PDHPE sample Early Stage 1 scope and sequence

## Option A

Early Stage 1 (ES1) has an ‘Option A’ and ‘Option B’. This approach was developed to provide flexibility in making this scope and sequence suitable for a stage-based and/or a multi-stage context. Option A aligns with the ‘Odd’ years for stages 1-3 while Option B aligns with the ‘Even’ years for stages 1-3. Schools may choose the option that best suits their context.

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| Term | Outcomes | Learning overview | Opportunities to address | |
| Term 1  PDHPE  Weeks 1-6 | PDe-3  PDe-7  PDe-9  PDe-10 | **Unit title** – How can we include others and build respectful relationships?  **Unit description** – Students practise interpersonal skills to support positive interactions with others and recognise how it feels to be included in activities. Through yarning circles and participation in a wide range of challenges, including physical activity, students develop their communication skills while learning to cooperate and manage their behaviour in various settings.  **Key inquiry questions**  What makes me unique?  How can we care for and include each other?  How do we participate with others when we are active?  What choices can help to make me safe, supported and active? What helps us to stay healthy and safe? | Child protection | |
| Term 1  PDH  Weeks 7-10 | PDe-2  PDe-7  PDe-9  PDe-10 | **Unit title** – How can I be an advocate for my own and others’ health and wellbeing?  **Unit description** – Students develop knowledge and skills that allows them to advocate for positive health and wellbeing. They communicate the importance of hygiene practices, express ways of showing kindness and care to others and recognise what makes the environment safe and supportive. Students share what they enjoy about being physically active and identify how regular physical activity can support their health and wellbeing.  What choices can help to make me safe, supported and active?  What helps us to stay healthy and safe? | Road safety  Drug education | |
| Term 1  PE  Weeks 7-10 | PDe-4  PDe-6  PDe-11 | **Unit title** – How does my culture influence the games I play?  **Unit description** – Students explore the contextual factors that can influence an individual’s participation in physical activity such as available equipment, personal interests and family and community events.  Students practise and demonstrate movement skills while participating in various cultural activities including Aboriginal and Torres Strait Islander games. They play games with or without equipment and respond to various stimuli such as cultural traditions, music and/or instructions.  **Key inquiry questions**  How do we move our bodies?  How can we solve problems when moving?  How do we participate with others when we are active? |  | |
| Term 2  PDH  Weeks 1-10 | PDe-1  PDe-2  PDe-3  PDe-7  PDe-9  PDe-10 | **Unit title** – Keeping myself safe  **Unit description** – Students explore different parts of the body, including those which are private, rights and responsibilities, appropriate touch and how to respond to inappropriate touch. Students recognise reactions and body signals to safe and unsafe situations and develop their help seeking and interpersonal skills, including how to express ways to show respect to others, and use No-Go-Tell.  **Key inquiry questions**  What makes me unique?  How do we grow?  How can we care for and include each other?  What choices can help to make me safe, supported and active?  What helps us to stay healthy and safe?  How do we make healthy and safe choices in different situations? | Child protection | |
| Term 2  PE Weeks 1-10 | PDe-4  PDe-5  PDe-11 | **Unit title** – How can I use tactics to be successful in territory games?  **Unit description** – Students test and apply various tactics and strategies involving movement, space, time, equipment and rules to improve their chance of success in territory games. They use movement skills to solve games-based problems. For example, they may apply various movement skills to a game situation and evaluate which skill increased their chances of success.  Please note: Territory games are also commonly known as ‘invasion games’. To maintain cultural sensitivity and respect to Aboriginal and Torres Strait Islander People these games will be referred to as ‘territory games’.  **Key inquiry questions**  How do we move our bodies?  How can we solve problems when moving?  How do we participate with others when we are active?  What choices can help to make me safe, supported and active? |  |
| Term 3  PDH  Weeks 1-10 | PDe-1  PDe-2  PDe-9 | **Unit title** – What are the changes happening in my world and how can I manage them?  **Unit description** – Students identify and describe how their body grows and changes. They identify personal strengths and qualities and explain which activities they enjoy and why. Students recognise that people have different thoughts, feelings and responses to various situations and identify emotional responses people may experience.  **Key inquiry questions**  What makes me unique?  How do we grow?  How can we care for and include each other? |  | |
| Term 3  PE  Weeks 1-10 | PDe-5  PDe-8  PDe-11 | **Unit title** – How does physical activity support positive health and wellbeing?  **Unit description** – Students identify how physical activity makes them feel and the benefits to their health. They demonstrate movement skills using different parts of their body and explore possible solutions to movement challenges. Students participate in movement challenges through traditional games, rhythmic movement and engagement with natural environments and outdoor adventure activities, such as parkour and orienteering. They identify how enjoyment impacts their participation in physical activity for life.  **Key inquiry questions**  How do we move our bodies?  How can we solve problems when moving?  How do we participate with others when we are active?  What choices can help to make me safe, supported and active? |  | |
| Term 4  PDH  Weeks 1-10 | PDe-2  PDe-6  PDe-9 | **Unit title** – How do our decisions keep people safe?  **Unit description** – Students practise self-management skills that promote health, safety and wellbeing. They identify people that can help them in different situations and explore contextual factors that influence safety. Students recognise safety symbols, how local Aboriginal people stay safe on-Country, the safe use of technology, road and water safety procedures.  **Key inquiry questions**  How can we care for and include each other?  How do we participate with others when we are active?  What choices can help to make me safe, supported and active?  What helps us to stay healthy and safe?  How do we make healthy and safe choices in different situations? | Road safety  Drug education | |
| Term 4  PE  Weeks 1-10 | PDe-4  PDe-9  PDe-11 | **Unit title** – How can I develop a wide range of skills while moving?  **Unit description** – Students develop the skills of running, jumping and throwing and identify how these skills may transfer to other movement activities. They use this knowledge to complete various movement challenges. Students identify feelings associated with competition, over-coming challenge to develop resilience and the importance of positive communication with others.  **Key inquiry questions**  How can we care for and include each other?  How do we move our bodies?  How can we solve problems when moving?  How do we participate with others when we are active?  What choices can help to make me safe, supported and active?  What helps us to stay healthy and safe? |  | |