

PD/H/PE – Primary - 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	Outcomes (ODD)	Content Focus (ODD)	Outcomes (EVEN)	Content Focus (EVEN)	
Early Stage 1	<p style="text-align: center;">Health, Wellbeing & Relationships</p> <p>PDe-1 Identifies who they are and how people grow and change PDDe-2 Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDDe-3 Communicates ways to be caring, inclusive and respectful of others PDDe-9 Practises self-management skills in familiar and unfamiliar scenarios PDDe-10 Uses interpersonal skills to effectively interact with others</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>What makes me unique?</i> • <i>How do we grow?</i> • <i>How can we care for and include each other?</i> <p>✎ Incorporating the use of Aboriginal yarning circles when discussing skills.</p> <p>Antibullying Unit: Early Stage 1 – Unit 2 – What makes us unique? & Early Stage 1 – Unit 3 – How do we make friends?</p>			
	<p style="text-align: center;">Movement Skill & Performance</p> <p>PDDe-4 Practises and demonstrates movement skills and sequences using different body parts PDDe-5 Explores possible solutions to movement challenges through participation in a range of activities PDDe-10 Uses interpersonal skills to effectively interact with others PDDe-11 Demonstrates how the body moves in relation to space, time, objects, effort and people</p>	<p>Fundamental Movement Skills & Games- Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How do we move our bodies?</i> <p>✎ Participate in games from a range of cultures, eg local community-endorsed Aboriginal and/or Torres Strait Islander games.</p> <ul style="list-style-type: none"> • <i>How can we solve problems when moving?</i> • <i>How do we participate with others when we are active?</i> 			
Stage 1	<p style="text-align: center;">Health, Wellbeing & Relationships</p> <p>PD1-1 Describes the qualities and characteristics that make them similar and different to others PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations PD1-3 Recognises and describes the qualities that enhance inclusive and respectful relationships PD1-9 Demonstrates self-management skills in taking responsibility for their own actions PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How does my uniqueness shape who I am?</i> • <i>How do we grow and change over time?</i> <p>Antibullying Unit: Stage 1 – Unit 2 – What groups do I belong to?</p>	<p style="text-align: center;">Health, Wellbeing & Relationships</p> <p>PD1-1 Describes the qualities and characteristics that make them similar and different to others PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations PD1-3 Recognises and describes the qualities that enhance inclusive and respectful relationships PD1-9 Demonstrates self-management skills in taking responsibility for their own actions PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How can we be inclusive and respectful?</i> <p>✎ Explore kinship as an important part of Aboriginal and Torres Strait Islander cultures.</p> <p>✎ Explore the significance of storytelling in dance, music and song from diverse cultures, including those of Aboriginal Peoples.</p> <p>Antibullying Unit: Stage 1 – Unit 3 – How can I care for others?</p>	
	<p style="text-align: center;">Movement Skill & Performance</p> <p>PD1-4 Performs movement skills in a variety of sequences and situations PD1-5 Proposes a range of alternatives to solve movement challenges through participation in a range of activities PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-11 Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>What are the different ways we can move our body?</i> • <i>How can we move and improve our involvement in physical activity?</i> • <i>How can we participate safely and fairly during physical activity?</i> <p>✎ Learn about and participate in culturally diverse physical activities including Aboriginal and Torres Strait Islander games and walking Country as endorsed by the local Aboriginal community.</p>			
Stage 2	<p style="text-align: center;">Health, Wellbeing and Relationships</p> <p>PD1-1 Explores strategies to manage physical, social and emotional change</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How does who I am influence others?</i> 	<p style="text-align: center;">Health, Wellbeing and Relationships</p> <p>PD1-1 Explores strategies to manage physical, social and emotional change</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>Why are empathy, inclusion and respect important in our relationships?</i> 	

