PDHPE sample Early Stage 1 to Stage 3 scope and sequence

## Even year

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| Term | ES1 | Stage 1 | Stage 2 | Stage 3 | Learning overview | Opportunities to address |
| **Term1 PDH**  10 weeks | PDe-2  PDe-3  PDe-6  PDe-10 | **PD1-2**  **PD1-3**  **PD1-6**  **PD1-10** | **PD2-2**  **PD2-3**  **PD2-6**  **PD2-10** | **PD3-2**  **PD3-3**  **PD3-6**  **PD3-10** | **Unit title** – How can we care for and include each other?  **Unit description** – Students develop a range of protective strategies and learn how these can be applied in a range of situations. They explore how to build and maintain caring, respectful and inclusive relationships.  **Key inquiry questions**   * ES1 – How can we care for and include each other? How do we make healthy and safe choices in different situations? * Stage 1 – How can we be inclusive and respectful? What influences my decisions and actions to be healthy, safe and physically active? * Stage 2 – How can we manage change? Why are empathy, inclusion and respect important in our relationships? What skills and strategies do we need to be healthy, safe and empowered? * Stage 3 – How do empathy, inclusion and respect have an impact on myself and others? How does a healthy safe and active lifestyle enhance connection with others? How responsible am I for my own and others’ health, safety and wellbeing? | Child protection  Drug education  Road safety |
| Term 1 PE  10 weeks | PDe-4  PDe-11 | PD1-4  PD1-11 | PD2-4  PD2-11 | PD3-4  PD3-11 | **Unit title** – How does our body move?  **Unit description** – Students explore movement skills to create and perform movement sequences. They develop an understanding of these skills and related movement concepts to apply them to achieve specific movement goals.  **Key inquiry questions**   * ES1 – How do we move our bodies? How can we solve problems when moving? * Stage1 – What are the different ways we can move our body? How can we move and improve our involvement in physical activity? * Stage 2 – How can we move our bodies to perform skills in different ways? How can we demonstrate our understanding of movement to solve challenges? * Stage 3 – How can we adapt and perform movement skills in different situations? How can we use strategies and tactics to create solutions to movement challenges? |  |
| Term 2 PDH  10 weeks | PDe-1  PDe-2  PDe-3  PDe-9 | PD1-1  PD1-2  PD1-3  PD1-9 | PD2-1  PD2-2  PD2-3  PD2-9 | PD3-1  PD3-2  PD3-3  PD3-9 | **Unit title** – How do we grow and change?  **Unit description** – Students develop an understanding of the physical, social and emotional changes they may experience as they grow and change. With a focus on developing self-management skills students build capacities to be confident, independent and resilient. They will learn to gather information, access support and recognise when help is needed.  **Key inquiry questions**   * **Early Stage 1** – **How do we grow? What makes me unique? How can we care for and include each other? What choices can help to make me safe, supported and active?** * **Stage1** – **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?** * **Stage 2** – **How does who I am influence others? How can we manage change? Why are empathy, inclusion and respect important in our relationships? How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?** * **Stage 3** – **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? What actions positively influence the health, safety and wellbeing of my community?** | Child protection |
| Term 2 PE  10 weeks | PDe-4  PDe-5  PDe-9 | PD1-4  PD1-5  PD1-9 | PD2-4  PD2-5  PD2-9 | PD3-4  PD3-5  PD3-9 | **Unit title** – How can we solve problems when moving?  **Unit description** – Students will test and create solutions to a variety of movement challenges through modifying movement sequences and games. For example, they may modify or change the rules, equipment, scoring systems and/or playing area. Students design strategies that improve their own and others health and apply these to increase levels of physical activity at home and school.  **Key inquiry questions**   * Early Stage 1 – How do we move our bodies? How can we solve problems when moving? How do we participate with others when we are active? * Stage1 – 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? * Stage 2 – How can we move our bodies to perform skills in different ways? How can we demonstrate our understanding of movement to solve challenges? How can we include others in physical activity? * Stage 3 – 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 can we work with others to build positive relationships during physical activity? |  |
