PDHPE sample Stage 1 scope and sequence

## Odd year

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1PDHPEWeeks 1-6 | PD1-3PD1-7PD1-9PD1-10 | **Unit title** – How can we include others and build respectful relationships?**Unit description** – Students learn to value diversity and foster connection with others through recognising similarities and differences within groups. They develop social awareness through participating in group activities, such as yarning circles, and explore ways to interact with others that promotes inclusion. Students identify and demonstrate ethical behaviour that supports safety and fair play in movement settings, such as rule identification and sharing equipment.**Key inquiry questions**How does my uniqueness shape who I am? How can we be inclusive and respectful?How can we move and improve our involvement in physical activity? How can we participate safely and fairly during physical activity?How can I act to help make my environments healthy, safe and active?  | Child protection |
| Term 1PDHWeeks 7-10 | PD1-2PD1-7PD1-9PD1-10 | **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.**Key inquiry questions**How can we be inclusive and respectful?How can I be responsible for my own, and others health, safety and wellbeing? How can I act to help make my environments healthy, safe and active?  | Child protectionRoad safetyDrug education |
| Term 1PEWeeks 7-10 | PD1-4PD1-6PD1-11 | **Unit title** – How does my culture influence the games I play?**Unit description** – Students develop understanding of the contextual factors that influence their participation in physical activity such as available equipment, personal interests and family and community events. They learn about and participate in culturally diverse physical activities including Aboriginal and/or Torres Strait Islander games.Students perform locomotor skills in a variety of contexts and use a selection of equipment to develop object control skills.**Key inquiry questions**What are the different ways we can move our body? How can we move and improve our involvement in physical activity? How can we participate safely and fairly during physical activity?What influences my decisions and actions to be healthy, safe and physically active? |  |
| Term 2PDHWeeks 1-10 | PD1-1PD1-2PD1-3PD1-7PD1-9PD1-10 | **Unit title** – Staying safe**Unit description** – Students practise a range of protective strategies for responding to various situations. They build their understanding of connection and belonging by identifying groups they belong to and recognising behaviours which include and exclude others. Students develop and apply interpersonal and self-management skills to build relationships, demonstrate cooperation and communicate respectfully in the class and small groups.**Key inquiry questions**How does my uniqueness shape who I am? How do we grow and change over time? How can we be inclusive and respectful??How can I be responsible for my own, and others health, safety and wellbeing? How can I act to help make my environments healthy, safe and active? | Child protection |
| Term 2PEWeeks 1-10 | PD1-4PD1-5PD1-10PD1-11 | **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 perform and combine movement skills and sequences to solve games-based problems. For example, they test where and how they move in space to evaluate which strategy improved 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**What are the different ways we can move our body? How can we move and improve our involvement in physical activity?How can we participate safely and fairly during physical activity? |  |
| Term 3PDHWeeks 1-10 | PD1-1PD1-2 PD1-9 | **Unit title** – What are the changes happening in my world and how can I manage them?**Unit description** – Students identify and describe social and physical changes that occur in their lives as they grow older. They understand the basic needs and rights of a child that support them as they grow and change. Students identify how their growing independence and responsibility continues to change. They identify their own and others’ feelings and emotions in different situations and positive ways to respond.**Key inquiry questions**How does my uniqueness shape who I am? How do we grow and change over time? How can we be inclusive and respectful?How can I act to help make my environments healthy, safe and active?  |  |
| Term 3PEWeeks 1-10 | PD1-5PD1-8 PD1-11 | **Unit title** – How does physical activity support positive health and wellbeing?**Unit description** – Students describe how physical activity makes them feel and the benefits to their health. They practise movement skills using different parts of their body and propose possible solutions to movement challenges through participation in traditional games, rhythmic movement and engaging with natural environments and outdoor adventure activities such as parkour and orienteering. They understand how enjoyment impacts their participation in physical activity for life.**Key inquiry questions**What are the different ways we can move our body? How can we move and improve our involvement in physical activity? How can I be responsible for my own, and others health, safety and wellbeing? What influences my decisions and actions to be healthy, safe and physically active? |  |
| Term 4PDHWeeks 1-10 | PD1-2PD1-6 PD1-9 | **Unit title** – How do our decisions keep people safe?**Unit description** – Students demonstrates self-management skills in taking responsibility for their own health, safety and wellbeing. They understand the contextual factors that influence the health and safety of themselves and others, including Aboriginal and Torres Strait Islander Peoples. Students recognise and describe feelings, reactions and warning signs that can help distinguish safe or unsafe situations. They recognise safe choices for a variety of situations that include the safe use of technology travel and water environments.**Key inquiry questions**What are the different ways we can move our body? How can I be responsible for my own, and others health, safety and wellbeing? How can I act to help make my environments healthy, safe and active? | Child protectionRoad safetyDrug education |
| Term 4PEWeeks 1-10 | PD1-4 PD1-5PD1-9PD1-11 | **Unit title** – How can I develop a wide range of skills while moving?**Unit description** – Students practise the skills of running, jumping and throwing and explore how these skills may transfer to other movement activities. They use this knowledge to create their own movement challenges. Students recognise feelings associated with competition, over-coming challenge to develop resilience, how to best support others and the importance of positive communication.**Key inquiry questions**How can we be inclusive and respectful?What are the different ways we can move our body?How can we move and improve our involvement in physical activity? How can we participate safely and fairly during physical activity? |  |

