Shell Cove Public School

PDHPE Scope & Sequence

Stage 2
### PDHPE Odd Year

<table>
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<tr>
<th>Outcomes</th>
<th>Key Enquiry Questions</th>
<th>Unit Content</th>
<th>Assessment</th>
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</table>
| **1**    | - PD2-7 - Describes strategies to make home and school healthy, safe and physically active spaces  
- PD2-9 - Demonstrates self-management skills to respond to their own and others’ actions  
- PD2-4 - Performs and refines movement skills in a variety of sequences and situations  
- PD2-8 - Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing  
- How does who I am influence others?  
- Why are empathy, inclusion and respect important in our relationships?  
- How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?  
- How can we demonstrate our understanding of movement to solve challenges?  
- Physical Development: Mind Shift  
  Explores how success, challenge and overcoming adversity strengthens identity, for example:  
  - Explores factors that influence the development of personal identity, e.g. parents/carers, family, friends, school, gender stereotypes and expectations, disability, culture, religion, emerging world issues  
  - Describes various factors that contribute to Aboriginal and/or Torres Strait Islander identity explain how persistence and meeting challenges strengthens identity  
  - Proposes ways to respond positively to challenge and overcoming adversity, e.g. positive self-talk, optimistic thinking and help-seeking behaviours, appropriate expression of feelings  
  - Examines the effects of physical activity on the mind and body  
- Physical Education: Make a Move (Create a unit)  
  Performs and refines movement skills in a variety of movement sequences and contexts  
  - Performs activities where locomotor, object control and stability skills are combined to complete a movement sequence or activity or game.  
  - Poses questions, tests solutions and uses problem solving strategies to solve movement challenges  
| - Week 5: Verbal Pre-test  
- Week 10: Verbal Post-test  
- Fundamental movement skills assessment checklist |
| 2 | - PD2-6 - Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity  
- 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 | - How can I contribute to promote healthy, safe and active communities?  
- What skills and strategies do we need to be healthy, safe and empowered?  
- How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? | - Physical Development: **Invest in Yourself (Create a unit - 5 weeks)**  
Identify and practise strategies to promote health, safety and wellbeing  
- Water Safety  
- Road Safety  
- Balanced eating habits and participation in physical activity  
Analyse physical and emotional responses that indicate when they and other feel safe or empowered  
- Compare feelings they experience in a variety of safe and unsafe situations  
Examine the effects of physical activity on the mind and body  
- Investigate the influence and benefits of regular physical activity on feelings of satisfaction and achievement, sleep, concentration and wellbeing  
- Investigate the physical activities people engage in to improve and maintain their health  
**Whole School Peer Support Program (5 weeks) (Bullying/Resilience)**  
- Physical Education: **Athletics Rotations/ Skills (create a unit)**  
**Fundamental Movement Skills**  
- Introduction: Side Gallop  
- Consolidation: Hop  
**Whole School Activities:** | - Week 1: Pre-test  
- Week 5: Post-test (Reports)  
- Week 10: Post-test  
- Dance assessment checklist  
- Fundamental movement skills assessment checklist |
<table>
<thead>
<tr>
<th>Semester 1 Report Content: Personal Health and Development</th>
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<td>- Explore factors that influence the development of personal identity, including parents/carers, family, friends, school, gender stereotypes and expectations, disability, culture, religion and emerging world issues.</td>
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<td>- Proposes ways to respond positively to challenge and overcoming adversity, including: positive self-talk, optimistic thinking, help-seeking behaviours and/or appropriate expression of feelings.</td>
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<td>- Describes situations where they are required to make healthy and/or safe decisions.</td>
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<td>- Demonstrates self-management skills to respond to their own and others' actions.</td>
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<td>- Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations.</td>
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<th>Semester 1 Report Content: Physical Education</th>
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<td>- Demonstrates fundamental movement skills while playing with and sharing equipment – hop and side gallop.</td>
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<td>- Performs activities where locomotor, object control and stability skills are combined to complete a movement sequence or activity or game.</td>
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<td>- Applies movement skills and responds to feedback to solve movement challenges</td>
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**Physical Development: Discovering Diversity (create unit)**
Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships
- Identify roles, rights and responsibilities in relationships
- Describe behaviours that show empathy and respect for the rights of others
- 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
Explores and builds upon strategies that maintain or improve health and wellbeing of Aboriginal and Torres Strait Islander people

**Physical Education: Playing the game (sample unit available)**
Performs and refines movement skills in a variety of movement sequences and contexts
- Performs activities where locomotor, object control, and stability skills are combined to complete a movement sequence, activity or game.
- Participates and uses equipment in a variety of games and modified sport.
Applies basic rules and scoring systems and demonstrates fair play when participating in physical activities
- Contributes to fair decision making in physical activities by applying rules safely and appropriately.
Performs physical activities designed to enhance fitness and discusses the impact of regular participation on health and wellbeing

- Week 1: Pre-test
- Week 10: Post-test
- Fundamental movement skills assessment checklist
- Gymnastics assessment checklist

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| 4 | - PD2-1 - Explores strategies to manage physical, social and emotional change  
- PD2-7 - Describes strategies to make home and school healthy, safe and physically active spaces  
- 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 | - How can we manage change?  
- How does who I am influence others? | - PD2-1 - Explores strategies to manage physical, social and emotional change  
- PD2-7 - Describes strategies to make home and school healthy, safe and physically active spaces  
- 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 | - Understanding yourself (create unit)  
- Explores strategies to manage physical, social and emotional change, for example: – Identifies people or sources of information to learn about change and to seek help and advice, e.g. family members, a trusted adult.  
- Describes changes associated with puberty, e.g. menstruation, body hair, feelings, attraction to others and identifies strategies to manage these changes, e.g. talking to parents/carers. Discusses the contextual factors influencing personal choices and decisions around health, safety and physical activity  
- Describes why people use drugs for medical and non-medical reasons  
- Describes the effects of tobacco and alcohol on physical and mental health.  
- Demonstrates refusal skills to enhance their own health. | - Physical Education: Choose your own adventure (Create unit)  
Poses questions, tests solutions and uses problem solving strategies to solve movement challenges  
- Plans strategies or tactics to be successful in tag and dodge games.  
- Demonstrates movement concepts and strategies to create scoring opportunities.  
- Applies basic rules and scoring systems and demonstrates fair play when participating in physical activities. | - Week 1: Pre-test  
- Week 5: Post-test (Reports)  
- Fundamental movement skills assessment checklist |
**Semester 2 Report Content: Personal Health and Development**
- Creates a meal using bush tucker ingredients that take into account the cultural significance of bush food.
- Describes changes associated with puberty and identifies strategies to manage these changes.
- Describes why people use drugs for medical and non-medical reasons
- Describes the effects of tobacco and alcohol on physical and mental health.

**Semester 2 Report Content: Physical Education**
- Demonstrates fundamental movement skills while playing with and sharing equipment – skip and overarm throw.
- Performs activities where locomotor, object control, and stability skills are combined to complete a movement sequence, activity or game.
- Participates and uses equipment in a variety of games and modified sport.
- Recognises fairness and inclusion in a game situation, and proposes strategies to promote these actions.

**Fundamental Movement Skills**
- Introduction: Overarm Throw
- Consolidation: Skip, Hop, Side Gallop

**Whole School Activities:**
Swimming Carnival