciprocal relationships
* gradually learn to ‘read’ the behaviours of others and respond appropriately
* understand different ways of contributing through play and projects
* are playful and respond positively to others, reaching out for company and friendship
* contribute to democratic decision-making about matters that affect them.

**In demonstrating these capabilities, students are...**

* Identifying a range of groups to which they, their family and members of their class belong. (F) (VCPSCSO004)
* Naming and practising basic skills required to work collaboratively with peers. (F) (VCPSCSO006)
* Using appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict. (F) (VCPSCSO007)

(SOURCE: [VEYLDF ILLUSTRATIVE MAP: COMMUNITY](https://www.vcaa.vic.edu.au/curriculum/earlyyears/veyldf/veyldf-illustrative-maps/Pages/Community.aspx))

Personal and Social Capability: Social -Awareness and Management

**Students who have a strong sense of well-being will…**

become strong in their social, emotional and spiritual wellbeing.

**Students demonstrate strong wellbeing when they…**

* remain accessible to others at times of distress, confusion and frustration
* share humour, happiness and satisfaction
* seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others
* increasingly cooperate and work collaboratively with others
* show an increasing capacity to understand, self- regulate and manage their emotions in ways that reflect the feelings and needs of others
* acknowledge and accept affirmation
* assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others
* recognise the contributions they make to shared projects and experiences.

**In demonstrating these capabilities, students are...**

* Practising the skills required to include others and make friends with peers, teachers and other adults. (F) (VCPSCSO005)
* Extending their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions. (L1–L2) (VCPSCSE008)
* Naming and practising basic skills required to work collaboratively with peers. (F) (VCPSCSO006)
* Recognising that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict. (L1–L2)
* (VCPSCSO015)

(SOURCE: [VEYLDF ILLUSTRATIVE MAP: WELLBEING](https://www.vcaa.vic.edu.au/curriculum/earlyyears/veyldf/veyldf-illustrative-maps/Pages/Wellbeing.aspx))