

Physical Education

Key Stage 3 Non Statutory Guidance
for Physical Education

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Section 01

Purpose of this Guidance

This guidance is part of the support and implementation package for the Revised Northern Ireland Curriculum (hereafter referred to as Northern Ireland Curriculum) already with your school that includes:

- The Statutory Curriculum at Key Stage 3: Supplementary Guidance; and
- The Curriculum Support and Implementation Box.

Both these resources and additional learning and teaching resources are also available at www.nicurriculum.org.uk.

Physical Education is part of the minimum requirement for every pupil at Key Stage 3. This guidance seeks to build on good practice and to provide heads of department with information and practical approaches to help them plan and roll-out the requirements for Physical Education in a manageable way. The guidance explains and provides interpretation of the statutory requirements for Physical Education.

There are departmental questions and activities after each section which can help you and the members of your department to reflect on and evaluate your current practice and identify actions for departmental planning.

The questions and activities follow *The 4A's Model for Planning* as documented in the booklet, *Planning for the Revised Curriculum at Key Stage 3*, in your school's Curriculum Support and Implementation Box. Working through this guidance and its accompanying activities means that your department will be well on course for rolling out the Northern Ireland Curriculum.

Section 02

Physical Education in the Northern Ireland Curriculum

The Northern Ireland Curriculum aims to empower pupils to achieve their potential and to make informed and responsible choices and decisions throughout their lives. It is about helping all pupils prepare for life and work:

- as individuals;
- as contributors to society;
- as contributors to the economy and the environment.

Physical Education has a significant role to play in this. Schools are now seen as the most important context for promoting healthy lifestyles in pupils. Health Related Physical Education (HRPE) in Northern Ireland has been shown to positively influence children's knowledge of and attitudes towards physical activity.

The Northern Ireland Curriculum gives a high profile to Physical Education's role in:

- providing pupils with regular, frequent and appropriate physical activity opportunities, information and guidance;
- encouraging and empowering pupils to make informed and responsible choices about the role of physical activity in their lives.

Meeting Curriculum Objectives

Physical Education **develops pupils as individuals** by:

- helping pupils develop physical competence, confidence and self esteem through participation in a range of practical contexts;
- providing enjoyable and positive experiences with real opportunities to achieve success;
- providing opportunities for pupils to learn to be creative, expressive and competitive and to develop positive relationships and respect for others;
- learning how to take increasing responsibility for choices and actions in relation to their own learning, safety and involvement in physical activity;
- learning how to practise, refine and develop specific skills and techniques and to analyse and improve their own and others' work.

Physical Education **develops pupils as contributors to society** by:

- providing opportunities for pupils to work effectively with others through a range of practical situations which require co-operation, creativity, problem solving, planning and teamwork;
- understanding ethical issues related to sport and physical activity. For example, drug misuse, disability in sport and gender issues;
- recognising and using a code of conduct that promotes sportsmanship and fair play;
- appreciating and respecting the range of abilities and their impact on participation and in leading a healthy lifestyle.

Physical Education **develops pupils as contributors to the economy and environment** by:


- providing practical opportunities for pupils to develop their personal skills and competencies in preparation for future training, education or employment;
- encouraging pupils to take on different roles in practical tasks. For example, performer, choreographer, leader, coach, official;
- accessing and using sporting and recreational opportunities in the local and wider community;
- recognising the influence of the media in sport and physical activity;
- being aware of the employment opportunities within health and leisure;
- recognising the relationship between physical health and well-being and how it can have an effect on the economy.

Questions for Departments

In order to contribute to the curriculum objectives during Key Stage 3, what do we want our pupils in Physical Education to:

- know (knowledge and understand)?
- be able to do (skills)?
- be like (attitudes and dispositions)?

Action



Section 03

Links to Key Stage 2 and Key Stage 4

3.1 Key Stage 2

The minimum content for Physical Education is set out below. Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:

Athletics:

Pupils should be enabled to:

- participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment;
- progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and through them, improving performance;
- practise running over short and long distances;
- practise jumping for height and distance;
- practise throwing activities for accuracy and distance from a stationary position to a controlled run-up;
- record and analyse personal performance in a variety of ways.

Dance:

Pupils should be enabled to:

- progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed;
- develop their movements progressively individually, in pairs, in trios, small groups, and larger groups;
- develop more effective use of space levels, directions, speed and strength;
- move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings;
- create, practise and perform movement sequences, using a variety of stimuli and to an audience;
- structure dances with clear beginnings, middles and ends;
- perform a selection of simple folk dances.

Games:

Pupils should be enabled to:

- progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play;
- develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;
- improve their skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play;
- develop an understanding of, and participate in, small-sided, adapted and mini games.

Gymnastics:

Pupils should be enabled to:

- extend their body management skills and improve the variety and quality of movement;
- progress from working individually to working in pairs, trios, small groups and whole groups;
- explore practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching.

Swimming:

Pupils should be enabled to:

- develop basic swimming and personal survival skills;
- understand the importance of personal hygiene in relation to pool use;
- progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.

3.2 Key Stage 4

The flexible framework at Key Stage 3 allows:

- teachers to establish foundations for Key Stage 4 study by providing opportunities for pupils to demonstrate deeper understanding;
- pupils to become more independent learners who will be more adept and experienced in managing their own learning.

Key Stage 3 experiences should provide a robust basis for learning at Key Stage 4. The knowledge, understanding and skills outlined in the minimum requirement for Key Stage 3 Physical Education provide a framework that enables teachers to tailor the breadth and depth of coverage to meet the needs and interests of their pupils.

CCEA offers a range of qualifications, details of which are available on the CCEA website. At the time of writing, GCSE specifications for all subjects are currently being reviewed.

At Key Stage 4 it is a statutory requirement that pupils should be enabled to:

- plan and participate in a regular, frequent and balanced programme of physical activity that:
 - develops their interests and talents;
 - extends their knowledge, understanding and skills; and
 - contributes to, and helps sustain, a healthy and active lifestyle;
- evaluate their own performances and that of others;
- recognise and manage risk and apply safe principles and procedures before, during and after physical activity;
- experience and understand different roles within a range of physical activities;
- know how to access sporting and recreational opportunities in the local and wider community.

