PDHPE Sample Early Stage 1 and Stage 1 scope and sequence

## Even year

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| Term | ES1 outcomes | Stage 1 outcomes | Learning overview | Opportunities to address |
| Term 1  PDH  10 weeks | PDe-3  PDe-9  PDe-10 | **PD1-3**  **PD1-9**  **PD1-10** | **Unit title** – How do we get along with others?  **Unit description** – Students identify, describe and practise their interpersonal skills to positively interact with their peers. They make connections between feelings and thoughts by exploring how to interact with people within their local community.  **Key inquiry questions**   * Early Stage 1 – How do we care for and include each other? What choices can help to make me safe, supported and active? * Stage 1 – How can we be inclusive and respectful? How can I be responsible for my own, and others’ health, safety and wellbeing? | Child protection |
| Term 1  PE  10 weeks | PDe-4  PDe-11 | PD1-4  PD1-11 | **Unit title** – How do I move my body?  **Unit description** – Students demonstrate and perform a variety of fundamental movement skills. They focus on creating sequences of movements using both locomotor and non-locomotor movement skills.  **Key inquiry questions**   * Early Stage 1 – How do we move our bodies? * Stage 1 – What are the different ways we can move our body? |  |
| Term 2  PDH  10 weeks | PDe-2  PDe-6  PDe-7  PDe-8 | PD1-2  PD1-6  PD1-7  PD1-8 | **Unit title** – How do I make good choices?  **Unit description** – Students engage with a range of health topics and describe ways to keep themselves healthy, safe and well. They identify personal choices and discuss the factors that influence their decision-making. Students explore influences that assist Aboriginal and Torres Strait Islander cultures to stay healthy, safe and well.  **Key inquiry questions**   * Early Stage 1 – What choices can help to make me safe, supported and active? What helps us to stay healthy and safe? How do we make healthy and safe choices in different situations? * Stage 1 – How can I be responsible for my own, and others’ health, safety and wellbeing? How can I act to help make my environment healthy, safe and active? What influences my decisions and actions to be healthy, safe and physically active? | Drug education |
| Term 2  PE  10 weeks | PDe-4  PDe-10  PDe-11 | PDe-4  PDe-10  PDe-11 | **Unit title** – How do I express myself?  **Unit description** – Students identify and describe how their body moves in relation to space, time, objects and people. They apply movement concepts to create and perform movement sequences in response to stimuli.  **Key inquiry questions**   * Early Stage 1 – How do we move our bodies? * Stage 1 – What are different ways we can move our body? |  |
| Term 3  PDH  10 weeks | PDe-1  PDe-2  PDe-9 | PD1-1  PD1-2  PD1-9 | **Unit title** – Who am I?  **Unit description** – Students identify personal strengths and qualities that make us all unique. They explore their personal growth and change over time. Students develop strategies to manage change and learn how to protect themselves in a range of situations.  **Key inquiry questions**   * Early Stage 1 – What makes me unique? How do we grow? * Stage 1 – How does my uniqueness shape who I am? How do we grow and change overtime? | Child protection |
| Term 3  PE  10 weeks | PDe-4  PDe-5  PDe-11 | PD1-4  PD1-5  PD1-11 | **Unit title** – How can I improve my movement?  **Unit description** – Students participate in a range of movement challenges and games with and without equipment. They develop and demonstrate an understanding of rules and directions used in games. Students reflect and respond to feedback in order to improve their involvement and performance in movement activities.  **Key inquiry questions**   * Early Stage 1 – How do we move our bodies? How can we solve problems when moving? How do we participate with others when we are active? * Stage 1 – What are the different ways we can move our body? How can we move and improve our involvement in physical activity? How can we participate safely and fairly during physical activity? |  |
| Term 4  PDH  10 weeks | PDe-6  PDe-7  PDe-9 | PD1-6  PD1-7  PD1-9 | **Unit title** – How can I be safe?  **Unit description** – Students identify and develop skills and strategies needed to be safe in their local community. They explore actions and opportunities to make positive decisions about their personal safety and wellbeing in a variety of contexts within their daily lives.  **Key inquiry questions**   * Early Stage 1 – What choices can help make me safe, supported and active? What helps us to stay healthy and safe? How do we make healthy and safe choices in different situations? * Stage 1 – How can I be responsible for my own, and others’ health, safety and wellbeing? How can I act to help make my environment healthy, safe and active? What influences my decisions and actions to be healthy, safe and physically active? | Child protection  Road safety  Drug education |
| Term 4  PE  10 weeks | PDe-5  PDe-10  PDe-11 | PD1-5  PD1-10  PD1-11 | **Unit title** – How can I create new games?  **Unit description** – Students create and participate in different movement games. They explore possible solutions to movement challenges during game play and focus on how to make positive choices. Students clearly communicate the rules and objectives of the activity while using a variety of equipment.  **Key inquiry questions**   * Early Stage 1 – How can we solve problems when moving? How do we participate with others when we are active? * Stage 1 – How can we move and improve our involvement in physical activity? How can we participate safely and fairly during physical activity? |  |