	<p>PD1-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe PD1-3 Explains how empathy, inclusion and respect can positively influence relationships PD1-9 Demonstrates self-management skills to respond to their own and others' actions PD1-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>	<p>☞ Describe various factors that contribute to Aboriginal and/or Torres Strait Islander identity.</p> <ul style="list-style-type: none"> • <i>How can we manage change?</i> <p>Antibullying Unit: Stage 2 – Unit 1 – Why is it important to belong?</p>	<p>PD1-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe PD1-3 Explains how empathy, inclusion and respect can positively influence relationships PD1-9 Demonstrates self-management skills to respond to their own and others' actions PD1-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>	<p>☞ Discuss reconciliation in Australia and its positive impact on Aboriginal and Torres Strait Islander Peoples, histories and cultures and society through building understanding and respectful relationships.</p> <p>☞ Investigate Aboriginal and/or Torres Strait Islander and other peoples' cultures and cultural heritages to respect and value diversity, for example:</p> <ul style="list-style-type: none"> ○ Explore local Aboriginal cultures and cultural heritages and propose ways to show respect and valuing diversity in the community. ○ Investigate ways different cultures celebrate important events and develop a sense of belonging in their community. <p>Antibullying Unit: Stage 2 – Unit 2 – What is diversity?</p>
	<p>Movement Skill and Performance PD1-4 Performs and refines movement skills in a variety of sequences and situations PD1-5 Applies strategies to solve movement challenges PD1-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD1-11 combines movement skills and concepts to effectively create and perform movement sequences</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How can we move our bodies to perform skills in different ways?</i> • <i>How can we demonstrate our understanding of movement to solve challenges?</i> • <i>How can we include others in physical activity?</i> <p>☞ Participate, with cultural guidance and endorsement, in Aboriginal and/or Torres Strait Islander dances and games.</p>		
<p>Stage 3</p>	<p>Health, Wellbeing and Relationships PD1-1 Identifies and applies strengths and strategies to manage life changes and transitions PD1-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD1-3 Evaluates the impact of empathy, inclusion and respect on themselves and others PD1-9 Applies and adapts self-management skills to respond to personal and group situations PD1-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How does my uniqueness change over time?</i> <p>☞ Discuss how Aboriginal and/or Torres Strait Islander Peoples engage with diverse world views.</p> <ul style="list-style-type: none"> • <i>How can I manage transitions and challenges?</i> <p>Antibullying Unit: Stage 3 – Unit 1 – Why factors influence or shape identity?</p>	<p>Health, Wellbeing and Relationships PD1-1 Identifies and applies strengths and strategies to manage life changes and transitions PD1-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD1-3 Evaluates the impact of empathy, inclusion and respect on themselves and others PD1-9 Applies and adapts self-management skills to respond to personal and group situations PD1-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How do empathy, inclusion and respect have an impact on myself and others?</i> <p>Antibullying Unit: Stage 3 – Unit 3 – What are the common values that unite people?</p>
	<p>Movement Skill and Performance PD1-4 Adapts movement skills in a variety of physical activity contexts PD1-5 Proposes, applies and assesses solutions to movement challenges PD1-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD1-11 Selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How can we adapt and perform movement skills in different situations?</i> <p>☞ Use, with cultural guidance and endorsement, different stimuli and music genres when performing creative dances from a range of cultures, eg Aboriginal and/or Torres Strait Islander and Asian cultures.</p> <ul style="list-style-type: none"> • <i>How can we use strategies and tactics to create solutions to movement challenges?</i> • <i>How can we work with others to build positive relationships during physical activity?</i> <p>☞ Research physical activity in Aboriginal and Torres Strait Islander cultures.</p>		
<p>Assessment</p>	<p>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.</p>			
<p>Resources</p>	<p>Syllabus: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe Jack Hartman: https://jackhartmann.com/pages/fun-house</p>			

Go Noodle: <https://www.gonoodle.com/>

NSW Health Lessons: <https://www.health.nsw.gov.au/heal/primaryschools/Pages/physical-activity-resources.aspx>

PD/H/PE – Primary - 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).