Section 04

Understanding the Statutory Requirements for Physical Education

This section includes explanation of:

- The Layout of the Statutory Requirements;
- Knowledge, Understanding and Skills;
- Curriculum Objectives and Key Elements;
- Learning Outcomes;
- Thinking Skills and Personal Capabilities.

4.1 The Layout of the Statutory Requirements

Objectives
The curriculum objectives provide the real and relevant contexts in which Physical Education knowledge, understanding and skills are developed. The objectives should be developed throughout the key stage.

| Developing pupils' Knowledge, Understanding and Skills | (Objective 1) Developing pupils as Individuals | (Objective 2) Developing pupils as Contributors to Society |
|--|---|--|
| <p>Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by:</p> <ul style="list-style-type: none"> • expressing meaning, feelings and viewpoints; • talking, to include debate, role-play, interviews, presentations and group discussions; • listening actively and reporting; • reading and viewing for key ideas, engagement and empathy; • writing and presenting in different forms for different audiences and purposes; • participating in a range of drama; • interpreting visual stimuli including moving image; • developing an understanding of different forms, genres and methods of communication and an understanding of how media is created; • developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar; | <p>Pupils should have opportunities to:</p> <p>Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential, for example, discuss what they would have done or how they would have felt when faced with a situation in a novel; produce a digital portfolio highlighting their personal qualities etc. (Key Element: Personal Understanding)</p> | <p>Pupils should have opportunities to:</p> <p>Use literature, drama, poetry or the moving image to explore others' needs and rights, for example, consider the needs of a fictional character; participate in a role play involving conflicting rights etc. (Key Element: Citizenship)</p> <p>Explore how different cultures and beliefs are reflected in a range of communication methods, for example, investigate local oral traditions.</p> |
| <p>... and other texts;</p> <p>... and</p> <p>... and</p> | <p>Create a campaign to promote a health and safety issue such as dealing with misuse of substances, improvise a scene demonstrating peer support or peer pressure about a health related issue. (Key Element: Personal Health)</p> <p>Explore issues related to Moral Character : Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, discuss moral choices of real-life and fictional characters; take responsibility for choices and actions. (Key Element: Moral Character)</p> <p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, comment on a film, novel, performance or poem which has stimulated a personal insight. (Key Element: Spiritual Awareness)</p> | <p>Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for young audience etc. (Key Element: Ethical Awareness)</p> |
| <p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of English and Media Education.</p> <p>Pupils should be able to:</p> | <ul style="list-style-type: none"> • research and manage information using ICT where appropriate; • show deeper understanding of problems and making informed decisions, using Mathematics and ICT where appropriate; • demonstrate creative and original ideas; • work effectively in groups; • demonstrate communication skills; • communicate attention to detail. | <p>... and ICT where appropriate;</p> <p>... and making informed decisions, using Mathematics and ICT where appropriate;</p> <p>... and making informed decisions, using Mathematics and ICT where appropriate;</p> <p>... and making informed decisions, using Mathematics and ICT where appropriate;</p> |

Exemplar
See back cover for an A3 version of the Statutory Requirements for Physical Education with additional guidance and examples

The Knowledge, Understanding and Skills to be developed in Physical Education during key stage 3

The objectives are made up of Key Elements. These provide opportunities for subjects to connect with Learning for Life and Work and with other subjects.

Learning Outcomes
These state the skills and capabilities pupils should be able to demonstrate throughout the key stage in the context of Physical Education.

NB: Teachers may develop activities that combine many of the statutory requirements. Subjects highlighted in BOLD (including each of the Key Elements) are met.

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4.2 Knowledge, Understanding and Skills

The first column in the statutory requirement for Physical Education is headed “Developing pupils’ Knowledge, Understanding and Skills.”

- Everything in bold in this column is a statutory requirement for the key stage as a whole; not for individual years within the key stage.
- It is intended that schools interpret and develop these requirements as appropriate to their own context.
- The recursive nature of Physical Education means that the bullet points in the knowledge, understanding and skills column are likely to be covered a number of times in each academic year within the key stage.

The table that follows seeks to explain, illustrate and expand on the bullet points under knowledge, understanding and skills.

