PDHPE sample Year 3 scope and sequence

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1  PDHPE  10 weeks | PD2-1  PD2-3  PD2-9  PD2-10 | **Unit title –** How can I form positive relationships while moving?  **Unit description –** Students further explore the qualities that contribute towards developing and maintaining positive caring relationships. They apply a variety of interpersonal skills across many contexts and examine how they may be used differently. This includes in a physical activity space, in the local community, at home and school.  **Key inquiry questions**  How can we manage change?  Why are empathy, inclusion and respect important in our relationships?  How can we include others in physical activity? | Child protection |
| Term 2  PDH  10 weeks | PD2-6  PD2-7  PD2-9 | **Unit title –** How do I make safe decisions?  **Unit description –** Students explore the influences upon making positive health choices during their own time. They will develop knowledge, understanding and skills to be positive risk-takers with the capability to seek help when necessary. Focus is placed on safety within online, road and aquatic environments.  **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? | Child protection  Drug education  Road safety |
| Term 2  PE  10 weeks | PD2-4  PD2-5  PD2-10  PD2-11 | **Unit title –** How do I hit the target?  **Unit description –** Students explore a range of movement skills while applying movement concepts to solve tactical problems in target games. Movement concepts explored include body awareness, spatial awareness, effort awareness and relationship to/with objects, people and space.  **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 movement challenges?  How can we include others in physical activity? |  |
| Term 3  PDH  10 weeks | PD2-2  PD2-6  PD2-8  PD2-9 | **Unit title –** How do I look after myself and others?  **Unit description –** Students participate in a range of activities that explore what can contribute towards the positive mental health of everyone in their community including themselves. There is a focus on developing and applying self-management skills. Students investigate the importance of these skills when participating in physical activity.  **Key inquiry questions**  How does who I am influence others?  What skills and strategies do we use need to be healthy, safe and empowered?  How can I contribute to promote healthy, safe and active communities? | Child protection |
| Term 3  PE  10 weeks | PD2-4  PD2-5  PD2-10  PD2-11 | **Unit title –** How do we explore different movement patterns?  **Unit description –** Students explore a range of movement skills to complete movement challenges and to create new sequences. Movement sequences are created and performed while further developing interpersonal skills through collaborative decision-making. Students participate in activities that explore movement patterns related to gymnastics as well as the elements of dance.  **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 movement challenges?  How can we include others in physical activity? |  |
| Term 4  PDH  10 weeks | PD2-1  PD2-2  PD2-3  PD2-9 | **Unit title –** What are my rights and responsibilities in my community?  **Unit description –** Students explore their responsibility to contribute positively to the health of themselves and their community. They recognise and apply strategies to seek help in certain situations to ensure a healthy, safe and active community. Students investigate various environments including school, the local community and online.  **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  Drug education |
| Term 4  PE  10 weeks | PD2-4  PD2-5  PD2-10  PD2-11 | **Unit title –** How can we get the ball over the net?  **Unit description –** Students explore a range of movement skills while applying movement concepts to solve tactical problems in net and court games. Movement concepts explored include body awareness, spatial awareness, effort awareness and relationship to/with objects, people and space.  **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 movement challenges?  How can we include others in 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