PDHPE Sample Year 6 scope and sequence

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1PDH10 weeks | PD3-2PD3-3PD3-9PD3-10 | **Unit title** – How can I be a good citizen?**Unit description** – Students examine and practise the skills needed to establish positive relationships within their local community. They will demonstrate leadership skills within their community and be proactive in their support of fellow citizens.**Key inquiry questions**How does my uniqueness change over time?How do empathy, inclusion and respect have an impact on myself and others?How responsible am I for my own and others’ health, safety and wellbeing?What actions positively influence the health, safety and wellbeing of my community? | Child protectionDrug education |
| Term 1PE10 weeks | PD3-4PD3-5PD3-10PD3-11 | **Unit title** – How can I improve as a team player?**Unit description** – Students perform and analyse a variety of movement sequences, applying them to invasion/territorial games. They learn how to adopt inclusive practices and use effective communication to solve problems and complete various challenges.**Key inquiry questions**How can we adapt and perform movement and skills in different situations?How can we use strategies and tactics to create solutions to movement challenges?How can we work with others to build positive relationships during physical activity? |  |
| Term 2PDH10 weeks | PD3-1PD3-6PD3-7PD3-9 | **Unit title** – How am I responsible for managing my increasing independence?**Unit description** – Students investigate their growing independence and how their decision making affects the personal safety of themselves and others within their community.**Key inquiry questions**How can I manage transitions and challenges?What actions positively influence the health, safety and wellbeing of my community?How responsible am I for my own and others’ health, safety and wellbeing?How does a healthy safe and active lifestyle enhance connection with others? | Child protectionDrug educationRoad safety |
| Term 2PE10 weeks | PD3-4PD3-8PD3-10PD3-11 | **Unit title** – How can we move to the music?**Unit description** – Students explore rhythmic and expressive movement skills while creating and modifying movement sequences. They recognise how participating in physical activity and movement can promote positive outcomes for all participants.**Key inquiry questions**How can we adapt and perform movement skills in different situations?What actions positively influence the health, safety and wellbeing of my community? |  |
| Term 3PDH10 weeks | PD3-1PD3-2PD3-3PD3-9 | **Unit title** – How are we changing?**Unit description** – Students explore and develop an understanding of how they change through their adolescent years. They devise strategies to manage physical and emotional changes that occur through puberty.**Key inquiry questions**How does my uniqueness change over time?How can I manage transitions and challenges?How do empathy, inclusion and respect have an impact on myself and others? | Child protectionDrug education |
| Term 3PE10 weeks | PD3-4PD3-5PD3-10PD3-11 | **Unit title** – How can I change the game?**Unit description** – Students practise specialised movement skills and apply critical and creative thinking to be successful participants in various net and wall games. They focus on explaining rules and propose changes to games to make them more inclusive.**Key inquiry questions**How can we adapt and perform movement skills in different situations?How can we use strategies and tactics to create solutions to movement challenges?How responsible am I for my own and others health, safety and wellbeing? |  |
| Term 4PDH10 weeks | PD3-6PD3-7PD3-9 | **Unit title** – How can I look after myself?**Unit description** – Students examine the role of physical activity in maintaining a healthy lifestyle. They investigate how to implement practices into their daily lives which help promote positive individual health and wellbeing.**Key inquiry questions**How responsible am I for my own and others health, safety and wellbeing?What actions positively influence the health, safety and wellbeing of my community?How does a healthy safe and active lifestyle enhance connection with others? |  |
| Term 4PE10 weeks | PD3-4PD3-5PD3-9PD3-11 | **Unit title** – How do I defend?**Unit description** – Students develop skills to manipulate and modify time and space when participating in team games and sports. They build their capacity to demonstrate defensive and offensive play in games while assessing and refining their performance.**Key inquiry questions**How can we adapt and perform movement skills in different situations?How can we use strategies and tactics to create solutions to movement challengeHow can we work with others to build positive relationships during physical activity? |  |

[**PDHPE K-10 Syllabus**](http://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=)© NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2018.