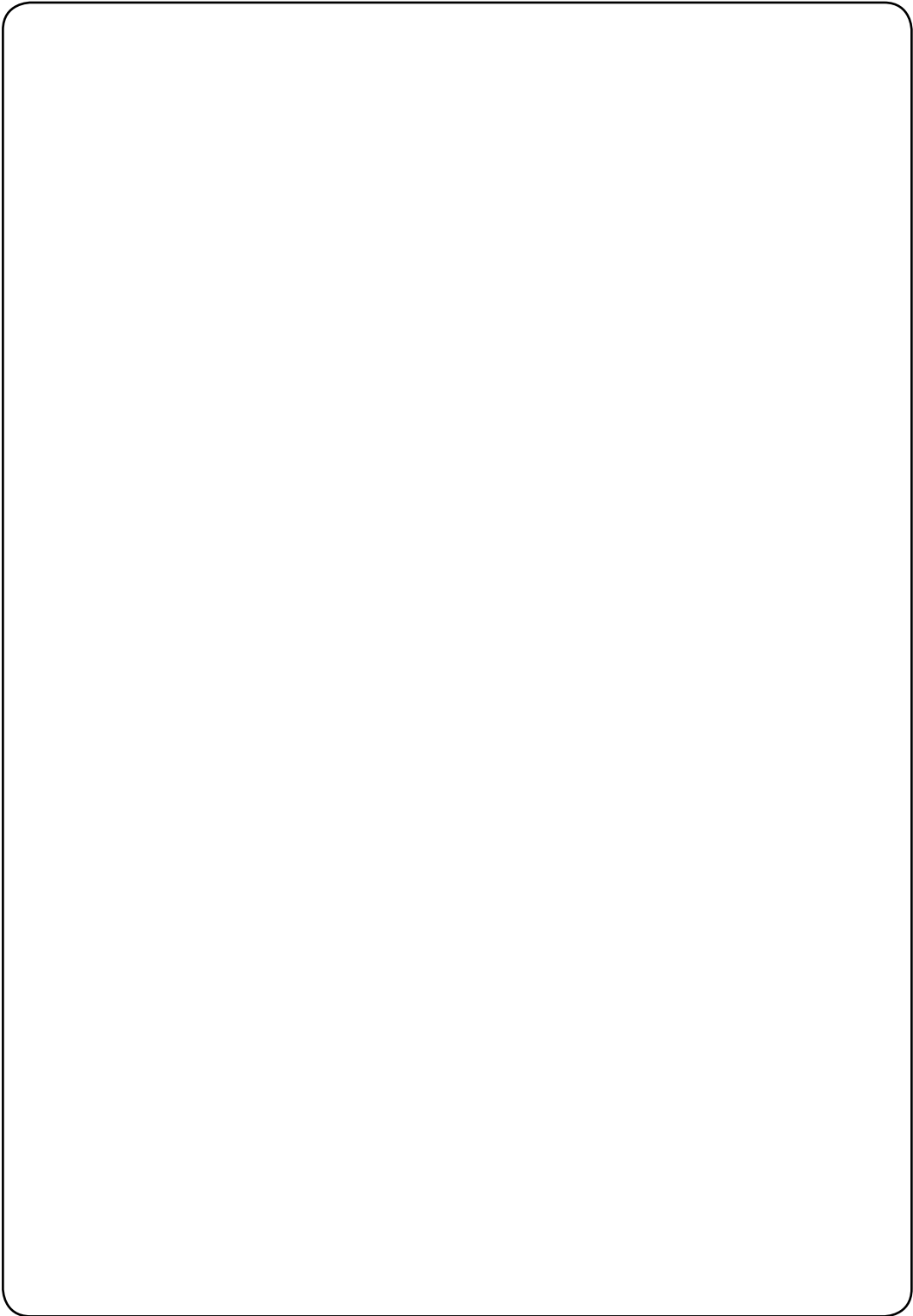
| Developing pupils’ Knowledge, Understanding and Skills | Supporting notes |
|---|---|
| <ul style="list-style-type: none"> • increase their knowledge, understanding and skills through frequent and regular participation in a balanced programme of Athletics, Games (invasion, fielding/striking and net/wall), Gymnastics, Swimming; • practise, refine and develop skills and specific techniques and use these with consistency; • experience, monitor and understand a range of short-term effects of exercise on the body systems including cardiovascular and musculo-skeletal systems; | <p>The Physical Education curriculum should emphasise a balanced approach incorporating all aspects of Physical Education. It should encourage frequent and regular participation and the development and progression of skills throughout the key stage. Dance and Outdoor Education are non statutory, however schools are encouraged to offer opportunities in these and other physical activities, for example: Aerobics, Judo and Yoga.</p> <p>The development of skills will include the technical skills required for a variety of sporting activities, but also importantly the skills to promote own learning and understanding, for example through the skills of leadership and coaching.</p> <p>Underpinning all teaching of Physical Education should be an understanding of the body and how different levels of activity impact on healthy development. Key to this area is the promotion of active healthy lifestyles, a message that should be infused throughout the teaching of Physical Education as well as opportunities that may exist to address it discretely.</p> |

| Developing pupils' Knowledge, Understanding and Skills | Supporting notes |
|--|--|
| <ul style="list-style-type: none"> • monitor and evaluate their own activity levels over a period of time and plan how they can fulfil the activity recommendations for health; • develop their knowledge of safe practices and procedures when taking part in sport and physical activity; • develop the skills and capabilities required to analyse and improve their own and others' work; • develop the skills and capabilities required to work effectively with others in tasks which require co-operation, creativity, problem solving, planning and team work. | <p>Pupils should be encouraged to take personal responsibility for monitoring and improving their own activity levels and be aware of the link between physical activity and personal health and well being.</p> <p>One of the underpinning principles of Physical Education is the development of independent risk assessment by pupils. They need to be familiar with safe practice and the importance of routines such as warm up and cool down procedures, and how to apply safe routines at all times.</p> <p>The ability to plan and evaluate their own performance and that of others should be developed by the pupils in a variety of different roles including coach, choreographer etc. They should be able to recognise strengths and weaknesses in their own performance and that of others and identify ways to address these issues, taking into consideration the particular role they are playing.</p> <p>The development of skills and capabilities should be embraced as part of the whole curriculum for Physical Education and are inherent throughout this subject. Teachers should plan to provide opportunities to develop the range of skills and capabilities.</p> |

Questions for Departments

- What is the current balance between Physical Education knowledge, understanding and skills in our department’s provision?
- What are the implications for future learning and teaching at Key Stage 3?

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4.3 Curriculum Objectives and Key Elements

The curriculum objectives are broken down into key elements. The key elements are a vehicle for ensuring that Physical Education directly connects to the curriculum objective. The key elements also provide a means for connecting learning in Physical Education to other subjects and Learning for Life and Work.

Using Learning for Life and Work to make connections is explored further in 5.3 Connecting the Learning.

The table below shows how each curriculum objective is linked to specific key elements.

| The Northern Ireland Curriculum should provide relevant learning opportunities to help each pupil develop as: | | |
|--|--|---|
| Objective 1 An individual | Objective 2 A contributor to society | Objective 3 A contributor to the economy and the environment |
| Key Elements Personal Understanding Mutual Understanding Personal Health Moral Character Spiritual Awareness | Key Elements Citizenship Cultural Understanding Media Awareness Ethical Awareness | Key Elements Employability Economic Awareness Education for Sustainable Development |

For example, developing pupils as individuals (objective 1) will require a focus on the key elements of Personal Understanding, Mutual Understanding, Personal Health, Moral Character and Spiritual Awareness.

Each subject must contribute to all key elements across the key stage. Some subjects will have more naturally occurring opportunities to promote certain key elements.

The key elements that Physical Education contributes to more fully are:

- Personal Understanding;
- Mutual Understanding;
- Personal Health;
- Moral Character;
- Spiritual Awareness;
- Citizenship;
- Employability.

For example, Physical Education will have a leading role in Personal Health. Although every other subject will address an aspect of it, much of what is already covered in Physical Education can be looked at through a Personal Health lens. This adds relevance and significance to existing Physical Education content.