## Even year

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1PDHWeeks 1-10 | PD1-6PD1-7 PD1-8PD1-9 | **Unit title** – How does connection influence my health and wellbeing?**Unit description** – Students explore the health and wellbeing benefits of connection, belonging and relationships, including kinship as an important part of local Aboriginal and Torres Strait Islander cultures. They describe how being fair, respectful and inclusive contribute to their own and others’ health and wellbeing. Students explore the connections of regular physical activity to positive mental health.**Key inquiry questions**How can we be inclusive and respectful?How can I be responsible for my own, and others health, safety and wellbeing? How can I act to help make my environments healthy, safe and active? What influences my decisions and actions to be healthy, safe and physically active? |  |
| Term 1PEWeeks 1-10 | PD1-4PD1-5 PD1-8PD1-11 | **Unit title** – How can I express myself through movement?**Unit description** – Students perform rhythmic and expressive movement skills by following, rehearsing and/or modifying movement sequences in response to music, narrative and/or experiences. Students construct creative movement sequences that demonstrate variations in speed, direction and level in response to changes in the music’s tempo, characters in a story and/or lived experiences.**Key inquiry questions**How does my uniqueness shape who I am? What are the different ways we can move our body? How can we move and improve our involvement in physical activity? How can we participate safely and fairly during physical activity?What influences my decisions and actions to be healthy, safe and physically active? |  |
| Term 2PDHWeeks 1-10 | PD1-1PD1-2 PD1-3PD1-7PD1-9PD1-10 | **Unit title** – Strengths and strategies for safety**Unit description** – Students explore positive ways of interacting with others and how strengths can be used to demonstrate respectful behaviour. Students explore differences between themselves and their classmates and the benefits of diversity. They consider how body signals, inappropriate touch and unsafe secrets are warning signs and how they can recognise and make safe choices. Students also examine bullying behaviours and ways to respond to bullying from different perspectives.**Key inquiry questions**How does my uniqueness shape who I am? How do we grow and change over time? How can we be inclusive and respectful?How can I be responsible for my own, and others health, safety and wellbeing? How can I act to help make my environments healthy, safe and active? What influences my decisions and actions to be healthy, safe and physically active? | Child protection |
| Term 2PEWeeks 1-10 | PD1-4PD1-5 PD1-9PD1-11 | **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 perform and combine movement skills and sequences to solve games-based problems. For example, they test where and how they move in space to evaluate which strategy improved their chances of success.**Key inquiry questions**What are the different ways we can move our body? How can we move and improve our involvement in physical activity? How can we participate safely and fairly during physical activity? |  |
| Term 3PDHWeeks 1-10 | PD1-6PD1-7 PD1-8PD1-9 | **Unit title** – How can my choices influence my health?**Unit description** – Students explore positive health choices such as the benefits of participation in regular physical activity, the impact of smoking and selecting nutritious food, including the benefits of bush tucker as part of a healthy diet. They develop understanding of contextual factors that influence their health such as the reasons for personal food choices, eating habits and participation in physical activity.**Key inquiry questions**How can we be inclusive and respectful?How can I be responsible for my own, and others health, safety and wellbeing?How can I act to help make my environments healthy, safe and active? What influences my decisions and actions to be healthy, safe and physically active? | Road safetyDrug education |
| Term 3PEWeeks 1-10 | PD1-4PD1-5 PD1-9 | **Unit title** – How can I solve problems while moving?**Unit description** – Students test and create solutions to a variety of target games through modifying movement sequences. They predict the outcome of different strategies in propelling an object at a target by considering how space, time, effort and equipment influence the accuracy.**Key inquiry questions**What are the different ways we can move our body? How can we move and improve our involvement in physical activity?How can we participate safely and fairly during physical activity? |  |
| Term 4PDHWeeks 1-10 | PD1-2 PD1-3 PD1-9 | **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**How does my uniqueness shape who I am? How can we be inclusive and respectful?What influences my decisions and actions to be healthy, safe and physically active? |  |
| Term 4PEWeeks 1-5 | PD1-4PD1-5 PD1-6PD1-11 | **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**What are the different ways we can move our body? How can we move and improve our involvement in physical activity? How can we participate safely and fairly during physical activity? |  |
| Term 4PEWeeks 6-10 | PD1-4 PD1-5 PD1-11 | **Unit title** – How can I develop skills around water?**Unit description** – Students perform a range of water safety and survival skills in an aquatic or dry environment. They learn how to propel themselves through the water in a streamlined position, using arm action and continuous kicking. Students explore actions to stay safe in a range of water environments and predict possible outcomes of alternative actions, identifying the most effective strategy.**Key inquiry questions**What are the different ways we can move our body?How can we move and improve our involvement in physical activity?How can I act to help make my environments healthy, safe and active? |  |