**Outcomes**

# **Early Stage 1**

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| **PDe-1**identifies who they are and how people grow and change | **PDe-2**identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe | **PDe-3**communicates ways to be caring, inclusive and respectful of others |
| **PDe-4**practises and demonstrates movement skills and sequences using different body parts | **PDe-5**explores possible solutions to movement challenges through participation in a range of activities | **PDe-6**explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity |
| **PDe-7**identifies actions that promote health, safety, wellbeing and physically active spaces | **PDe-8**explores how regular physical activity keeps individuals healthy | **PDe-9**practises self- management skills in familiar and unfamiliar scenarios |
| **PDe-10**uses interpersonal skills to effectively interact with others | **PDe-11**demonstrates how the body moves in relation to space, time, objects, effort and people |  |

# **Stage 1**

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| **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 |
| **PD1-4**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  | **PD1-6**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 | **PD1-11**incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences  |  |

# **Stage 2**

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| **PD2-1**explores strategies to manage physical, social and emotional change | **PD2-2**explains and uses strategies to develop resilience and to make them feel comfortable and safe | **PD2-3**explains how empathy, inclusion and respect can positively influence relationships |
| **PD2-4**performs and refines movement skills in a variety of sequences and situations | **PD2-5**applies strategies to solve movement challenges | **PD2-6**describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity |
| **PD2-7**describes strategies to make home and school healthy, safe and physically active spaces | **PD2-8**investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing  | **PD2-9**demonstrates self- management skills to respond to their own and others’ actions |
| **PD2-10**demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations | **PD2-11**combines movement skills and concepts to effectively create and perform movement sequences  |  |

# **Stage 3**

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| **PD3-1**identifies and applies strengths and strategies to manage life changes and transitions | **PD3-2**investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others  | **PD3-3**evaluates the impact of empathy, inclusion and respect on themselves and others |
| **PD3-4**adapts movement skills in a variety of physical activity contexts | **PD3-5**proposes, applies and assesses solutions to movement challenges | **PD3-6**distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable |
| **PD3-7**proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces | **PD3-8**creates and participates in physical activities to promote healthy and active lifestyles  | **PD3-9**applies and adapts self- management skills to respond to personal and group situations |
| **PD3-10**selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections  | **PD3-11**selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences |  |

# **Stage 4**

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| **PD4-1**examines and evaluates strategies to manage current and future challenges | **PD4-2**examines and demonstrates the role help- seeking strategies and behaviours play in supporting themselves and others  | **PD4-3**investigates effective strategies to promote inclusivity, equality and respectful relationships |
| **PD4-4**refines, applies and transfers movement skills in a variety of dynamic physical activity contexts | **PD4-5**transfers and adapts solutions to complex movement challenges | **PD4-6**recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity |
| **PD4-7**investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities  | **PD4-8**plans for and participates in activities that encourage health and a lifetime of physical activity | **PD4-9**demonstrates self- management skills to effectively manage complex situations |
| **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  | **PD4-11**demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences |  |

# **Stage 5**

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| **PD5-1**assesses their own and others’ capacity to reflect on and respond positively to challenges | **PD5-2**researches and appraises the effectiveness of health information and support services available in the community  | **PD5-3**analyses factors and strategies that enhance inclusivity, equality and respectful relationships |
| **PD5-4**adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts | **PD5-5**appraises and justifies choices of actions when solving complex movement challenges | **PD5-6**critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity |
| **PD5-7**plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities  | **PD5-8**designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity | **PD5-9**assesses and applies self- management skills to effectively manage complex situations |
| **PD5-10**critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts | **PD5-11**refines and applies movement skills and concepts to compose and perform innovative movement sequences |  |