

PD/H/PE Life Skills – 7 - 10 - Scope and Sequence Semester 1

This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Antibullying & Cyber Safety Focus						
Stage	Life Skills Outcomes (ODD)	Stage Related Outcomes (ODD)	Content Focus (ODD)	Life Skills Outcomes (EVEN)	Stage Related Outcomes (EVEN)	Content Focus (EVEN)
Stage 4	PDLS-1 Recognises strategies to manage current and future challenges	PD4-1 Examines and evaluates strategies to manage current and future challenges	Health, Wellbeing and Relationships - Key Inquiry Questions <ul style="list-style-type: none"> • <i>What shapes my identity?</i> Antibullying Unit: Stage 4 – Unit 1 – Relationships and Wellbeing	PDL5-1 Recognises strategies to manage current and future challenges	PD4-1 Examines and evaluates strategies to manage current and future challenges	Health, Wellbeing and Relationships - Key Inquiry Questions <ul style="list-style-type: none"> • <i>How can we establish and maintain respectful relationships?</i> <ul style="list-style-type: none"> ☞ Identify personal relationships which are of significance, eg parents/carers, family, Elders, kinship, peers, social groups Antibullying Unit: Stage 4 – Unit 2 – Managing change in relationships
	PDLS-2 Demonstrates help-seeking strategies and behaviours	PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others		PDL5-2 Demonstrates help-seeking strategies and behaviours	PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	
	PDLS-3 Uses strategies to access health information and support services available in the community	PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others		PDL5-3 Uses strategies to access health information and support services available in the community	PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	
	PDLS-4 Uses appropriate strategies and behaviours to establish and maintain respectful relationships with others	PD4-3 Investigates effective strategies to promote inclusivity, equality and respectful relationships		PDL5-4 Uses appropriate strategies and behaviours to establish and maintain respectful relationships with others	PD4-3 Investigates effective strategies to promote inclusivity, equality and respectful relationships	
	PDLS-10 Develops skills for effective self-management	PD4-9 Demonstrates self-management skills to effectively manage complex situations		PDL5-10 Develops skills for effective self-management	PD4-9 Demonstrates self-management skills to effectively manage complex situations	
	PDLS-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts	PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts		PDL5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts	PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts	
	PDLS-5 Demonstrates a range of movement skills in a variety of physical activity contexts	PD4-4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts	Movement Skill and Performance - Key Inquiry Questions <ul style="list-style-type: none"> • <i>How do we experience a range of movement skills in everyday situations?</i> • <i>How do we adapt movement skills and respond effectively to movement challenges in a range of movement contexts?</i> 			
	PDLS-6 Engages with ways to problem-solve in physical activity contexts	PD4-5 Transfers and adapts solutions to complex movement challenges				
	PDL 5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts	PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts				
	PDLS-12 Demonstrates and adapts a range of movement skills in a variety of contexts	PD4-11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences				
Stage 5	PDLS-1 Recognises strategies to manage current and future challenges	PD5-1 Assesses their own and others' capacity to reflect on and respond positively to challenges	Health, Wellbeing and Relationships - Key Inquiry Questions <ul style="list-style-type: none"> • <i>How can change and challenges be managed?</i> 	PDL5-1 Recognises strategies to manage current and future challenges	PD5-1 Assesses their own and others' capacity to reflect on and respond positively to challenges	Health, Wellbeing and Relationships - Key Inquiry Questions <ul style="list-style-type: none"> • <i>What skills and strategies encourage inclusivity and equality in relationships?</i>
	PDLS-2 Demonstrates help-seeking strategies and behaviours	PD5-2 Researches and appraises the effectiveness of health information and support services available in the community		PDL5-2 Demonstrates help-seeking strategies and behaviours	PD5-2 Researches and appraises the effectiveness of health information and support services available in the community	

