PDHPE sample Stage 2 scope and sequence

## Odd year

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1  PDHPE  Weeks 1-6 | PD2-3  PD2-7  PD2-9  PD2-10 | **Unit title** – How can we include others and build respectful relationships?  **Unit description** – Students explore and describe strategies that develop and promote respect, empathy and the valuing of diversity. They develop leadership skills through adopting inclusive practices when participating in physical activities, such as yarning circles, and apply rules and scoring systems to demonstrate ethical behaviour and fair play.  **Key inquiry questions**  How does who I am influence others?  Why are empathy, inclusion and respect important in our relationships?  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? | Child protection |
| Term 1  PDH  Weeks 7-10 | PD2-2  PD2-7  PD2-9  PD2-10 | **Unit title** – How can I be an advocate for my own and others’ health and wellbeing?  **Unit description** – Students demonstrate leadership skills to advocate for positive health and wellbeing. They support others in challenging situations and suggest ways to improve their own and others health. Students promote positive health, safety and physical active messages within their school and design and create physical activities that develop understanding of the health-related components of fitness.  **Key inquiry questions**  Why are empathy, inclusion and respect important in our relationships?  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? | Road safety  Drug education |
| Term 1  PE Weeks 7-10 | PD2-4  PD2-6  PD2-11 | **Unit title** – How does my culture influence the games I play?  **Unit description** – Students identify similarities to mainstream games commonly played in Australia and describe how contextual factors influence their participation in physical activities such as cultural traditions, community facilities and role models. They learn, participate in and teach games from diverse cultures, including Aboriginal and Torres Strait Islander games.  Students perform and refine locomotor, stability and object control skills through using equipment in a variety of movement sequences, 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 we include others in physical activity? |  |
| Term 2  PDH  Weeks 1-10 | PD2-1  PD2-2  PD2-3  PD2-9  PD2-10 | **Unit title** – My right to be safe  **Unit description** – Students identify and support the rights of themselves and others. They identify sources of support to manage the changes associated with puberty and build health literacy through identifying people and sources of information to learn about change and to seek help and advice. The unit explores emotional and behavioural warning signs associated with unsafe situations.  **Key inquiry questions**  How can we manage change?  Why are empathy, inclusion and respect important in our relationships?  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? | Child protection |
| Term 2  PE  Weeks 1-10 | PD2-4  PD2-5  PD2-10  PD2-11 | **Unit title** – How can I use tactics to be successful in territory games?  **Unit description** – Students test, apply and combine various tactics and strategies involving movement, space, time, equipment and rules to improve their chance of success in territory games. They perform and refine movement skills and sequences to solve games-based problems. For example, they may combine various movements, body positions and speeds to move into space, receive a pass and maintain possession.  Please note: Territory games are also commonly known as ‘invasion games’. To maintain cultural sensitivity and respect to Aboriginal and Torres Strait Islander People these games will be referred to as ‘territory 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? | Child protection  Road safety  Drug education |
| Term 3  PDH  Weeks 1-10 | PD2-1  PD2-2  PD2-9 | **Unit title** – What are the changes happening in my world and how can I manage them?  **Unit description** – Students explore the social, emotional and physical changes that may happen as they grow and develop. They describe changes related to puberty and discuss how this can impact how they think and feel about themselves and different situations. Students identify strategies that will support them in managing change and positively influence their 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?  What skills and strategies do we need to be healthy, safe and empowered?  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? |  |
| Term 3  PE  Weeks 1-10 | PD2-5  PD2-6  PD2-8  PD2-11 | **Unit title** – How does physical activity support positive health and wellbeing?  **Unit description** – Students explore and describe how physical activity makes them feel and the benefits to their health. They perform movement skills using different parts of their body and apply possible solutions to movement challenges through participation in traditional games, rhythmic movement and engaging with natural environments and outdoor adventure activities such as parkour and orienteering. They investigate how various factors interact to influence their participation in physical activity for life. For example, personal enjoyment, individual and family interests, availability of equipment and financial costs.  **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 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 4  PDH  Weeks 1-10 | PD2-2  PD2-6  PD2-9 | **Unit title** – How do our decisions keep people safe?  **Unit description** – Students demonstrates self-management skills to recognise and practise strategies that promote health, safety and wellbeing. They describe and apply safety strategies in online, road and water environments. Students describe how contextual factors influence the health, safety and wellbeing of themselves and others, including the influence of connection to country for Aboriginal and Torres Strait Islander Peoples.  **Key inquiry questions**  Why are empathy, inclusion and respect important in our relationships?  How can we move our bodies to perform skills in different ways?  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? | Child protection  Road safety  Drug education |
| Term 4  PE  Weeks 1-10 | PD2-4  PD2-5  PD2-9  PD2-11 | **Unit title** – How can I develop a wide range of skills while moving?  **Unit description** – Students perform and refine the skills of running, jumping and throwing and make connections with how these skills may transfer to other movement activities. They apply this knowledge to create their own movement challenges. Students apply strategies to overcome difficult challenges, support others and promote an inclusive and caring physical activity environment.  **Key inquiry questions**  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? |  |

## Even year

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1  PDH  Weeks 1-10 | PD2-6  PD2-7  PD2-8  PD2-9 | **Unit title** – How does connection influence my health and wellbeing?  **Unit description** – Students describe the health and wellbeing benefits of connection, belonging and relationships, including kinship as an important part of local Aboriginal and Torres Strait Islander cultures. They describe how being fair, respectful and inclusive contribute to their own and others’ health and wellbeing. Students describe the connections of regular physical activity to positive mental health.  **Key inquiry questions**  Why are empathy, inclusion and respect important in our relationships?  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  Weeks 1-10 | PD2-4  PD2-5  PD2-8  PD2-11 | **Unit title** – How can I express myself through movement?  **Unit description** – Students apply rhythmic and expressive movement skills to create and perform movement sequences that vary in shape, size, direction, level, speed and flow. This can be in response to stimuli such as a narrative, music and/or lived experiences. Students combine and refine locomotor and non-locomotor movements using the elements of space, time, objects, effort and people.  **Key inquiry questions**  How does who I am influence others?  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? |  |
| Term 2  PDH  Weeks 1-10 | PD2-1  PD2-2  PD2-3  PD2-7  PD2-9  PD2-10 | **Unit title** – Standing up for the rights of myself and others  **Unit description** – Students investigate whether the rights of others are being respected in given scenarios and use this information to identify behaviours that constitute various types of abuse. They recognise that everyone has the right to be safe and that they can use their personal power and strengths to stand up for their own and others’ rights in a safe and positive way.  **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?  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? | Child protection |
| Term 2  PE  Weeks 1-10 | PD2-4  PD2-5  PD2-9  PD2-11 | **Unit title** – How can I use tactics to be successful in net/wall and striking and fielding games?  **Unit description** – Students test, apply and combine various tactics and strategies involving movement, space, time, equipment and rules to improve their chance of success in net/wall and striking and fielding games. They perform and refine movement skills and sequences to solve games-based problems. For example, they may combine various movements, body positions and speeds to move into space, receive a hit/ball and stop points or runs.  **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  Weeks 1-10 | PD2-6  PD2-7  PD2-8  PD2-9 | **Unit title** – How can my choices influence my health?  **Unit description** – Students plan and promote healthy food and drink choices. They recognise and describe practices that prevent lifestyle disease such as balanced eating habits and participation in physical activity. Students explain how local Aboriginal and Torres Strait Islander Peoples connection to country influences their own and others’ health and wellbeing.  Students describe why people use drugs for medical and non-medical reasons and explain the effects of tobacco and alcohol on physical and mental health.  **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? | Road safety  Drug education |
| Term 3  PE  Weeks 1-10 | PD2-4  PD2-5  PD2-9 | **Unit title** – How can I solve problems while moving?  **Unit description** – Students test and create solutions to a variety of target games through modifying movement sequences. They predict the outcome of different strategies in propelling an object at a target by considering how space, time, effort and equipment influence the accuracy.  **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  Weeks 1-10 | PD2-2  PD2-3  PD2-9 | **Unit title** – How do challenges strengthen my resilience?  **Unit description** – Students recognise their own emotional responses to situations and how these might differ to others. Students predict and reflect on how other students may feel in a range of challenging situations and discuss what they can do to support them. Students explain how persistence and meeting challenges strengthens identity. They propose ways to respond positively to adversity and explore how overcoming challenges, either physical, emotional or social can unite people.  **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?  What skills and strategies do we need to be healthy, safe and empowered? |  |
| Term 4  PE  Weeks 1-5 | PD2-4  PD2-5  PD2-6  PD2-11 | **Unit title** – How can I use my skills to create movement opportunities?  **Unit description** – Through participation in a range of activities from diverse cultures, including Aboriginal and Torres Strait Islander games, students combine, perform and refine locomotor, object control and stability skills. Student draw on and apply prior knowledge, feedback and skills to modify and/or create their own version of the cultural games. They identify individual strengths and modify games to ensure an optimal level of challenge in an inclusive learning environment  **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?  How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? |  |
| Term 4  PE  Weeks 6-10 | PD2-4  PD2-5  PD2-11 | **Unit title** – How can I develop skills around water?  **Unit description** – Students recognise, rehearse and perform a range of water survival and rescue skills in an aquatic or dry environment. They draw on and apply prior knowledge, feedback and skills to coordinate kicking with arm movements to move the body in a streamlined position through the water on front and back.  **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?  How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? |  |