Antibullying, Child Protection, Drug Education & Road Safety				
Stage	Outcomes (ODD)	Content Focus (ODD)	Outcomes (EVEN)	Content Focus (EVEN)
Early Stage 1	<p>Healthy, Safe and Active Lifestyles PDe-2 Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDDe-6 Explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity PDDe-7 Identifies actions that promote health, safety, wellbeing and physically active spaces PDDe-8 Explores how regular physical activity keeps individuals healthy PDDe-9 Practises self-management skills in familiar and unfamiliar scenarios PDDe-10 Uses interpersonal skills to effectively interact with others</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>What choices can help make me safe, supported and active?</i> • <i>What helps us to stay healthy and safe?</i> <ul style="list-style-type: none"> ☞ Discuss the advantages of customary diets of Aboriginal Peoples on-Country. • <i>How do we make healthy and safe choices in different situations?</i> <ul style="list-style-type: none"> ☞ Identify customary Aboriginal walking tracks in the local community or region and discuss the health benefits associated with caring for Country. ☞ Identify themes in Aboriginal stories that teach children how to stay safe <p>Antibullying Unit: Early Stage 1 - Unit 1 - What does my world look like?</p>		
	<p>Movement Skill & Performance PDDe-4 Practises and demonstrates movement skills and sequences using different body parts PDDe-5 Explores possible solutions to movement challenges through participation in a range of activities PDDe-10 Uses interpersonal skills to effectively interact with others PDDe-11 Demonstrates how the body moves in relation to space, time, objects, effort and people</p>	<p>Fundamental Movement Skills & Games- Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How do we move our bodies?</i> <ul style="list-style-type: none"> ☞ Participate in games from a range of cultures, eg local community-endorsed Aboriginal and/or Torres Strait Islander games. • <i>How can we solve problems when moving?</i> • <i>How do we participate with others when we are active?</i> 		
Stage 1	<p>Healthy, Safe and Active Lifestyles PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations PD1-6 Understands contextual factors that influence themselves and others’ health, safety, wellbeing and participation in physical activity PD1-7 Explores actions that help make home and school healthy, safe and physically active spaces PD1-8 Participates in a range of opportunities that promote physical activity PD1-9 Demonstrates self-management skills in taking responsibility for their own actions PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How can I be responsible for my own, and others’ health, safety and wellbeing?</i> • <i>What influences my decisions and actions to be healthy, safe and physically active?</i> <ul style="list-style-type: none"> ☞ Explore health and safety influences that benefit Aboriginal and Torres Strait Islander cultures, for example: <ul style="list-style-type: none"> ○ Create a meal using bush tucker ingredients that take into account the cultural significance of bush food. ○ Recognise the benefits of bush tucker as part of a healthy diet. ○ Describe the benefits in being connected to a community to keep safe, eg guidance and advice passed on from Elders, seniors and knowledge holders. 	<p>Healthy, Safe and Active Lifestyles PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations PD1-6 Understands contextual factors that influence themselves and others’ health, safety, wellbeing and participation in physical activity PD1-7 Explores actions that help make home and school healthy, safe and physically active spaces PD1-8 Participates in a range of opportunities that promote physical activity PD1-9 Demonstrates self-management skills in taking responsibility for their own actions PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How can I act to help make my environments healthy, safe and active?</i> <p>Antibullying Unit: Stage 1 – Unit 1 – What is a family?</p>

	<p>Movement Skill and Performance PD1-4 Performs and refines movement skills in a variety of sequences and situations PD1-5 Applies strategies to solve movement challenges PD1-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD1-11 combines movement skills and concepts to effectively create and perform movement sequences</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How can we move our bodies to perform skills in different ways?</i> • <i>How can we demonstrate our understanding of movement to solve challenges?</i> • <i>How can we include others in physical activity?</i> <ul style="list-style-type: none"> ✎ Participate, with cultural guidance and endorsement, in Aboriginal and/or Torres Strait Islander dances and games. 		
<p>Stage 2</p>	<p>Healthy, Safe and Active Lifestyles PD1-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe PD1-6 Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity PD1-7 Describes strategies to make home and school healthy, safe and physically active spaces PD1-8 Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing PD1-9 Demonstrates self-management skills to respond to their own and others' actions PD1-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How can I contribute to promote healthy, safe and active communities?</i> • <i>How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?</i> <p>Antibullying Unit: Stage 2 – Unit 3 – What is bullying?</p>	<p>Healthy, Safe and Active Lifestyles PD1-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe PD1-6 Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity PD1-7 Describes strategies to make home and school healthy, safe and physically active spaces PD1-8 Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing PD1-9 Demonstrates self-management skills to respond to their own and others' actions PD1-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>What skills and strategies do we need to be healthy, safe and empowered?</i> <ul style="list-style-type: none"> ✎ Explain how Aboriginal and/or Torres Strait Islander Peoples' connection to Country influences their own and others' health and wellbeing. ✎ Explore and build upon strategies that maintain or improve health and wellbeing of Aboriginal and Torres Strait Islander Peoples, for example: <ul style="list-style-type: none"> ○ Investigate practices between health organisations and local Aboriginal communities. ○ Explore visual and written communication targeting Aboriginal and Torres Strait Islander Peoples to improve health and wellbeing.
	<p>Movement Skill and Performance PD1-4 Performs and refines movement skills in a variety of sequences and situations PD1-5 Applies strategies to solve movement challenges PD1-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD1-11 combines movement skills and concepts to effectively create and perform movement sequences</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How can we move our bodies to perform skills in different ways?</i> • <i>How can we demonstrate our understanding of movement to solve challenges?</i> • <i>How can we include others in physical activity?</i> <ul style="list-style-type: none"> ✎ Participate, with cultural guidance and endorsement, in Aboriginal and/or Torres Strait Islander dances and games. 		
<p>Stage 3</p>	<p>Healthy, Safe and Active Lifestyles PD1-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD1-6 Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable PD1-7 Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces PD1-8 Creates and participates in physical activities to promote healthy and active lifestyles PD1-9 Applies and adapts self-management skills to respond to personal and group situations PD1-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How responsible am I for my own and others' health, safety and wellbeing?</i> • <i>How does a healthy, safe and active lifestyle enhance connection with others?</i> <ul style="list-style-type: none"> ✎ Participate in physical activities that explore community connections to develop intercultural understanding, including those of Aboriginal and/or Torres Strait Islander communities. ✎ Explore Aboriginal and/or Torres Strait Islander understandings of special places and the connection of these places to physical activities. 	<p>Healthy, Safe and Active Lifestyles PD1-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD1-6 Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable PD1-7 Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces PD1-8 Creates and participates in physical activities to promote healthy and active lifestyles PD1-9 Applies and adapts self-management skills to respond to personal and group situations PD1-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>What actions positively influence the health, safety and wellbeing of my community?</i> <ul style="list-style-type: none"> ✎ Analyse the changing influences on the diets of groups within Australia, eg Aboriginal and Torres Strait Islander Peoples. ✎ Discuss the benefits of customary Aboriginal health and wellbeing practices. <p>Antibullying Unit: Stage 3 – Unit 2– What is it that significant groups and individuals have contributed to Australian society?</p>
	<p>Movement Skill and Performance PD1-4 Adapts movement skills in a variety of physical activity contexts PD1-5 Proposes, applies and assesses solutions to movement challenges PD1-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>	<p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How can we adapt and perform movement skills in different situations?</i> <ul style="list-style-type: none"> ✎ Use, with cultural guidance and endorsement, different stimuli and music genres when performing creative dances from a range of cultures, eg Aboriginal and/or Torres Strait Islander and Asian cultures. • <i>How can we use strategies and tactics to create solutions to movement challenges?</i> • <i>How can we work with others to build positive relationships during physical activity?</i> 		

	<p>PD1-11 Selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences</p>	<p>✎ Research physical activity in Aboriginal and Torres Strait Islander cultures.</p>
<p>Assessment</p>	<p>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.</p>	
<p>Resources</p>	<p>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</p>	