## Odd Year

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| Term | ES1 outcomes | Stage 1 outcomes | Learning overview | Opportunities to address |
| Term 1  PDH  10 weeks | PDe-3  PDe-8  PDe-9  PDe-10 | **PD1-3**  **PD1-8**  **PD1-9**  **PD1-10** | **Unit title** – How do I play fairly?  **Unit description** – Students make connections between their personal behaviours and the affect that they can have on others. Through game play, students describe and model positive behaviours and identify how to increase participation in physical activity.  **Key inquiry questions**   * Early Stage 1 – How can we care for and include each other? What choices can help make me safe, supported and active? How do we participate with others when we are active? * Stage 1 – How can we be inclusive and respectful? How can I be responsible for my own, and others’ health, safety and wellbeing? How can we participate safely and fairly during physical activity? |  |
| Term 1  PE  10 weeks | PDe-4  PDe-11 | PD1-4  PD1-11 | **Unit title** – How can I use equipment when moving?  **Unit description** – Students demonstrate a variety of movement skills using equipment to perform and create simple movement sequences. They use a variety of equipment safely to perform movement skills to send, control and receive objects at different levels.  **Key inquiry questions**   * Early Stage 1 – How do we move our bodies? How do we participate with others when we are active? * Stage 1 – What are the different ways we can move our body? How can we participate safely and fairly during physical activity? |  |
| Term 2  PDH  10 weeks | PDe-2  PDe-6  PDe-7  PDe-9 | PD1-2  PD1-6  PD1-  PD1-9 | **Unit title** – How do I look after myself?  **Unit description** – Students build their knowledge to identify and practise strategies that promote their own health and wellbeing. They explore how their personal health choices can be influenced by others.  **Key inquiry questions**   * Early Stage 1 – What choices can help make me safe, supported and active? What helps us to stay healthy and safe? How do we make healthy and safe choices in different situations? * Stage 1 – How can I be responsible for my own, and others’ health, safety and wellbeing? How can I act to make my environment healthy, safe and active? What influences my decisions and actions to be healthy, safe and physically active? | Child protection  Drug education  Road safety |
| Term 2  PE  10 weeks | PDe-4  PDe-10  PDe-11 | PD1-4  PD1-10  PD1-11 | **Unit title** – How can I improve my balance and stability when moving?  **Unit description** – Students demonstrate a variety of ways to maintain stability when completing movement challenges. They demonstrate balance using different parts of the body to showcase different movement sequences.  **Key inquiry questions**   * Early Stage 1 – How do we move our bodies? How do we participate with others when we are active? * Stage 1 – What are the different ways we can move our body? How can we participate safely and fairly during physical activity? |  |
| Term 3  PDH  10 weeks | PDe-1  PDe-2  PDe-9 | PD1-1  PD1-2  PD1-9 | **Unit title** – How do we change?  **Unit description** – Students identify and describe physical and social changes as they grow older. They recognise and describe that people have different thoughts and feelings which will change in different situations. Students explore what is ‘private’ and ‘public’ in relation to their body.  **Key inquiry questions**   * Early Stage 1 – What makes me unique? How do we grow? * Stage 1– How does my uniqueness shape who I am? How do we grow and change over time? | Child protection |
| Term 3  PE  10 weeks | PDe-4  PDe-5  PDe-10 | PD1-4  PD1-5  PD1-10 | **Unit title** – How do I play games?  **Unit description** – Students participate in a variety of games using fundamental movement skills and different types of equipment. They develop and use strategies to work cooperatively in games and physical activities.  **Key inquiry questions**   * Early Stage 1 – How do we move our bodies? How can we solve problems when moving? How do we participate with others when we are active? * Stage 1 – What are the different ways we can move our body? How can we move and improve our involvement in physical activity? How can we participate safely and fairly during physical activity? |  |
| Term 4  PDH  10 weeks | PDe-3  PDe-6  PDe-7  PDe-10 | PD1-3  PD1-6  PD1-7  PD1-10 | **Unit title** – How can I keep myself and others’ safe?  **Unit description** – Students identify and examine possible skills and strategies to stay safe and support others in their local community. They explore opportunities to communicate safe choices. Students develop strategies to support community engagement in safe living.  **Key inquiry questions**   * Early Stage 1 – How can we care for and include each other? How do we make healthy and safe choices in different situations? What helps us to stay healthy and safe? * Stage 1 – How can we be inclusive and respectful? What influences my decisions and actions to be healthy, safe and physically active? How can I act to help make my environment healthy, safe and active? | Child protection  Road safety |
| Term 4  PE  10 weeks | PDe-5  PDe-7  PDe-10  PDe-11 | PD1-5  PD1-7  PD1-10  PD1-11 | **Unit title** – Where can I play?  **Unit description** – Students collaborate and work with others to develop an understanding of the rules and spaces to play a game. They test their understanding using different games and a variety of equipment. Students explore ways to develop their skills to achieve success in the game.  **Key inquiry questions**   * Early Stage 1 – How can we solve problems when moving? How do we make healthy and safe choices in different situations? How do we move our bodies? * Stage 1 – How can we move and improve our involvement in physical activity? How can I act to help make my environments healthy, safe and active? How can we participate safely and fairly 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