PDHPE Sample Year 5 scope and sequence

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1  PDH  10 weeks | PD3-2  PD3-6  PD3-8  PD3-10 | **Unit title** – What is in my community?  **Unit description** – Students explore and evaluate the different health services available in their local community. They examine how a connection to their local community can influence the health and wellbeing of others.  **Key inquiry questions**  How responsible am I for my own and others health, safety and wellbeing?  What actions positively influence the health safety and wellbeing of my community?  How does a healthy safe and active lifestyle enhance connection with others? | Child protection  Drug education |
| Term 1  PE  10 weeks | PD3-4  PD3-5  PD3-6  PD3-11 | **Unit title** – How can I move with my community?  **Unit description** – Students develop specialised movement skills and apply them in movement sequences in response to different stimuli. They participate in physical activities that have strong cultural connections with their community.  **Key inquiry questions**  How can we adapt and perform movement skills in different situations?  How can we work with others to build positive relationships during physical activity?  How does a healthy safe and active lifestyle enhance connections with others? |  |
| Term 2  PDH  10 weeks | PD3-1  PD3-3  PD3-6  PD3-9 | **Unit title** – How do others impact on me?  **Unit description** – Students develop skills to establish and maintain respectful relationships and explore how these skills may need to be applied differently in a variety of relationships. They explore how the media and the online environment influence their decisions, beliefs and behaviours.  **Key inquiry questions**  How does my uniqueness change over time?  How can I manage transitions and challenges?  How do empathy, inclusion and respect have an impact on myself and others?  How does a healthy safe and active lifestyle enhance connection with others? | Child protection  Drug education |
| Term 2  PE  10 weeks | PD3-4  PD3-5  PD3-9  PD3-11 | **Unit title** – How can I achieve my personal best?  **Unit description** – Students practice, perform and refine specialised movement skills within traditional and modified challenges. They self-reflect on their own strengths and use feedback to modify and adapt their performance.  **Key inquiry questions**  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  10 weeks | PD3-2  PD3-3  PD3-7  PD3-9 | **Unit title** – What tactics do I use?  **Unit description** – Students apply critical and creative thinking to solve movement challenges when participating in different games. They explore the roles of different team members in game play, participating cooperatively to achieve the team’s goal.  **Key inquiry questions**  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?  How responsible am I for my own and others’ health, safety and wellbeing? |  |
| Term 3  PDH  10 weeks | PD3-2  PD3-3  PD3-7  PD3-9 | **Unit title:** How can I respond?  **Unit description** Students examine and practise the skills needed to respond appropriately to challenging situations. Students identify who they can seek support from as they look to create and maintain an environment free from bullying and other forms of discrimination or harassment.  **Key Inquiry Questions**  How do I manage transitions and challenges?  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?  How does a healthy safe and active lifestyle enhance connection with others? | Child protection  Drug education  Road safety |
| Term 4  PDH  10 weeks | PD3-7  PD3-8  PD3-9  PD3-10 | **Unit title** – How can I be safe and physically active?  **Unit description** – Students explore and recommend actions to maintain and improve their personal health, safety and wellbeing. They practise safe participation in physical activity and suggest strategies to keep members in the community safe.  **Key inquiry questions**  How responsible am I for my own and others health, safety and wellbeing?  What actions positively influence the health, safety and wellbeing of my community?  How does a healthy safe and active lifestyle enhance connection with others? | Road safety  Child protection |
| Term 4  PE  10 weeks | PD3-4  PD3-5  PD3-9  PD3-11 | **Unit title** – How can I keep possession?  **Unit description** – **S**tudents practise, perform and refine specialised movement skills in a variety of situations. They design solutions to movement challenges or tactical problems within field-based invasion games.  **Key inquiry questions**  How can we adapt and perform movement skills in different situations?  How can we use strategies and tactics to create solutions to movement challenges? |  |

[**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