PDHPE sample Stages 2 and 3 scope and sequence

## Even year

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| Term | Stage 2  outcomes | Stage 3  outcomes | Learning overview | Opportunities to address |
| Term 1 PDH | PD2-1  PD2-3  PD2-9  PD2-10 | **PD3-1**  **PD3-3**  **PD3-9**  **PD3-10** | **Unit title** – How do I build respectful relationships?  **Unit description** – Students describe and practise ways of developing and maintaining respectful relationships. They explore the factors that influence their perception of others and examine appropriate emotional responses to different situations. Students explore how to value diversity and show respect in their local community.  **Key inquiry questions**   * Stage 2 – How does who I am influence others? Why are empathy, inclusion and respect important in our relationships? * Stage 3 – 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 | PD2-4  PD2-5  PD2-10  PD2-11 | PD3-4  PD3-5  PD3-10  PD3-11 | **Unit title** – How do I refine my movement?  **Unit description** – Students perform and refine movement skills in a variety of movement sequences and contexts. Students reflect on feedback and use problem solving strategies and persistence to generate a solution to unfamiliar movement challenges.  **Key inquiry questions**   * Stage 2 – 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? * Stage 3 – 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 2 PDH | PD2-6  PD2-7  PD2-8  PD2-9 | PD3-2  PD3-7  PD3-8  PD3-9 | **Unit title** – How do I make positive choices about my health and wellbeing?  **Unit description** – Students describe and recommend strategies to improve their own personal health and wellbeing. They investigate, plan and practise actions to make positive choices around physical activity and their personal health.  **Key inquiry questions**   * Stage 2 – 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? How can I contribute to promote healthy, safe and active communities? * Stage 3 – What actions positively influence the health, safety and wellbeing of my community? 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? | Drug education |
| Term 2 PE | PD2-4  PD2-5  PD2-10  PD2-11 | PD3-4  PD3-5  PD3-10  PD3-11 | **Unit title** – How do I let the rhythm flow?  **Unit description** – Students practise and apply movement skills when performing rhythmic and expressive movement sequences. They work collaboratively to create movement sequences that demonstrate flow and levels. Students provide and receive feedback to assess and refine sequences of movement.  **Key inquiry questions**   * Stage 2 – 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? * Stage 3 – 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 3 PDH | PD2-1  PD2-2  PD2-3  PD2-9 | PD3-1  PD3-2  PD3-3  PD3-9 | **Unit title** – How can I thrive in my changing world?  **Unit description** – Students explore and examine strategies to manage physical, social and emotional changes. Students develop an understanding that individuals experience change differently and there are many ways to seek help to ensure their personal health, safety and wellbeing.  **Key inquiry questions**   * **Stage 2 – How does who I am influence others? How can we manage change? Why are empathy, inclusion and respect important in our relationships?** * **Stage 3 – How does my uniqueness change over time? How can I manage transitions and challenges? How does empathy, inclusion and respect have an impact on myself and others?** | Child protection |
| Term 3 PE | PD2-4  PD2-5  PD2-10  PD2-11 | PD3-4  PD3-5  PD3-10  PD3-11 | **Unit title** – Why do we need tactics in games?  **Unit description** – Students use problem-solving strategies to work collaboratively to be successful in a variety of team games. They implement tactics which account for their own personal strengths and the strengths of others in striking and fielding team activities.  **Key inquiry questions**   * Stage 2 – 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? * Stage 3 – 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 4 PDH | PD2-2  PD2-6  PD2-8  PD2-9 | PD3-2  PD3-6  PD3-7  PD3-9 | **Unit title** – Why is it important to make safe choices?  **Unit description** – Students discuss and examine contextual factors that influence their decision making regarding their personal safety. They assess health information and suggest strategies to make home and school healthy and safe places. Students evaluate the choices they make to ensure their personal safety and wellbeing.  **Key inquiry questions**   * Stage 2 – 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? * Stage 3 – 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? What actions positively influence the health, safety and wellbeing of my community? | Child protection  Drug education  Road safety |
| Term 4 PE | PD2-4  PD2-5  PD2-7  PD2-11 | PD3-4  PD3-5  PD3-8  PD3-11 | **Unit title** – How can we create solutions to movement challenges?  **Unit description** – Students perform and refine movement skills as they develop skills to maintain possession in invasion/territorial games. Students recognise and explain how fairness and inclusion in games can contribute to achieving success in physical activities. They examine how participating in physical activity can lead to physical and emotional wellbeing.  **Key inquiry questions**   * Stage 2 – 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 take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? * Stage 3 – How can we adapt and perform movement skills in different situations? How can we use strategies and tactics to create solutions in movement challenges? How can we work with others to build positive relationships during physical activity? |  |

