PDHPE sample Stage 3 scope and sequence

## Odd year

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1PDHPEWeeks 1-6 | PD3-3PD3-7PD3-9PD3-10 | **Unit title** – How can we include others and build respectful relationships?**Unit description** – Students distinguish factors that positively influence the wellbeing of a community that includes the valuing of diversity. They describe and demonstrate skills that develop and maintain relationships in small and large group settings. Students demonstrate and explain ethical behaviour and fair play when participating in a range of physical activities.**Key inquiry questions**How does my uniqueness change over time?How do empathy, inclusion and respect have an impact on myself and others?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?How does a healthy safe and active lifestyle enhance connection with others? | Child protection |
| Term 1PDHWeeks 7-10 | PD3-2PD3-7PD3-9PD3-10 | **Unit title** – How can I be an advocate for my own and others’ health and wellbeing?**Unit description** – Students apply and adapt leadership skills to advocate for positive health and wellbeing. They demonstrate negotiations skills when dealing with conflict or disagreements in group situations and propose changes to rules to create a more inclusive environment. Students model behaviour that reflects the sensitivity to the needs, rights and feelings of others and explain strategies to prevent all forms of bullying, harassment and discrimination.**Key inquiry questions**How do empathy, inclusion and respect have an impact on myself and others?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? | Road safetyDrug education |
| Term 1PEWeeks 7-10 | PD3-4PD3-6PD3-11 | **Unit title** – How does my culture influence the games I play?**Unit description** – Students distinguish contextual factors that influence their participation in physical activity which are controllable and uncontrollable including individual characteristics, community facilities and accessing and creating equipment. They participate in, teach and evaluate different culturally diverse physical activities including those from Aboriginal and Torres Strait Islander cultures.Students refine and adapt movement skills to cater for dynamic game situations and the use of different equipment.**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? |  |
| Term 2PDHWeeks 1-10 | PD3-1PD3-2PD3-3PD3-7PD3-9PD3-10 | **Unit title** – Safe and unsafe relationships**Unit description** – Students explore the diversity of relationships and reasons why relationships change. Students develop skills to recognise characteristics of respectful relationships and identify safe and unsafe online behaviour, types of violence, coercion and how power might be abused. They develop and apply interpersonal and self-management skills to plan for safety online and offline, protect themselves and promote supportive up stander behaviour.**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?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? | Child protection |
| Term 2PEWeeks 1-10 | PD3-4PD3-5PD3-10PD3-11 | **Unit title** – How can I use tactics to be successful in territory games?**Unit description** – Students test and apply various tactics and strategies involving movement, space, time, equipment and rules to improve their chance of success in territory games. They adapt movement skills and sequences to solve games-based problems. For example, they may combine various movements, body positions and speeds to defend a space, intercept a ball and regain 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 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? |  |
| Term  | PD3-1PD3-2PD3-9 | **Unit title** – What are the changes happening in my world and how can I manage them?**Unit description** – Students investigate the social, emotional and physical changes that occur during puberty and ways to positively respond. They evaluate reliable sources of information and investigate help-seeking strategies to deepen their understanding of change. Students examine ways to use their strengths to establish and manage supportive relationships as they navigate change.**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?How responsible am I for my own and others health, safety and wellbeing?How does a healthy safe and active lifestyle enhance connection with others? |  |
| Term 3PEWeeks 1-10 | PD3-5PD3-6PD3-8PD3-11 | **Unit title** – How does physical activity support positive health and wellbeing?**Unit description** – Students investigate and explain how physical activity makes them feel and the benefits to their health. They modify and improve movement skills using different parts of their body and assess and refine possible solutions to movement challenges. Students participate in traditional games, rhythmic movement and engaging with natural environments and outdoor adventure activities such as parkour and orienteering. They analyse how enjoyment impacts their participation in physical activity for life.**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?What actions positively influence the health, safety and wellbeing of my community? |  |
| Term 4PDHWeeks 1-10 | PD3-2PD3-6PD3-9 | **Unit title** – How do our decisions keep people safe?**Unit description** – Students apply and adapt self-management skills to respond to personal and group situations. They distinguish contextual factors that influence health and safety including the cultural significance of physical activity including Aboriginal and Torres Strait Islander Peoples.Students investigate community resources and services that support children. They describe, select and practise appropriate responses and help seeking strategies that promote the ethical use of technology and maintain safety in road and water environments.**Key inquiry questions**How do empathy, inclusion and respect have an impact on myself and others?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? What actions positively influence the health, safety and wellbeing of my community?How does a healthy safe and active lifestyle enhance connection with others? | Child protectionRoad safetyDrug education |
| Term 4PEWeeks 1-10 | PD3-4PD3-5 PD3-9PD3-11 | **Unit title** – How can I develop a wide range of skills while moving?**Unit description** – Students adapt the skills of running, jumping and throwing and apply the knowledge and skills to create their own movement challenges. They analyse feelings associated with competition and over-coming difficult challenges to develop resilience. Students propose changes to challenges, rules and social expectations to create an inclusive and caring physical activity environment.**Key inquiry questions**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? |  |