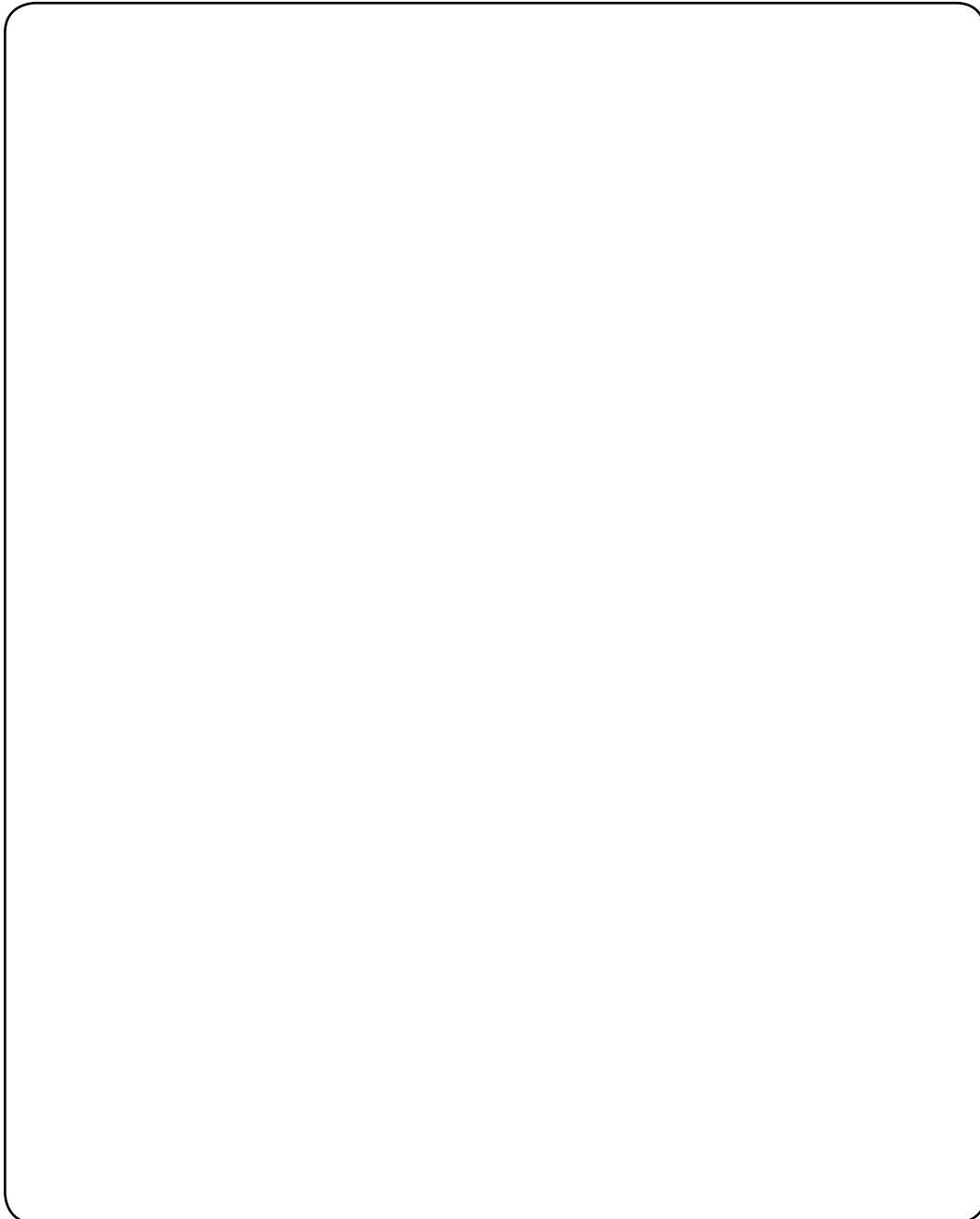
Developing the Key Elements through Physical Education

| Developing pupils as individuals | contributors to society | contributors to the economy and environment |
|---|--|---|
| <p>Personal Understanding What do I want to achieve? What are my strengths? How will they help me achieve my goal? What will I need to improve on?</p> <p>Mutual Understanding How do I develop positive relationships in sport? How are others different? How can the different capabilities of others be promoted in teams? How do we treat difference amongst other team mates? How do we develop empathy for others?</p> <p>Personal Health What does being healthy mean? How does physical activity affect my health? Are some activities better than others? What could I do to improve my own and others health?</p> <p>Moral Character What is meant by fair play? How does cheating in sport make me feel? Should we try to win at all costs?</p> <p>Spiritual Awareness What inspires me to be successful? What motivates me to participate?</p> | <p>Citizenship What are the ethics involved in sport? Are rules necessary in sport? How can sport be made accessible to people from all walks of life? Should access to sporting facilities be a basic right of all people?</p> <p>Cultural Understanding What sports do people in other countries play? How did different sports develop? How do different cultures view sport?</p> <p>Media Awareness What is the role of the media in sport? How does the media influence the status of different sports? Is advertising at sports events appropriate/ethical? Has sport become too commercial?</p> <p>Ethical Awareness What are ethics in sport? How can personal values be compromised in sport? What, if any, is the place of drugs in sport?</p> | <p>Employability What skills do you develop in Physical Education? How can these skills be used in the future world of work? What does becoming a 'professional sportsperson' mean? What would you need to do to make a career out of sport?</p> <p>Economic Awareness How has physical activity been turned into a profit making industry? What activities offer a low cost alternative to fitness?</p> <p>Education for Sustainable Development What ways can physical activity help support the environment? What changes can we make to our lifestyle that will promote fitness and health and also improve the environment? What are the benefits of doing this?</p> |

Questions for Departments

- What key elements do we
 - address well?
 - need to focus more on?
 - not address at all?
- Are there any key elements that we could develop with another department to promote connected learning?
- How could we use the curriculum objectives or key elements to move our departmental planning forward?
- What are the implications for our resources?

Action



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4.4 Learning Outcomes

Learning outcomes incorporate the skills and capabilities pupils should be able to demonstrate throughout Key Stage 3 in each subject strand. These are similar across each subject strand and promote the infusion of the **cross-curricular skills** (Communication, Using Mathematics and Using ICT) (please refer to Appendix 1 for further guidance on the cross-curricular skills). The learning outcomes also promote the infusion of **Thinking Skills and Personal Capabilities** (also refer to Appendix 2 for further guidance on Thinking Skills and Personal Capabilities).

As with all subjects, it is statutory for teachers to provide opportunities for pupils to **acquire** and **develop** the cross-curricular skills and the Thinking Skills and Personal Capabilities in Physical Education. Pupils should also be given opportunities to demonstrate their skills and application of knowledge and understanding about Physical Education to meet the learning outcomes.