## Odd year

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| --- | --- | --- | --- | --- |
| Term | Stage 2  outcomes | Stage 3  outcomes | Learning overview | Opportunities to address |
| Term 1 PDH | PD2-1  PD2-3  PD2-9  PD2-10 | **PD3-1**  **PD3-3**  **PD3-9**  **PD3-10** | **Unit title** – How can I include others?  **Unit description** – Students explore how building inclusive, respectful relationships can strengthen their personal identity. They practise skills to establish and maintain effective relationships and learn how to make positive contributions in different group activities.  **Key inquiry questions**   * Stage 2 – 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? * Stage 3 – 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? |  |
| Term 1 PE | PD2-4  PD2-5  PD2-10  PD2-11 | PD3-4  PD3-5  PD3-10  PD3-11 | **Unit title** – How do I achieve success in games?  **Unit description** – Students perform movement skills and use feedback to modify and refine performance. They demonstrate how to use variations of force and speed to improve accuracy and control when moving an object. Students examine how to positively contribute to team situations.  **Key inquiry questions**   * Stage 2 – 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? * Stage 3 – 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 2 PDH | PD2-6  PD2-7  PD2-8  PD2-9 | PD3-6  PD3-7  PD3-8  PD3-10 | **Unit title** – How can I positively impact my community?  **Unit description** – Students recognise their personal responsibility and recommend appropriate actions to improve the health and wellbeing of themselves and others within their local community. They investigate and examine the role an active lifestyle plays in promoting health and wellbeing in the local community.  **Key inquiry questions**   * Stage 2 – 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? How can I contribute to promote healthy, safe and active communities? * Stage 3 – How can I manage transitions and challenges? What actions positively influence the health, safety and wellbeing of my community? How responsible am I for my own and others health, safety and wellbeing? |  |
| Term 2 PE | PD2-4  PD2-10  PD2-11 | PD3-4  PD3-6  PD3-10  PD3-11 | **Unit title** – How can we develop an understanding of different cultures through movement?  **Unit description** – Students practise specialised movement skills and apply them in a variety of situations. Students use different stimuli, music, dance genres and cultural games to explore and perform different movement skills from a range of cultures, for example Aboriginal and/or Torres Strait Islander cultures.  **Key inquiry questions**   * Stage 2 – How can we move our bodies to perform skills in different ways? How can we include others in physical activity? * Stage 3 – How can we adapt and perform movement skills in different situations? How does a healthy safe and active lifestyle enhance connection with others? How can we work with others to build positive relationships during physical activity? |  |
| Term 3 PDH | PD2-1  PD2-2  PD2-3  PD2-9 | PD3-1  PD3-3  PD3-7  PD3-9 | **Unit title** – How can I be the best me?  **Unit description** – Students explore how success, challenges and overcoming adversity impacts their personal identity and behaviours. They investigate and examine how emotional responses can impact their decision making. Students practise assertive responses, behaviours and actions to promote their personal health and wellbeing.  **Key inquiry questions**   * Stage 2 – How does who I am influence others? How can we manage change? Why are empathy, inclusion and respect important in our relationships? * Stage 3 – How does my uniqueness change over time? 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? |  |
| Term 3 PE | PD2-4  PD2-5  PD2-10  PD2-11 | PD3-4  PD3-5  PD3-10  PD3-11 | **Unit title** – How can we solve problems in games?  **Unit description** – Students practise and apply movement sequences in invasion/territory game play situations. They explain the tactics of different games and propose strategies to collaboratively solve problems when challenged.  **Key inquiry questions**   * Stage 2 – 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? * Stage 3 – 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 4 PDH | PD2-2  PD2-6  PD2-8  PD2-9 | PD3-2  PD3-6  PD3-7  PD3-10 | **Unit title** – How can I be a leader in a safe community?  **Unit description** – Students investigate community resources and build their capacity to discuss contextual factors that influence safety within their community. They recognise their responsibility to recommend appropriate actions to promote and maintain safety within their local community.  **Key inquiry questions**   * Stage 2 – How can we manage change? What skills and strategies do we need to be healthy, safe and empowered? How can I contribute to promote healthy, safe and active communities? * Stage 3 – 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? |  |
| Term 4 PE | PD2-4  PD2-5  PD2-7  PD2-11 | PD3-4  PD3-5  PD3-8  PD3-11 | **Unit title** – How can I create new games and rules?  **Unit description** – Students recognise and perform physical activities which have a positive impact on their personal health and wellbeing. They explore their local environment in order to create games in which they negotiate rules and boundaries to ensure successful play.  **Key inquiry questions**   * Stage 2 – 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 take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? How can we include others in physical activity? * Stage 3 – 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? 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.