PDHPE sample Stage 2 scope and sequence

## Even year

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1 PDH | PD2-6  PD2-7  PD2-8  PD2-10 | **Unit title** – Why should we be physically active?  **Unit description** – Students develop knowledge and understanding of the benefits and importance of regular physical activity in maintaining health and fitness. They explore what influences their participation and enjoyment of a variety of physical activities.  **Key inquiry questions**   * 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? |  |
| Term 1 PE | PD2-4  PD2-5  PD2-8  PD2-11 | **Unit title** – How can I develop my movement skills through game play?  **Unit description** – Students further develop a range of movement skills by exploring and applying different movement concepts in movement challenges and modified games.  **Key inquiry questions**   * 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 take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? |  |
| Term 2 PDH | PD2-1  PD2-3  PD2-9  PD2-10 | **Unit title** – How do I be the best version of me?  **Unit description** – Students explore factors that support and contribute to their identity and describe ways to build and maintain caring, respectful and inclusive relationships.  **Key inquiry questions**   * How does who I am influence others? * Why are empathy, inclusion and respect important in our relationships? * How can we manage change? | Child protection |
| Term 2 PE | PD2-4  PD2-5  PD2-11 | **Unit title** – How can I be a tactical decision-maker?  **Unit description** – Students explore the concepts, strategies and tactics within various games and sports. By modifying levels of challenge, rules, scoring methods and equipment students are encouraged to become ‘thinking players’.  **Key inquiry questions**   * 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? |  |
| Term 3 PDH | PD2-1  PD2-2  PD2-9  PD2-10 | **Unit title** – What are the changes in my world and how do I manage them?  **Unit description** – Students explore the changes that may happen in their lives as they grow and develop. This includes the changing physical, social and emotional responses related to puberty, safe and unsafe situations, mental health and wellbeing.  **Key inquiry questions**   * How does who I am influence others? * How can we manage change? * Why are empathy, inclusion and respect important in our relationships? | Child protection |
| Term 3 PE | PD2-4  PD2-5  PD2-10  PD2-11 | **Unit title** – What skills and movement concepts support success in target, striking and fielding games?  **Unit description** – Students explore games that require participants to send an object to hit a target, use a bat to strike a ball to a field of players, all while following and adjusting rules to create an inclusive learning environment. They apply and refine movement skills and concepts related to target games and striking and fielding games in a variety of different games.  **Key inquiry questions**   * 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? |  |
| Term 4 PDH | PD2-2  PD2-6  PD2-7  PD2-9 | **Unit title** – How do I keep myself and others safe?  **Unit description** – Students explore a range of health issues and identify strategies to keep themselves safe. Health issues that may be investigated include child protection, drug education, road safety, sun and online safety.  **Key inquiry questions**   * How can we manage change? * 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? | Child protection  Drug education  Road safety |
| Term 4 PE | PD2-4  PD2-5  PD2-11 | **Unit title** – How can we create movement sequences and include fair play?  **Unit description** – Students explore movement sequences, solve movement challenges, explore rules and adopt inclusive practices whilst being physically active.  **Key inquiry questions**   * 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? |  |

## Odd year

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1 PDH | PD2-6  PD2-7  PD2-9 | **Unit title** – How can I be healthy, safe and active?  **Unit description** – Students explore information about healthy eating, the benefits of participation in physical activity and drug education. They explore the way health messages are communicated and how they can apply this knowledge to their own lives.  **Key inquiry questions**   * 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? | Drug education |
| Term 1 PE | PD2-4  PD2-5  PD2-10  PD2-11 | **Unit title** – How can we make tactical decisions as a team in games?  **Unit description** – Students play a variety of games that include two or more teams attempting to score against their opponent/s. The emphasis is on team play, game sense (tactical decision-making), modifying rules and inclusion.  **Key inquiry questions**   * 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? |  |
| Term 2 PDH | PD2-2  PD2-3  PD2-9  PD2-10 | **Unit title** – Why is it important to have respectful and inclusive relationships?  **Unit description** – Students describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships.  **Key inquiry questions**   * Why are empathy, inclusion and respect important in our relationships? * How does who I am influence others? | Child protection |
| Term 2 PE | PD2-4  PD2-5  PD2-9  PD2-11 | **Unit title** – How can we apply running, jumping and throwing to a wide range of environments while developing self-management and interpersonal skills?  **Unit description** – Students focus on developing a wide range of skills, inclusive of the three skill domains, through inquiry-based learning. They develop the skills of running, jumping and throwing, making connections with how these skills may transfer to other movement activities. Students apply this knowledge to create their own movement challenges. They explore feelings associated with competition, over-coming challenge to develop resilience, how to best support others and the importance of positive communication. This will support them in striving for enhanced performance and participating in a lifetime of physical activity.  **Key inquiry questions**   * 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? |  |
| Term 3 PDH | PD2-2  PD2-6  PD2-7  PD2-9 | **Unit title** – What can I do to enhance my fitness and what is the impact on my health and wellbeing?  **Unit description** – Students explore the health benefits of physical activity and examine the potential impact on their health and wellbeing. They use equipment in a variety of games and modified challenges to recognise ways to maintain an active lifestyle within their community.  **Key inquiry questions**   * 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 take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? |  |
| Term 3 PE | PD2-4  PD2-5  PD2-8  PD2-11 | **Unit title** – What can I do to enhance my fitness and what is the impact on my health and wellbeing?  **Unit description** – Students explore the health benefits of physical activity and examine the potential impact on their health and wellbeing. They use equipment in a variety of games and modified challenges to recognise ways to maintain an active lifestyle within their community.  **Key inquiry questions**   * **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 take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?** |  |
| Term 4 PDH | PD2-1  PD2-3  PD2-9  PD2-10 | **Unit title** – How do different cultures develop a sense of belonging in their community to maintain positive relationships?  **Unit description** – Students explore the diversity in their local community. They recognise and describe ways that developing respect, empathy and diversity can build and strengthen relationships and personal identity.  **Key inquiry questions**   * Why are empathy, inclusion and respect important in our relationships? * How does who I am influence others? * What skills and strategies do we need to be healthy, safe and empowered? | Child protection |
| Term 4 PE | PD2-4  PD2-5  PD2-10 | **Unit title** – What games are played around the world?  **Unit description** – Students participate in different activities from around the world. They learn games from a range of cultures and teach others how to play them.  **Key inquiry questions**   * How can we include others in physical activity? * How can we move our bodies to perform skills in different ways? * How can we demonstrate our understanding of movement to solve 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.