PDHPE Learning framework – multi-stage

Big idea:

Essential question:

|  |  |  |  |
| --- | --- | --- | --- |
| Stage | Key inquiry questions | Outcomes | Skills in focus (pages 27-30) |
| Early Stage 1(pages 37-45) | What makes me unique? How do we grow? 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? How do we make healthy and safe choices in different situations? |  | Self-management* Strengthening personal identity
* Self-awareness
* Emotion and stress management
* Decision-making and problem-solving

Help-seeking |
| Stage 1(pages 46-54) | How does my uniqueness shape who I am? How do we grow and change over time? 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?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? |  | Interpersonal* Communication
* Collaboration, inclusion and relationship-building
* Empathy building
* Leadership and advocacy

Social awareness |
| Stage 2(pages 55-64) | How does who I am influence others? How can we manage change? Why are empathy, inclusion and respect important in our relationships?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 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? |  | Movement* Fundamental and specialised movement skills and concepts
* Tactical and creative movement
* Health and fitness enhancing movement
 |
| Stage 3(pages 66-74) | 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?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?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? |  |  |

|  |  |
| --- | --- |
| Propositions | Outcomes to address |
| Focus on educative purposeTake a strengths-based approach Critical inquiry approachHealth literacyValue movement | Child protectionDrug educationRoad safety |

|  |  |
| --- | --- |
| Key inquiry questions | Outcomes |
| What makes me unique? | **PDe-1** identifies who they are and how people grow and change |
| How do we grow? | **PDe-2** identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe |
| How can we care for and include each other? | **PDe-3** communicates ways to be caring, inclusive and respectful of others |
| How do we move our bodies? | **PDe-4** practises and demonstrates movement skills and sequences using different body parts |
| How can we solve problems when moving? | **PDe-5** explores possible solutions to movement challenges through participation in a range of activities |
| How do we participate with others when we are active? | **PDe-6** explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity |
| What choices can help to make me safe, supported and active? | **PDe-7** identifies actions that promote health, safety, wellbeing and physically active spaces |
| What helps us to stay healthy and safe? | **PDe-8** explores how regular physical activity keeps individuals healthy |
| How do we make healthy and safe choices in different situations? | **PDe-9** practises self-management skills in familiar and unfamiliar scenarios |
|  | **PDe-10** uses interpersonal skills to effectively interact with others |
|  | **PDe-11** demonstrates how the body moves in relation to space, time, objects, effort and people |

|  |  |
| --- | --- |
| Key inquiry questions | Outcomes |
| How does my uniqueness shape who I am? | **PD1-1** describes the qualities and characteristics that make them similar and different to others |
| How do we grow and change over time? | **PD1-2** recognises and describes strategies people can use to feel comfortable, resilient and safe in situations |
| How can we be inclusive and respectful? | **PD1-3** recognises and describes the qualities that enhance inclusive and respectful relationships |
| What are the different ways we can move our body? | **PD1-4** performs movement skills in a variety of sequences and situations |
| How can we move and improve our involvement in physical activity? | **PD1-5** proposes a range of alternatives to solve movement challenges through participation in a range of activities |
| How can we participate safely and fairly during physical activity? | **PD1-6** understands contextual factors that influence themselves and others’ health, safety, wellbeing and participation in physical activity |
| How can I be responsible for my own, and others health, safety and wellbeing? | **PD1-7** explores actions that help make home and school healthy, safe and physically active spaces |
| How can I act to help make my environments healthy, safe and active? | **PD1-8** participates in a range of opportunities that promote physical activity |
| What influences my decisions and actions to be healthy, safe and physically active? | **PD1-9** demonstrates self-management skills in taking responsibility for their own actions |
|  | **PD1-10** describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong |
|  | **PD1-11** incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences |

|  |  |
| --- | --- |
| Key inquiry questions | Outcomes |
| How does who I am influence others? | **PD2-1** explores strategies to manage physical, social and emotional change |
| How can we manage change? | **PD2-2** explains and uses strategies to develop resilience and to make them feel comfortable and safe |
| Why are empathy, inclusion and respect important in our relationships? | **PD2-3** explains how empathy, inclusion and respect can positively influence relationships |
| How can we move our bodies to perform skills in different ways? | **PD2-4** performs and refines movement skills in a variety of sequences and situations |
| How can we demonstrate our understanding of movement to solve challenges? | **PD2-5** applies strategies to solve movement challenges |
| How can we include others in physical activity? | **PD2-6** describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity |
| How can I contribute to promote healthy, safe and active communities? | **PD2-7** describes strategies to make home and school healthy, safe and physically active spaces |
| How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? | **PD2-8** investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing |
| What skills and strategies do we need to be healthy, safe and empowered? | **PD2-9** demonstrates self-management skills to respond to their own and others’ actions |
|  | **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations |
|  | **PD2-11** combines movement skills and concepts to effectively create and perform movement sequences |

|  |  |
| --- | --- |
| Key inquiry questions | Outcomes |
| How does my uniqueness change over time? | **PD3-1** identifies and applies strengths and strategies to manage life changes and transitions |
| How can I manage transitions and challenges? | **PD3-2** investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others |
| How do empathy, inclusion and respect have an impact on myself and others? | **PD3-3** evaluates the impact of empathy, inclusion and respect on themselves and others |
| How can we adapt and perform movement skills in different situations? | **PD3-4** adapts movement skills in a variety of physical activity contexts |
| How can we use strategies and tactics to create solutions to movement challenges? | **PD3-5** proposes, applies and assesses solutions to movement challenges |
| How can we work with others to build positive relationships during physical activity? | **PD3-6** distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable |
| How responsible am I for my own and others health, safety and wellbeing? | **PD3-7** proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces |
| What actions positively influence the health, safety and wellbeing of my community? | **PD3-8** creates and participates in physical activities to promote healthy and active lifestyles |
| How does a healthy safe and active lifestyle enhance connection with others? | **PD3-9** applies and adapts self-management skills to respond to personal and group situations |
|  | **PD3-10** selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections |
|  | **PD3-11** selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences |

|  |  |  |
| --- | --- | --- |
| Self-management skills | Interpersonal skills | Movement skills |
| * Strengthening personal identity
	+ building self-concept
	+ building self-confidence
	+ building self-esteem
	+ self-evaluation
	+ cultivating resilience
	+ adaptability
	+ perseverance.
* Self-awareness
	+ self-monitoring thoughts, feelings and actions
	+ developing greater control and responsibility for our actions, feelings and behaviours
	+ awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses
	+ reflective practice.
* Emotion and stress management
	+ recognising emotions
	+ optimistic thinking
	+ coping.
* Decision-making and problem-solving
	+ information-gathering
	+ finding solutions to problems
	+ analysis
	+ time management
	+ goal-setting and tracking.
* Help-seeking
	+ recognising when help is needed
	+ accessing support and support networks.
 | * Communication
	+ verbal and nonverbal communication
	+ listening, for example, active
	+ expressing feelings
	+ giving and receiving feedback
	+ negotiation and conflict management
	+ assertiveness
	+ refusal skills.
* Collaboration, inclusion and relationship-building
	+ expressing respect for others’ contributions
	+ fostering connectedness
	+ recognising and using their own abilities and strengths and those of others
	+ assessing their own abilities and contributing back to the group.
* Empathy building
	+ understanding others’ views
	+ understanding of others’ needs and circumstances.
* Leadership and advocacy
	+ influencing and persuading
	+ restorative practices
	+ networking
	+ motivation.
* Social awareness
	+ respecting difference and diversity
	+ contributing to their community
	+ perspective forming
	+ perspective taking.
 | * Fundamental and specialised movement skills and concepts
	+ non-locomotor skills (body control, body positioning, spatial awareness, direction, force, precision), for example bending, stretching, twisting, turning, swinging, inverted supports, landing/stopping and balancing
	+ locomotor skills (travel, rhythm, body control, coordination, safe landing, agility, direction, object locomotion), for example rolling, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping
	+ object control (body positioning, rotation, force, distance and precision), for example striking, passing, catching, trapping, rolling, bouncing, throwing, kicking and dribbling an object
	+ stability/body control (spatial and effort awareness, balance, coordination), for example static balance
	+ sequencing/combination skills, for example connects a variety of skills to perform movement sequences, transitions from one skill to another.
* Tactical and creative movement
	+ selecting, applying, transferring, adapting and evaluating movement skills
	+ applying movement concepts, rules, strategies and tactics
	+ composing, appraising and performing
	+ assessing rules, strategies and tactics and how they influence movement and performance when applied across different movement contexts.
* Health and fitness enhancing movement
	+ functional movement and resistance training
	+ planning and monitoring physical activity levels
	+ measuring health and fitness
	+ managing risk and promoting safety
	+ self-regulation in physical activity
	+ fair and ethical participation
	+ building physical activity self-efficacy
	+ participating actively.
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **PDe-1**identifies who they are and how people grow and change | **PD1-1**describes the qualities and characteristics that make them similar and different to others | **PD2-1**explores strategies to manage physical, social and emotional change | **PD3-1**identifies and applies strengths and strategies to manage life changes and transitions |
| **PDe-2**identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe | **PD1-2**recognises and describes strategies people can use to feel comfortable, resilient and safe in situations | **PD2-2**explains and uses strategies to develop resilience and to make them feel comfortable and safe | **PD3-2**investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others |
| **PDe-3**communicates ways to be caring, inclusive and respectful of others | **PD1-3**recognises and describes the qualities that enhance inclusive and respectful relationships | **PD2-3**explains how empathy, inclusion and respect can positively influence relationships | **PD3-3**evaluates the impact of empathy, inclusion and respect on themselves and others |
| **PDe-4**practises and demonstrates movement skills and sequences using different body parts | **PD1-4**performs movement skills in a variety of sequences and situations | **PD2-4**performs and refines movement skills in a variety of sequences and situations | **PD3-4**adapts movement skills in a variety of physical activity contexts |
| **PDe-5**explores possible solutions to movement challenges through participation in a range of activities | **PD1-5**proposes a range of alternatives to solve movement challenges through participation in a range of activities | **PD2-5**applies strategies to solve movement challenges | **PD3-5**proposes, applies and assesses solutions to movement challenges |
| **PDe-6**explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity | **PD1-6**understands contextual factors that influence themselves and others’ health, safety, wellbeing and participation in physical activity | **PD2-6**describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity | **PD3-6**distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable |
| **PDe-7**identifies actions that promote health, safety, wellbeing and physically active spaces | **PD1-7**explores actions that help make home and school healthy, safe and physically active spaces | **PD2-7**describes strategies to make home and school healthy, safe and physically active spaces | **PD3-7**proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces |
| **PDe-8**explores how regular physical activity keeps individuals healthy | **PD1-8**participates in a range of opportunities that promote physical activity | **PD2-8**investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing | **PD3-8**creates and participates in physical activities to promote healthy and active lifestyles |
| **PDe-9**practises self-management skills in familiar and unfamiliar scenarios | **PD1-9**demonstrates self-management skills in taking responsibility for their own actions | **PD2-9**demonstrates self-management skills to respond to their own and others’ actions | **PD3-9**applies and adapts self-management skills to respond to personal and group situations |
| **PDe-10**uses interpersonal skills to effectively interact with others | **PD1-10**describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong | **PD2-10**demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations | **PD3-10**selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections |
| **PDe-11**demonstrates how the body moves in relation to space, time, objects, effort and people | **PD1-11**incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences | **PD2-11**combines movement skills and concepts to effectively create and perform movement sequences | **PD3-11**selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences |