PDHPE Sample Stage 3 scope and sequence

## Even year

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| Term | Outcomes | Learning overview | Opportunities  to address |
| Term 1  PDH | PD3-1  PD3-3  PD3-7  PD3-10 | **Unit title** – How can I support others?  **Unit description** – Students investigate the challenges of changing relationships. Through evaluating roles and responsibilities, they develop strategies to build positive relationships, mental health and wellbeing for themselves and others.  **Key inquiry questions**   * 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 1 PE | PD3-4  PD3-5  PD3-11 | **Unit title** – How can we aim for accuracy?  **Unit description** – Students further develop their movement skills whilst exploring and applying concepts and tactics specific to striking and fielding games.  **Key inquiry questions**   * 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 | PD3-2  PD3-6  PD3-7  PD3-9 | **Unit title** – How can I enhance my health, safety and wellbeing?  **Unit description** – Students investigate contextual factors that influence their health, safety and wellbeing. They plan and practise responses, behaviours and actions to protect themselves and promote positive choices. Focus areas could include drug education, healthy eating, road safety, bullying and safe and unsafe situations.  **Key inquiry questions**   * How can I manage transitions and challenges? * How does a healthy safe and active lifestyle enhance connection with others? * What actions positively influence the health, safety and wellbeing of my community? | Child protection  Drug education  Road Safety |
| Term 2 PE | PD3-4  PD3-5  PD3-11 | **Unit title** – What challenges me?  **Unit description** – Students further develop specialised movement skills to complete movement challenges. They reflect on their strengths and use feedback to refine their skills and solve problems.  **Key inquiry questions**   * 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 3 PDH | PD3-1  PD3-3  PD3-9  PD3-10 | **Unit title** – How am I changing and who can support me with change?  **Unit description** – Students identify strategies to establish and manage positive and supportive relationships. They investigate the physical, emotional and social changes that occur during puberty and examine ways to use their strengths and different strategies to manage these changes.  **Key inquiry questions**   * 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 3 PE | PD3-5  PD3-9  PD 3-10 | **Unit title** – How can I use teamwork to solve problems during physical activity?  **Unit description** – Students develop tactical awareness through game play. They learn and apply offensive and defensive strategies by working in groups to solve movement-based problems.  **Key inquiry questions**   * 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 4 PDH | PD3-2  PD3-6  PD3-9 | **Unit title** – How can I improve community health and wellbeing?  **Unit description** – Students identify local community health issues, investigate community resources and develop plans to improve community health and wellbeing. They evaluate how the media and stereotypes influence perception and decisions made in the local community.  **Key inquiry questions**   * How can I manage transitions and challenges? * How does a healthy, safe and active lifestyle enhance connection with others? | Drug education |
| Term 4 PE | PD3-4  PD3-8  PD3-10 | **Unit title** – How do children play around the world?  **Unit description** – Students apply different movement skills whilst exploring cultural games from around the world. They recognise how their involvement in games creates connections and intercultural understanding and promotes active lifestyles.  **Key inquiry questions**   * How can we adapt and perform movement skills in different situations? * How can we work with others to build positive relationships during physical activity? |  |

## Odd year

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1 PDH | PD3-1  PD3-3  PD3-9  PD3-10 | **Unit title** – What shapes my identity and how can I build positive relationships?  **Unit description** – Students examine how their identity and behaviour are influenced by a range of factors that can change over time. They explore strategies to build positive, inclusive and respectful relationships with others.  **Key inquiry questions**   * How does my uniqueness change over time? * How do empathy, inclusion and respect have an impact on myself and others? | Child protection |
| Term 1 PE | PD3-4  PD3-5  PD3-8  PD3-11 | **Unit title** – How do I beat the net?  **Unit description** – Students further develop movement skills and understanding of concepts through participation in various net and wall games. They explore how their knowledge, understanding and skills in other games transfer to net and wall games.  **Key inquiry questions**   * 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 responsible am I for my own and others health, safety and wellbeing? |  |
| Term 2 PDH | PD3-3  PD3-6  PD3-7  PD3-9 | **Unit title** – How does technology impact our health, safety and wellbeing?  **Unit description** – Students explore the increased use of technology in their lives and how it impacts their physical health, social and emotional wellbeing. They evaluate the safe use of all technology including social media.  **Key inquiry questions**   * 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? * What actions positively influence the health, safety and wellbeing of my community? | Child protection |
| Term 2 PE | PD3-4  PD3-5  PD3-11 | **Unit title** – How can we move to the music?  **Unit description** – Students explore rhythmic and expressive movement skills while creating and modifying movement sequences. They further develop an understanding of concepts related to movement by experimenting and evaluating the transition, flow and levels of movement.  **Key inquiry questions**   * 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 3 PDH | PD3-2  PD3-6  PD3-7  PD3-9 | **Unit title** – Why is it important to be healthy?  **Unit description** – Students explore the health benefits of physical activity and the importance of nutrition in maintaining a healthy lifestyle. They research and develop strategies to improve community health.  **Key inquiry questions**   * How can I manage transitions and challenges? * How does a healthy safe and active lifestyle enhance connection with others? * What actions positively influence the health, safety and wellbeing of my community? | Drug education |
| Term 3 PE | PD3-4  PD3-5  PD3-8  PD3-10 | **Unit title** – How can I succeed in invasion/territorial games?  **Unit description** – Students build their understanding of how to effectively participate in invasion/territorial games. They develop knowledge and understanding of offensive and defensive strategies while applying different movement skills. Students negotiate roles and responsibilities to enhance fair play and achieve success in games.  **Key inquiry questions**   * 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 responsible am I for my own and others health, safety and wellbeing? |  |
| Term 4 PDH | PD3-6  PD3-7  PD3-9 | **Unit title** – How can we ensure our safety in outdoor environments?  **Unit description** – Students develop an understanding of how to manage risk by assessing safe and unsafe behaviours. They investigate what actions need to be taken in different situations to ensure positive outcomes. Concepts are addressed across a variety of contexts including aquatic activities and safe travel.  **Key inquiry questions**   * How does a healthy safe and active lifestyle enhance connection with others? * What actions positively influence the health, safety and wellbeing of my community? | Child protection  Road safety |
| Term 4 PE | PD3-4  PD3-5  PD3-10  PD3-11 | **Unit title** – How can we work together to play a game?  **Unit description** – Students explore how to modify existing games and create new ones. They use innovation, negotiation and team work to create games for others to play in different environments.  **Key inquiry questions**   * 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? |  |

[**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.