**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 |  |