| Term 3 PDH  10 weeks | PDe-2  PDe-6  PDe-9 | PD1-2  PD1-6  PD1-9 | PD2-2  PD2-6  PD2-9 | PD3-2  PD3-6  PD3-9 | **Unit title** – How can I keep myself and others safe?  **Unit description** – Students are provided with opportunities to explore actions to enhance their own and others’ safety and wellbeing. Through practical application students develop help-seeking skills and adopt strategies to help keep themselves and others safe.  **Key inquiry questions**   * ES1 – 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? * Stage1 – 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? * Stage 2 – Why are empathy, inclusion and respect important in our relationships? How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? How can I contribute to promote healthy, safe and active communities? How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? What skills and strategies do we need to be healthy, safe and empowered? * Stage 3 – How can I manage transitions and challenges? 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? How does a healthy safe and active lifestyle enhance connection with others? | Child protection  Drug education  Road safety |
| Term 3 PE  10 weeks | PDe-4  PDe-9  PDe-10 | PD1-4  PD1-9  PD1-10 | PD2-4  PD2-9  PD2-10 | PD3-4  PD3-9  PD3-10 | **Unit title** – How do we participate with others when active?  **Unit description** – Students develop and use strategies to participate in physical activities in different movement contexts. Through game play, students describe and model positive behaviours and identify how to increase participation in physical activity.  **Key inquiry questions**   * Early Stage 1 – 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? * Stage1 – 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? How can I be responsible for my own, and others’ health, safety and wellbeing? * Stage 2 – How can we move our bodies to perform skills in different ways? How can we demonstrate our understanding of movement to solve challenges? How can we include others in physical activity? How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? * Stage 3 – 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 can we work with others to build positive relationships during physical activity? What actions positively influence the health, safety and wellbeing of my community? |  |
| Term 4 PDH  10 weeks | PDe-6  PDe-7  PDe-8  PDe-9 | PD1-6  PD1-7  PD1-8  PD1-9 | PD2-6  PD2-7  PD2-8  PD2-9 | PD3-6  PD3-7  PD3-8  PD3-9 | **Unit title** – How can we make positive health choices?  **Unit description** – Students practise strategies they can use to support their own and others’ health and wellbeing. They examine contextual factors that influence their own and others’ decisions and behaviours relating to nutrition, physical activity, safety and wellbeing.  **Key inquiry questions**   * ES1 – How do we make healthy and safe choices in different situations? What helps us to stay healthy and safe? What choices can help to make me safe, supported and active? * Stage1 – 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? * Stage 2 – What skills and strategies do we need to be healthy, safe and empowered? How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? How can I contribute to promote healthy, safe and active communities? * Stage 3 – How does a healthy safe and active lifestyle enhance connection with others? 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? | Child protection  Drug education  Road safety |
| Term 4 PE  10 weeks | PDe-4  PDe-5  PDe-11 | PD1-4  PD1-5  PD1-11 | PD2-4  PD2-5  PD2-11 | PD3-4  PD3-5  PD3-11 | **Unit title** – How do we move, learn and think through invasion games?  **Unit description** – Students develop the skills to be active and confident participants in invasion games. A focus is placed on decision making, problem solving, critical and creative thinking, tactical game play and movement skills.  **Key inquiry questions**   * ES1 – How do we move our bodies? How can we solve problems when moving? * Stage1 – What are the different ways we can move our body? How can we move and improve our involvement in physical activity? * Stage 2 –- How can we demonstrate our understanding of movement to solve challenges? How can we move our bodies to perform skills in different ways? * Stage 3 – How can we use strategies and tactics to create solutions to movement challenges? How can we adapt and perform movement skills in a range of situations? |  |