Evidence for Learning Outcomes

Evidence of the application of skills, knowledge and understanding for a learning outcome can be demonstrated at any point in the learning process. Learning outcomes can be based on process or product. They may be evidenced by teacher, pupil or peer assessment of a range of pupils' work and performance, including work generated using ICT. The nature of feedback on learning outcomes can be qualitative, quantitative, verbal or written to suit the purpose of the assessment.

Using and Recording Evidence

The number of occasions when learning outcomes are internally recorded, the system for internal recording and the use made of internal records is at the discretion of departments in line with whole school policy. Learning outcomes can be demonstrated through formal or informal assessment, formative and /or summative assessment.

Evidence of learning outcomes can be:

- recorded informally, that is, primarily for feedback to pupils and for teacher reference;
- recorded formally, that is, in line with departmental and internal whole school assessment policy requirements;
- used to inform reporting, for example, in relation to Pupil Profile requirements.

Skills and the Learning Outcomes

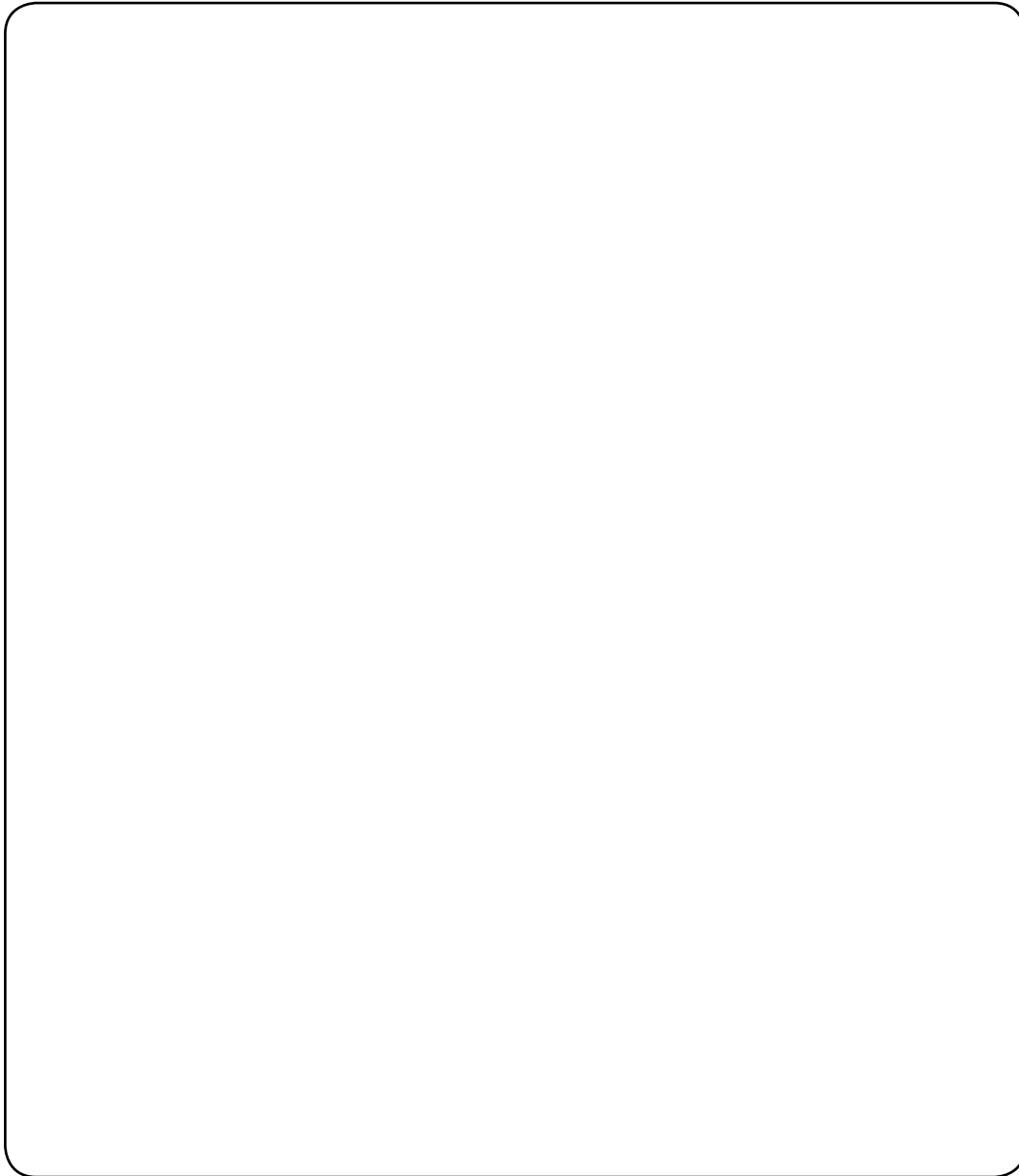
The relationship between the learning outcomes and the cross-curricular skills and Thinking Skills and Personal Capabilities is set out in the table below.

| Learning Outcomes | Cross-Curricular Skills/Thinking Skills and Personal Capabilities |
|--|---|
| Take responsibility for their own safety in relation to warming-up and cooling-down, injury prevention and clothing and equipment | Self-Management Thinking, Problem-Solving, Decision-Making |
| Work independently to plan, undertake and evaluate a personal physical activity programme to meet up-to-date health recommendations | Self-Management Managing Information |
| Research and manage information effectively including Using Mathematics and Using ICT where appropriate | Managing Information Using Mathematics Using ICT |
| Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate | Thinking, Problem-Solving, Decision-Making Using Mathematics Using ICT |
| Demonstrate creativity and initiative when developing ideas and following them through | Being Creative |
| Work effectively with others | Working with Others Communication |
| Demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance | Self-Management Thinking, Problem-Solving, Decision-Making |
| Communicate effectively in practical, oral, visual, written and ICT formats, showing clear awareness of audience and purpose | Communication Using Mathematics Using ICT |

Questions for Departments

- How can we plan for these learning outcomes?
- How can our existing departmental assessment policy be amended to make reference to learning outcomes?
- Which learning outcome will be the most challenging for our department?

Action

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4.5 Thinking Skills and Personal Capabilities

The Thinking Skills and Personal Capabilities framework consists of five overlapping strands:

- Managing Information;
- Thinking, Problem-Solving and Decision-Making;
- Being Creative;
- Working with Others;
- Self-Management.

Each strand is broken down into further detail. These can facilitate lesson planning and provide criteria against which pupils' performances can be assessed and reported; for example, linking cause and effect, examining evidence, planning a task, etc. Many of the skills are not new and are already being developed across a range of subjects. This single framework aims to make the development of Thinking Skills and Personal Capabilities more structured and explicit, to encourage application across a range of contexts and to provide a common language that pupils and teachers can use to talk about their thinking and learning.

There are a number of teaching strategies that will promote the development of Thinking Skills and Personal Capabilities generally, for example; setting open ended tasks, effective questioning, using thinking frames and diagrams, talking about thinking and learning, providing meaningful opportunities for collaborative learning etc. Many of these activities also support the principles of 'Assessment for Learning'.

The big shift, however, is to focus on opportunities in Physical Education where a specific thinking skill or personal capability can be used to deepen understanding of a particular Physical Education concept or context. The context used provides opportunities for the development and practice of the thinking skill/personal capability. This promotes lessons where there is the parallel development of subject knowledge and understanding as well as the development of a particular mode of thinking. This approach is known as infusion; adding one thing to another to give it a new significance.

Planning for infusion involves, for example:

- (a) looking across a series of units of work in a particular year group and identifying where the most appropriate contexts are to introduce and develop specific skills, such as; evaluating most appropriate information, justifying opinions, reaching agreement within a group etc.;
- (b) identifying the specific skills and capabilities best developed through Physical Education and setting up contexts to introduce and practice them, such as; comparing and contrasting (technique), examining options and weighing up pros and cons (lifestyle), taking turns, sharing and cooperating (games) etc.

This explicit approach to developing the Thinking Skills and Personal Capabilities provides opportunities to observe, record, feedback and report on pupils' strengths and areas for future focus in terms of their development in Thinking Skills and Personal Capabilities. It also enables pupils to transfer particular thinking skills or personal/interpersonal capabilities to other contexts.

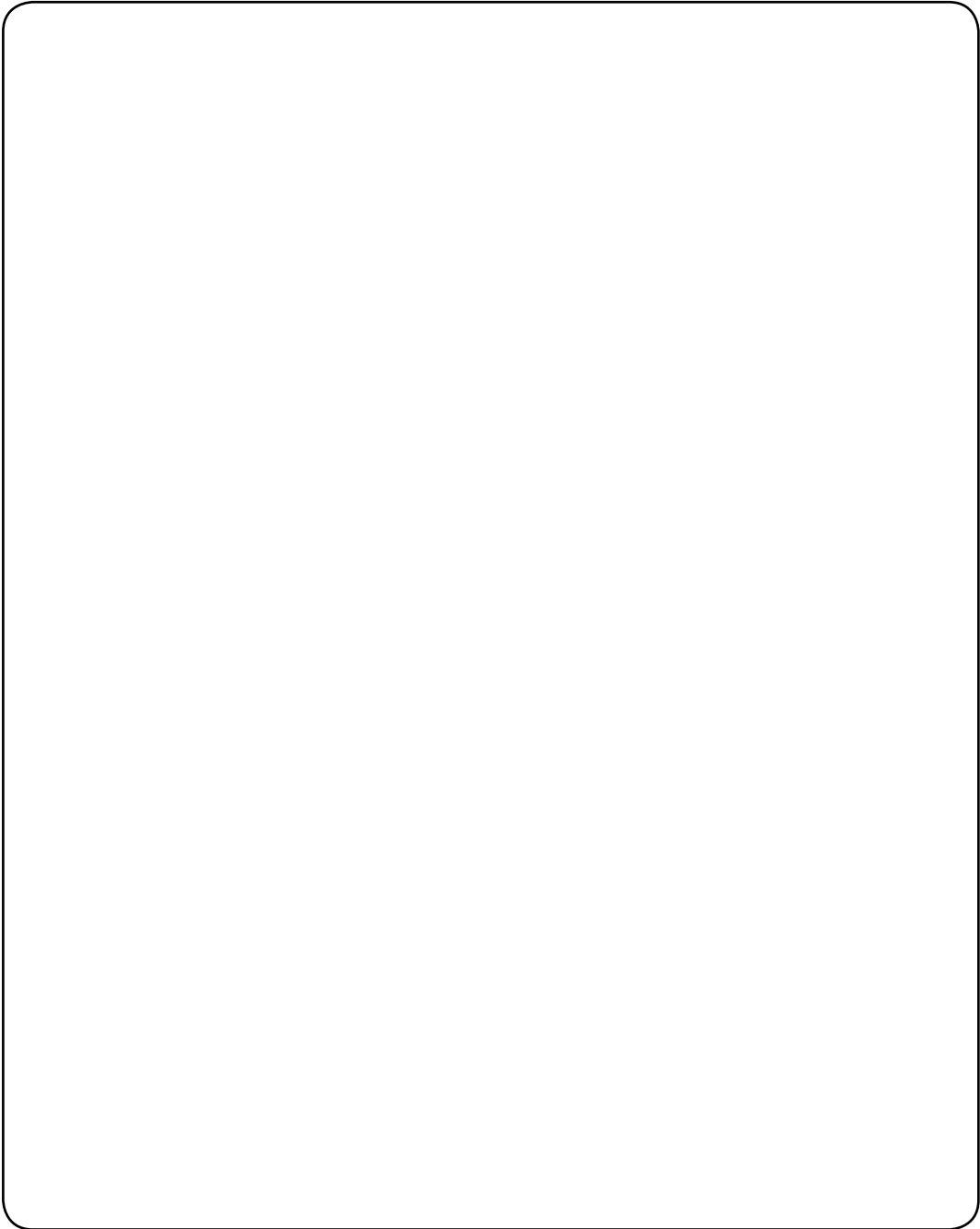
Progression in the Thinking Skills and Personal Capabilities is only made through their practice and application in a range of contexts and at increasing levels of challenge and demand.

Continuing professional development materials have been developed to promote the infusion of Thinking Skills and Personal Capabilities across the curriculum. These materials are available at www.nicurriculum.org.uk.

Questions for Departments

- How can Physical Education meaningfully develop each strand of the Thinking Skills and Personal Capabilities framework?
- Where are key opportunities in Physical Education for infusion?

Action

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Section 05

Approaches to Learning and Teaching

5.1 Key Messages

Flexibility

Teachers now have the opportunity to use the statutory requirements to devise schemes and units of work in Physical Education that follow the needs and interests of the pupil. This does not mean throwing out schemes of work that have been carefully developed over the years. It provides opportunities for teachers to build on those units that best engage and develop their pupils and replace or revitalise those units that did not engage the pupils so much.