	<p>PDL5-3 Uses strategies to access health information and support services available in the community</p> <p>PDL5-4 Uses appropriate strategies and behaviours to establish and maintain respectful relationships with others</p> <p>PDL5-10 Develops skills for effective self-management</p> <p>PDL5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts</p>	<p>PD5-2 Researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-9 Assesses and applies self-management skills to effectively manage complex situations</p> <p>PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p>	<ul style="list-style-type: none"> • <i>What skills and strategies can be used to seek help?</i> <p>Antibullying Unit: Stage 5 – Unit 1 – What Influences Respectful Relationships?</p>	<p>PDL5-3 Uses strategies to access health information and support services available in the community</p> <p>PDL5-4 Uses appropriate strategies and behaviours to establish and maintain respectful relationships with others</p> <p>PDL5-10 Develops skills for effective self-management</p> <p>PDL5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts</p>	<p>PD5-2 Researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-9 Assesses and applies self-management skills to effectively manage complex situations</p> <p>PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p>	<ul style="list-style-type: none"> ✎ Explore how kinship and extended family structures in different cultures can support its members ✎ Explore the importance of Country/Place to Aboriginal and Torres Strait Islander Peoples' sense of belonging <p>Antibullying Unit: Stage 5 – Unit 3 – Diversity in Our Community</p>
	<p>PDL5-5 Demonstrates a range of movement skills in a variety of physical activity contexts</p> <p>PDL5-6 Engages with ways to problem-solve in physical activity contexts</p> <p>PDL5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts</p> <p>PDL5-12 Demonstrates and adapts a range of movement skills in a variety of contexts</p>	<p>PD5-4 Adapts and improves movement skills to perform creative movement across a range of dynamic physical activity contexts</p> <p>PD5-5 Appraises and justifies choices of actions when solving complex movement challenges</p> <p>PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p> <p>PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences</p>	<p>Movement Skill and Performance - Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How do we use interpersonal skills to include others in physical activity?</i> 			
Assessment	<p>Assessment for Learning: Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching.</p> <p>Assessment as Learning: Involves students in the learning process where they monitor their own progress, ask questions and practices skills.</p> <p>Assessment of Learning: Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p>					
Resources	<p>Syllabus: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhp</p> <p>Jack Hartman: https://jackhartmann.com/pages/fun-house</p> <p>Go Noodle: https://www.gonoodle.com/</p> <p>NSW Health Lessons: https://www.health.nsw.gov.au/heal/primaryschools/Pages/physical-activity-resources.aspx</p>					

PD/H/PE Life Skills – 7 – 10 - Scope and Sequence Semester 2

This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Child Protection, Drug Education & Road Safety						
Stage	Life Skills Outcomes (ODD)	Stage Related Outcomes (ODD)	Content Focus (ODD)	Life Skills Outcomes (EVEN)	Stage Related Outcomes (EVEN)	Content Focus (EVEN)
Stage 4	PDL5-2 Demonstrates help-seeking strategies and behaviours	PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	Healthy, Safe and Active Lifestyles - Key Inquiry Questions <ul style="list-style-type: none"> • <i>What factors influence health, safety, wellbeing and participation in physical activity?</i> Antibullying Unit: Stage 4 – Unit 3 – Seeking support	PDL5-2 Demonstrates help-seeking strategies and behaviours	PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	Healthy, Safe and Active Lifestyles - Key Inquiry Questions <ul style="list-style-type: none"> • <i>How can we stay safe in a range of environments?</i>
	PDL5-3 Uses strategies to access health information and support services available in the community	PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others		PDL5-3 Uses strategies to access health information and support services available in the community	PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	
	PDL5-7 Explores factors that enhance health, safety, wellbeing and participation in physical activity	PD4-6 Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity		PDL5-7 Explores factors that enhance health, safety, wellbeing and participation in physical activity	PD4-6 Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity	
	PDL5-8 Uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts	PD4-7 Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities		PDL5-8 Uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts	PD4-7 Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities	
	PDL5-9 Engages with components of a healthy, safe and balanced lifestyle	PD4-8 Plans for and participates in activities that encourage health and a lifetime of physical activity		PDL5-9 Engages with components of a healthy, safe and balanced lifestyle	PD4-8 Plans for and participates in activities that encourage health and a lifetime of physical activity	
	PDL5-10 Develops skills for effective self-management	PD4-9 Demonstrates self-management skills to effectively manage complex situations		PDL5-10 Develops skills for effective self-management	PD4-9 Demonstrates self-management skills to effectively manage complex situations	
	PDL5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts	PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts		PDL5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts	PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts	
	PDL5-12 Demonstrates and adapts a range of movement skills in a variety of contexts	PD4-11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences		PDL5-12 Demonstrates and adapts a range of movement skills in a variety of contexts	PD4-11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences	
	PDL5-5 Demonstrates a range of movement skills in a variety of physical activity contexts	PD4-4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts		Movement Skill and Performance - Key Inquiry Questions <ul style="list-style-type: none"> • <i>How do we use interpersonal skills to include others in physical activity?</i> 		
	PDL5-6 Engages with ways to problem-solve in physical activity contexts	PD4-5 Transfers and adapts solutions to complex movement challenges				
PDL 5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts	PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts					