## Even year

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1PDHWeeks 1-10 | PD3-6PD3-7PD3-8PD3-9 | **Unit title** – How does connection influence my health and wellbeing?**Unit description** – Students evaluate 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 explain strategies that promote fairness, respect, inclusion and the benefits of regular physical activity in supporting positive mental health.**Key inquiry questions**How do empathy, inclusion and respect have an impact on myself and others?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? |  |
| Term 1PEWeeks 1-10 | PD3-4PD3-5PD3-8PD3-11 | **Unit title** – How can I express myself through movement?**Unit description** – Students apply and adapt rhythmic and expressive movement skills to create sequences that demonstrates variations in flow and levels and involves individuals and/or groups moving together in time. They use different stimuli such as narrative, music and/or lived experiences. Students respond to peer and self-assessment feedback to modify and adapt movement sequences and performances.**Key inquiry questions**How does my uniqueness change over time?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? |  |
| Term 2PDHWeeks 1-10  | PD3-3PD3-6PD3-9PD3-10 | **Unit title** – Power to protect**Unit description** – Students develop skills to identify emotional abuse, sexual abuse, neglect and forms of harassment. Students also consider contextual factors that influence the safety of a situation and develop safety plans to lower their level of risk. Students discuss and practise protective strategies that can be used to support and protect themselves and advocate for others.**Key inquiry questions**How does my uniqueness change over time? How do empathy, inclusion and respect have an impact on myself and others?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? | Child protection |
| Term 2PEWeeks 1-10 | PD3-4PD3-5PD3-9PD3-11 | **Unit title** – How can I use tactics to be successful in net/wall and striking and fielding games?**Unit description** – Students test and apply 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 adapt movement skills and sequences to solve games-based problems. For example, they may combine various movements, body positions and speeds to defend a space, stop a ball and prevent the opposition from scoring.**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? |  |
| Term 3PDHWeeks 1-10 | PD3-6PD3-7PD3-8PD3-9 | **Unit title** – How can my choices influence my health?**Unit description** – Students investigate and adopt practices that help promote and maintain health and wellbeing. This includes planning for healthy dietary habits and suggesting ways to improve nutrition. They analyse the changing influences on diets of groups within Australia, including Aboriginal and Torres Strait Islander Peoples. Students analyse the influence of diet on physical activity and fitness. They understand the positive and negative effects of substances on the body including alcohol, tobacco and other legal and illegal drugs.**Key inquiry questions**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? | Road safetyDrug education |
| Term 3PE Weeks 1-10 | PD3-4PD3-5PD3-9 | **Unit title** – How can I solve problems while moving?**Unit description** – Students recognise possible solutions to movement challenges and apply a variety of strategies. They reflect upon previous experiences and suggest ways to refine performance. Students create, adapt and apply rules to provide an inclusive learning environment that caters for individual strengths.**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? |  |
| Term 4PDHWeeks 1-10 | PD3-2PD3-3 PD3-9  | **Unit title** – How do challenges strengthen my resilience?**Unit description** – Students discuss strategies to help others understand perspectives that differ from their own and model behaviour that reflects sensitivity to the needs, rights and feelings of others. They identify personal strategies and responses that model assertiveness and resilience in challenging situations, either physical, emotional or social.**Key inquiry questions**How does my uniqueness change over time?How can I manage transitions and challenges?How responsible am I for my own and others health, safety and wellbeing? |  |
| Term 4PEWeeks 1-5 | PD3-4PD3-5PD3-6PD3-11 | **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 adapt and refine movement skills to cater for different game settings. Students apply critical and creative thinking to generate and/or create versions of familiar cultural games. They propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest.**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?What actions positively influence the health, safety and wellbeing of my community? |  |
| Term 4PEWeeks 6-10 | PD3-4PD3-5PD3-11 | **Unit title** – How can I develop skills around water?**Unit description** – Students perform, assess and refine a range of swimming and water rescue skills in an aquatic or dry environment. They perform physical activities that involve a transition from one skill to another such as execute a swimming stroke after diving, treading water after jumping into the pool, floating on the back after tiring from swimming. Students select and practise appropriate responses to promote safety in different water 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?What actions positively influence the health, safety and wellbeing of my community? |  |