Relevance

Teachers have opportunities to look for themes or issues that are real and relevant to the lives of pupils today. The Physical Education skills and the concepts in the first column of the Physical Education strand can be developed through many current health related issues locally or in the media that pupils express an interest in.

Integrated

The statutory requirements for Physical Education are written to help teachers see alternatives to the teaching of discrete Physical Education topics such as gymnastics or games etc., and to form units of work that integrate the knowledge and understanding from discrete activity areas to help pupils develop their transferable skills and capabilities through a range of contexts.

Value Based

The key elements provide opportunities for pupils to reflect on, for example, moral, ethical, spiritual, social and cultural dimensions of physical health issues relating to real people and real situations and to consider their own views and opinions about them.

Action Orientated

There are also opportunities for pupils to be challenged about individual and collective social and health related responsibilities. Furthermore opportunities are signposted for pupils to act, individually or as a whole class/school, on those areas of concern.

Future Focused

Pupils are challenged to think about the type of lifestyle they would like to experience in years to come and how best to achieve it. They will also have opportunities to explore how the skills developed through Physical Education might help them in the future.

5.2 Assessment for Learning

'Assessment for Learning' is an approach that can support effective learning and teaching. Assessment for Learning focuses on the learning process (rather than the end product) and attempts not to prove learning, but rather improve it. It is formative assessment. It is a way for us to take stock of learning during the process and it can help inform us of how the learning is progressing.

In 'Assessment for Learning':

- there is a high emphasis on *transferable learning*;
- assessment becomes a much more transparent process because it is based on critical information that is shared with the learners and;
- learners are able to take *responsibility* for their own learning, and eventually for their own assessment, too.

'Assessment for Learning' is not something extra or 'bolted on.' It integrates with existing classroom practice. Assessment for Learning involves the following key actions:

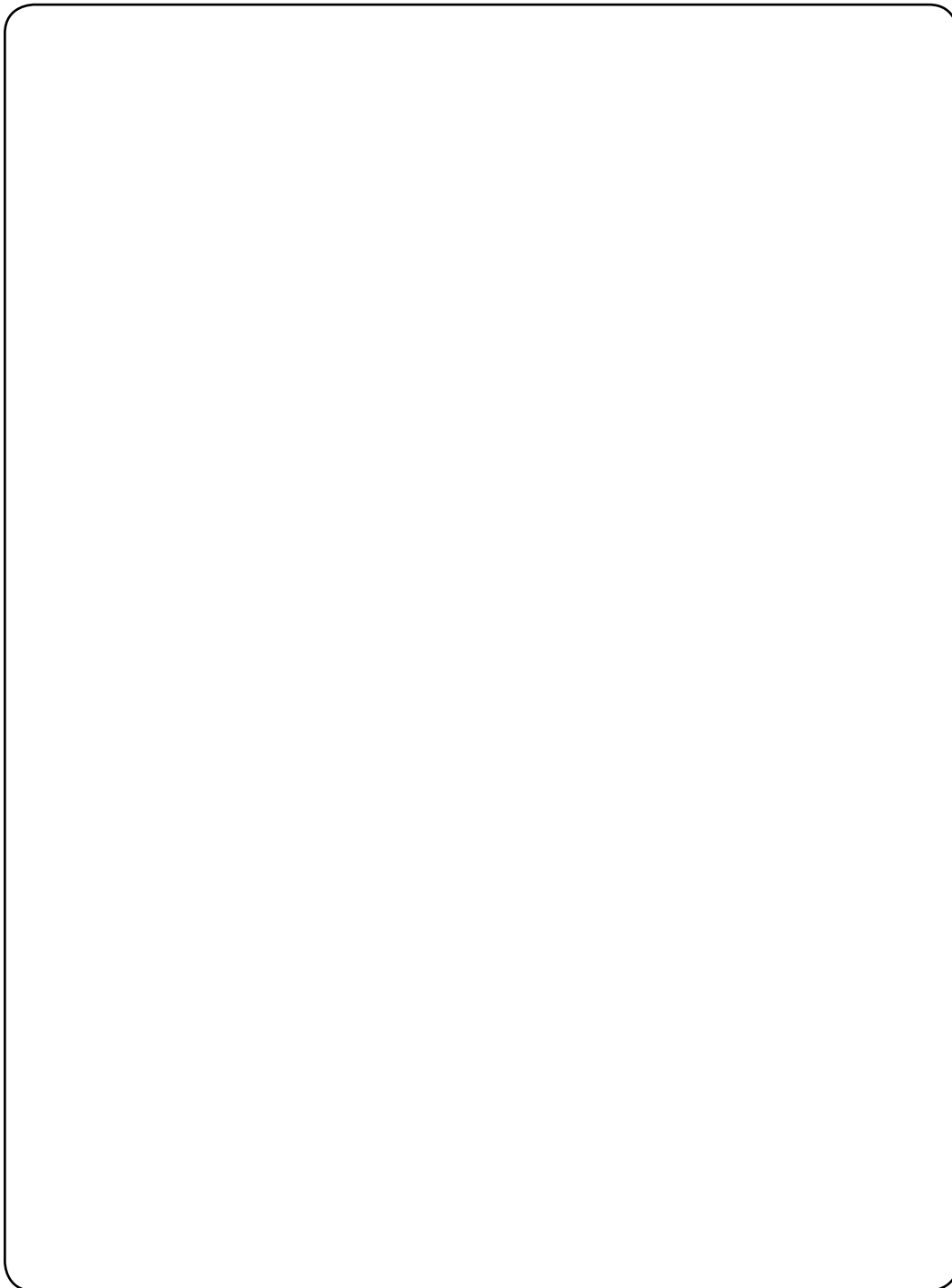
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|--|--|
| <p>Sharing learning intentions</p> | <p>A learning intention is a description of what teachers want pupils to know, understand or be able to do by the end of an activity. It tells pupils what the focus for learning is going to be. It helps both teachers and pupils to focus on the learning rather than the activity, for example: Identify what pupils will be learning (We are learning to.....) Explain the reason for learning (We are learning this because.....)</p> |
| <p>Sharing and negotiating success criteria</p> | <p>Success criteria are statements that help pupils recognise if they have been successful in their learning. Pupils may be involved in deciding these. They summarise the processes or characteristics needed for success, and they always link directly to the learning intention. They essentially spell out the steps or ingredients required to achieve the learning intention, offering specific guidance on how to be successful.</p> |
| <p>Giving feedback to pupils</p> | <p>Quality feedback is essential for effective learning and teaching. Feedback can motivate pupils by building self-esteem and reinforcing the positive. To be truly formative the feedback must inform the next steps in the learning process. For example, when offering written feedback:</p> <ol style="list-style-type: none"> 1.Find two occasions where they have achieved success (symbols can be used); 2.Identify an aspect of their work that they can immediately improve; 3.Provide them with a prompt or strategy on how to improve; 4.Give them time to make this improvement. |
| <p>Effective questioning</p> | <p>Effective questioning is about asking questions in a way that elicits maximum feedback from pupils, which can then be used to evaluate, plan and extend learning, for example:</p> <ul style="list-style-type: none"> • Ask better questions: ask 'open' questions or reframe questions where there is no single correct answer and pupils are rewarded for exploring options and sharing possible solutions; • Ask questions better: provide pupils with time to think; by increasing the wait time to 3 or 5 seconds between posing the question and asking for the answer, teachers can make a significant difference to the question's effectiveness. |
| <p>Self and peer assessment</p> | <p>Pupil reflection promotes independent learning, communication and support in the classroom. Teachers can develop pupil reflection in the classroom through the use of peer and self-assessment and self-evaluation.</p> |

