PDHPE sample early stage 1 scope and sequence

## Option B

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 1PDHWeeks 1-10 | PDe-6PDe-7 PDe-8PDe-9 | **Unit title** – How does connection influence my health and wellbeing?**Unit description** – Students identify the health and wellbeing benefits of connection, belonging and relationships, including the health benefits for local Aboriginal People through connection to Country. They express ways of showing kindness and care and recognise that being respectful supports their own and others’ health and wellbeing. Students recognise how participation in physical activity, inclusion in groups and collaboration with peers can support their mental health.**Key inquiry questions**How can we care for and include each other? What helps us to stay healthy and safe?How do we make healthy and safe choices in different situations? |  |
| Term 1PEWeeks 1-10 | PDe-4PDe-5PDe-8PDe-11 | **Unit title** – How can I express myself through movement?**Unit description** – Students perform rhythmic and expressive movement skills to respond to stimuli such as narrative, experiences and/or music. Students observe and repeat movements that require actions of the whole body, including non-locomotor and locomotor movements at different speeds, levels and in different directions.**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 2PDH Weeks 1-10 | PDe-1PDe-2PDe-3PDe-7PDe-9PDe-10 | **Unit title** – Keeping myself safe**Unit description** – Students explores 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 2PEWeeks 1-10 | PDe-4PDe-5 PDe-9PDe-11 | **Unit title** – ‘How can I use tactics to be successful in net/wall and striking and fielding 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 net/wall and striking and fielding 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.**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 3PDHWeeks 1-10 | PDe-6PDe-7 PDe-8PDe-9 | **Unit title** – How can my choices influence my health?**Unit description** – Students identify practices that contribute to positive health. This includes eating habits, food selection, the advantages of customary diets of local Aboriginal People on-Country and the safe use and storage of household medications and poisons. Students recognise the benefits of being physical active and how a healthy diet supports this. They explore the contextual factors that impact their health such as activities they like, equipment that is available and who makes decisions for their family about food and activity.**Key inquiry questions**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 safetyDrug education |
| Term 3PEWeeks 1-10  | PDe-4PDe-5 PDe-9 | **Unit title** – How can I solve problems while moving?**Unit description** – Students practise different object control skills to propel an object towards a target. They test different skill techniques to identify the influence of individual skill components. Students use the different skill techniques to test solutions to a variety of movement challenges.**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 4PDHWeeks 1-10 | PDe-2 PDe-3PDe-9 | **Unit title** – How do challenges strengthen my resilience?**Unit description** – Students recognise that other people may have different views, thoughts, feelings and needs. They develop resilience by identifying their own unique strengths and qualities and recognise how they can apply them to different physical, emotional or social challenges.**Key inquiry questions**What makes me unique? How can we care for and include each other? What choices can help to make me safe, supported and active?  |  |
| Term 4PEWeeks 1-5 | PDe-4PDe-5 PDe-6PDe-11 | **Unit title** – How can I use my skills to create movement opportunities?**Unit description** – Through participation in a range of activities from diverse cultures, including Aboriginal and Torres Strait Islander games students perform stability, non-locomotor, locomotor and object control skills. Following teacher modification of the games, students identify the changes, trial a number of techniques and attempt different ways to play the game, discussing which ways were successful or not.**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 4PEWeeks 6-10 | PDe-4PDe-5PDe-11 | **Unit title** – How can I develop skills around water?**Unit description** – Students perform water safety, familiarisation and awareness skills. They participate in physical activities in an aquatic or dry environment that require awareness of personal safety and boundaries such as where the water deepens. Students recognise safety symbols and procedures for their own and others safety in various water environments.**Key inquiry questions**How do we move our bodies? How can we solve problems when moving? What choices can help to make me safe, supported and active? How do we make healthy and safe choices in different situations? |  |