## Odd year

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| Term | ES1 | Stage 1 | Stage 2 | Stage 3 | Learning overview | Opportunities to address |
| **Term1 PDH**  10 weeks | PDe-2  PDe-6  PDe-7  PDe-9 | PD1-2  PD1-6  PD1-7  PD1-9 | **PD2-2**  **PD2-6**  **PD2-7**  **PD2-9** | **PD3-2**  **PD3-6**  **PD3-7**  **PD3-9** | **Unit title** – How can I be healthy, safe and active?  **Unit description** – Students explore opportunities and take action to lead healthy, safe and active lives. They develop an understanding of the role of protective strategies in promoting and maintaining their own and others wellbeing. Students explore ways of being active to positively contribute to their own and others’ health.  **Key inquiry questions**   * ES1 – 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? * Stage1 – 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? * Stage 2 – How can I contribute to promote healthy, safe and active communities? How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? What skills and strategies do we need to be healthy, safe and empowered? * Stage 3 – 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? | Child protection  Drug education  Road safety |
| Term 1 PE  10 weeks | PDe-4  PDe-5  PDe-10 | PD1-4  PD1-5  PD1-10 | **PD2-4**  **PD2-5**  **PD2-10** | **PD3-4**  **PD3-5**  **PD3-10** | **Unit title** – How can we be active in different ways?  **Unit description** – Students engage in games and activities that foster cooperation, teamwork and the ability to listen to and follow directions. The skills learnt during this unit encourage students to be active during playtime and promote physical activity that is appropriate to their stage of development.  **Key inquiry questions**   * **Early Stage 1** – **How do we move our bodies? How can we solve problems when moving? How do we participate with others when we are active?** * **Stage 1** – **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?** * **Stage 2** – **How can we move our bodies to perform skills in different ways? How can we demonstrate our understanding of movement to solve challenges? How can we include others in physical activity?** * **Stage 3** – **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 can we work with others to build positive relationships during physical activity?** |  |
| **Term 2 PDH**  10 weeks | PDe-1  PDe-3  PDe-10 | PD1-1  PD1-3  PD1-10 | **PD2-1**  **PD2-3**  **PD2-10** | **PD3-1**  **PD3-3**  **PD3-10** | **Unit title** – How can I be a positive influence and build respectful relationships?  **Unit description** – **Students will explore how people can influence how they feel, act and think and how they can influence others. Developing the skills of collaboration, communication, empathy and social awareness are a focus of the unit.**  **Key inquiry questions**   * **Early Stage 1 – How do we grow? What makes me unique? How can we care for and include each other?** * **Stage1 – How does my uniqueness shape who I am? How do we grow and change over time? How can we be inclusive and respectful?** * **Stage 2 – How does who I am influence others? How can we manage change? Why are empathy, inclusion and respect important in our relationships?** * **Stage 3 - 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 protection |
| **Term 2 PE**  10 weeks | PDe-4  PDe-8  PDe-11 | PD1-4  PD1-8  PD1-11 | **PD2-4**  **PD2-8**  **PD2-11** | **PD3-4**  **PD3-8**  **PD3-11** | **Unit title** – How can I apply tactical movement skills in games?  **Unit description** – Students apply different movement skills and concepts to achieve success in games. They learn to identify appropriate tactics in games and the importance of persisting in games regardless of success.  **Key inquiry questions**   * **Early Stage 1** – **How do we move our bodies? How can we solve problems when moving? What choices can help to make me safe, supported and active?** * **Stage1** – **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?** * **Stage 2** – **How can we move our bodies to perform skills in different ways? How can we demonstrate our understanding of movement to solve challenges? How can I contribute to promote healthy, safe and active communities?** * **Stage 3** – **How can we use strategies and tactics to create solutions to movement challenges? How can we adapt and perform movement skills in different situations? What actions positively influence the health, safety and wellbeing of my community?** |  |
| **Term 3 PDH**  10 weeks | PDe-2  PDe-6  PDe-7  PDe-9 | PD1-2  PD1-6  PD1-7  PD1-9 | **PD2-2**  **PD2-6**  **PD2-7**  **PD2-9** | **PD3-2**  **PD3-6**  **PD3-7**  **PD3-9** | **Unit title** – Where can I get information to keep myself and others safe and healthy?  **Unit description** – Students explore a range of health topics and develop skills and strategies to identify accurate information and keep themselves and others healthy and safe.  **Key inquiry questions**   * **Early Stage 1** – **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?** * **Stage1** – **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?** * **Stage 2** – **How can I contribute to promote healthy, safe and active communities? How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? What skills and strategies do we need to be healthy, safe and empowered?** * **Stage 3** – **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?** | Child protection  Drug education  Road safety |
| **Term 3 PE**  10 weeks | PDe-8  PDe-9  PDe-10 | PD1-8  PD1-9  PD1-10 | **PD2-8**  **PD2-9**  **PD2-10** | **PD3-8**  **PD3-9**  **PD3-10** | **Unit title** – Why is it important to be active?  **Unit description** – Students participate in a variety of games and physical activity. They develop an understanding of the importance and benefits of being physically active to enhance health and wellbeing. Through active participation students develop their self-management and interpersonal skills to support others.  **Key inquiry questions**   * ES1 – What choices can help to make me safe, supported and active? What helps us to stay healthy and safe? * Stage1 – 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? * Stage 2 – How can I contribute to promote healthy, safe and active communities? How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? * Stage 3 – 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? |  |
| **Term 4 PDH**  10 weeks | PDe-3  PDe-10 | PD1-3  PD1-10 | **PD2-3**  **PD2-10** | **PD3-3**  **PD3-10** | **Unit title** – How can I build positive relationships with others?  **Unit description** – Students explore how building inclusive, respectful relationships can strengthen their personal identity. They practise skills to establish and maintain effective relationships and learn how to make positive contributions in different group activities.  **Key inquiry questions**   * **ES1** – **What makes me unique? How can we care for and include each other?** * **Stage1** – **How does my uniqueness shape who I am? How can we be inclusive and respectful?** * **Stage 2** – **How does who I am influence others? Why are empathy, inclusion and respect important in our relationships?** * **Stage 3** – **How does my uniqueness change over time? How do empathy, inclusion and respect have an impact on myself and others?** | Child protection |
| **Term 4 PE**  10 weeks | PDe-4  PDe-5  PDe-9  PDe-11 | PD1-4  PD1-5  PD1-9  PD1-11 | **PD2-4**  **PD2-5**  **PD2-9**  **PD2-11** | **PD3-4**  **PD3-5**  **PD3-9**  **PD3-11** | **Unit title** – How do I improve my technique?  **Unit description** – Students perform and refine movement skills in a variety of movement sequences and contexts. Students use feedback and apply problem solving strategies to generate a solution to unfamiliar movement challenges.  **Key inquiry questions**   * **ES1** – **How do we move our bodies? How can we solve problems when moving?** * **Stage1** – **What are the different ways we can move our body? How can we move and improve our involvement in physical activity?** * **Stage 2** – **How can we move our bodies to perform skills in different ways? How can we demonstrate our understanding of movement to solve challenges?** * **Stage 3** – **How can we adapt and perform movement skills in different situations? How can we use strategies and tactics to create solutions to movement challenges?** |  |

[**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