	PDL5-12 Demonstrates and adapts a range of movement skills in a variety of contexts	PD4-11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences					
Stage 5	PDL5-2 Demonstrates help-seeking strategies and behaviours	PD5-2 Researches and appraises the effectiveness of health information and support services available in the community	Healthy, Safe and Active Lifestyles - Key Inquiry Questions <ul style="list-style-type: none"> How can we improve our overall health and wellbeing? 	PDL5-2 Demonstrates help-seeking strategies and behaviours	PD5-2 Researches and appraises the effectiveness of health information and support services available in the community	Healthy, Safe and Active Lifestyles - Key Inquiry Questions <ul style="list-style-type: none"> How can we promote health, safety, wellbeing and participation in physical activity in the wider community? Explore how inclusion can support the health and wellbeing of individuals and communities, including Aboriginal and/or Torres Strait Islander Peoples 	
	PDL5-3 Uses strategies to access health information and support services available in the community	PD5-2 Researches and appraises the effectiveness of health information and support services available in the community		PDL5-3 Uses strategies to access health information and support services available in the community	PD5-2 Researches and appraises the effectiveness of health information and support services available in the community		
	PDL5-7 Explores factors that enhance health, safety, wellbeing and participation in physical activity	PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity		PDL5-7 Explores factors that enhance health, safety, wellbeing and participation in physical activity	PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity		
	PDL5-8 Uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts	PD5-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities		PDL5-8 Uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts	PD5-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities		
	PDL5-9 Engages with components of a healthy, safe and balanced lifestyle	PD5-8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity		PDL5-9 Engages with components of a healthy, safe and balanced lifestyle	PD5-8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity		
	PDL5-10 Develops skills for effective self-management	PD5-9 Assesses and applies self-management skills to effectively manage complex situations		PDL5-10 Develops skills for effective self-management	PD5-9 Assesses and applies self-management skills to effectively manage complex situations		
	PDL5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts	PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts		PDL5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts	PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts		
	PDL5-12 Demonstrates and adapts a range of movement skills in a variety of contexts	PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences		PDL5-12 Demonstrates and adapts a range of movement skills in a variety of contexts	PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences		
	PDL5-5 Demonstrates a range of movement skills in a variety of physical activity contexts	PD5-4 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts		Movement Skill and Performance - Key Inquiry Questions <ul style="list-style-type: none"> How do we experience a range of movement skills in everyday situations? How do we adapt movement skills and respond effectively to movement challenges in a range of movement contexts? 			
	PDL5-6 Engages with ways to problem-solve in physical activity contexts	PD5-5 Appraises and justifies choices of actions when solving complex movement challenges					
PDL5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts	PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts						
PDL5-12 Demonstrates and adapts a range of movement skills in a variety of contexts	PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences						
Assessment	Assessment for Learning: Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching. Assessment as Learning: Involves students in the learning process where they monitor their own progress, ask questions and practices skills. Assessment of Learning: Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.						
Resources	Syllabus: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe Jack Hartman: https://jackhartmann.com/pages/fun-house Go Noodle: https://www.gonoodle.com/ NSW Health Lessons: https://www.health.nsw.gov.au/heal/primaryschools/Pages/physical-activity-resources.aspx						