Continuous professional development materials have been developed to promote Assessment for Learning.

Questions for Departments

- What are the benefits for Assessment for Learning actions in our learning environments?
- Which of these Assessment for Learning key actions are part of our existing practice?
- Which do we need to give more attention to?
- How do we do this?

Action

A large, empty rounded rectangular box with a thin black border, intended for departments to write their action plans in response to the questions above.

5.3 Connecting the Learning

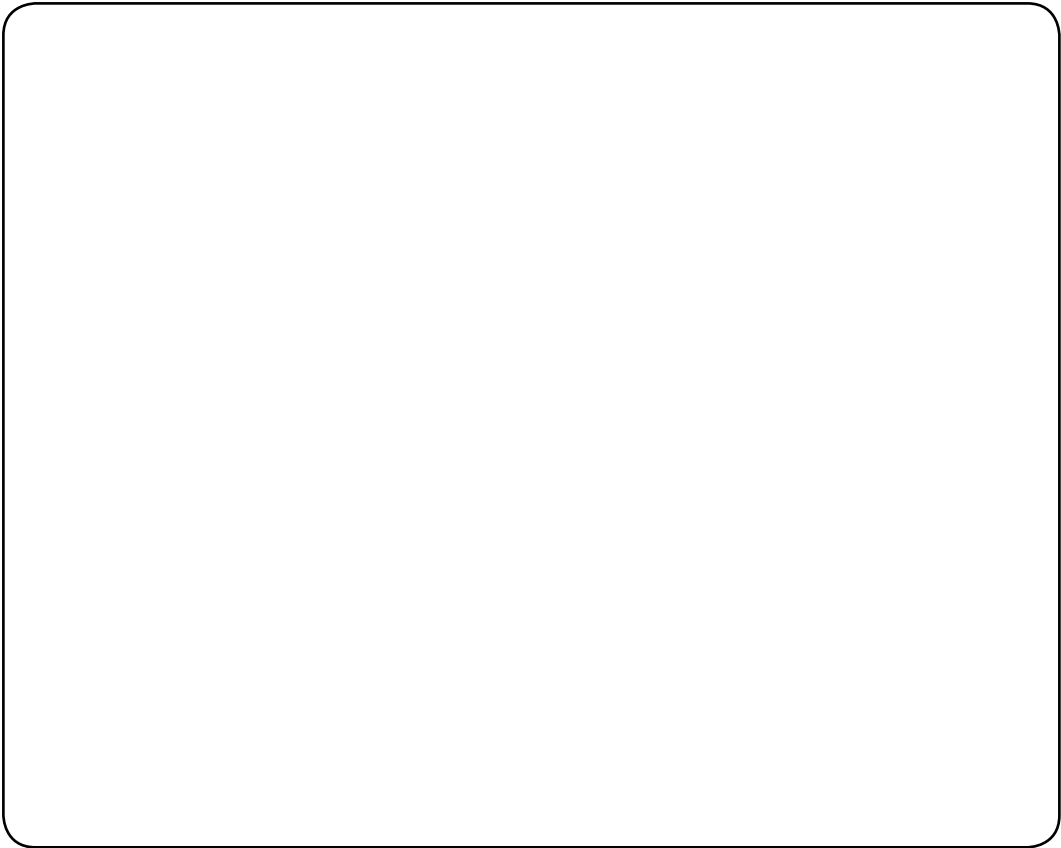
The Northern Ireland Curriculum is designed to accommodate links across subjects. Many natural links exist, although they may be under-exploited. Where these links are identified and planned for, they have the potential to make learning more meaningful, informed and purposeful. Opportunities to connect the learning can range from small and informal opportunities to whole school and formally planned. Any of the following may be used as drivers for connecting learning between two or more subjects:

- Skills/Learning Outcomes;
- Key Elements;
- Themes;
- Knowledge;
- Concepts;
- Learning experiences;
- Learning for Life Work;
- Other suitable approaches.

Questions for Departments

- Which of these could best be used as a starting point to make meaningful connections with other subjects?

Action



Examples of connecting learning across subjects are exemplified in the Thematic and Collaborative Units and are available as part of the Curriculum Support and Implementation Box and at www.nicurriculum.org.uk.

Connecting to Learning for Life and Work

One way of beginning to make connections is to use Learning for Life and Work.

The four subject strands within Learning for Life and Work (Personal Development, Local and Global Citizenship, Home Economics and Employability) contribute directly to the three curriculum objectives.

The other areas of learning also contribute to the curriculum objectives and Learning for Life and Work. Well planned and organised work within subjects make a distinctive and natural contribution to Learning for Life and Work and help to strengthen and enrich its provision as a whole.

Relevant key elements within subjects can support learning related to Personal Development, Local and Global Citizenship, Home Economics and Employability.

Examples of how key elements in PE can contribute to Learning for Life and Work are provided in Appendix 3.

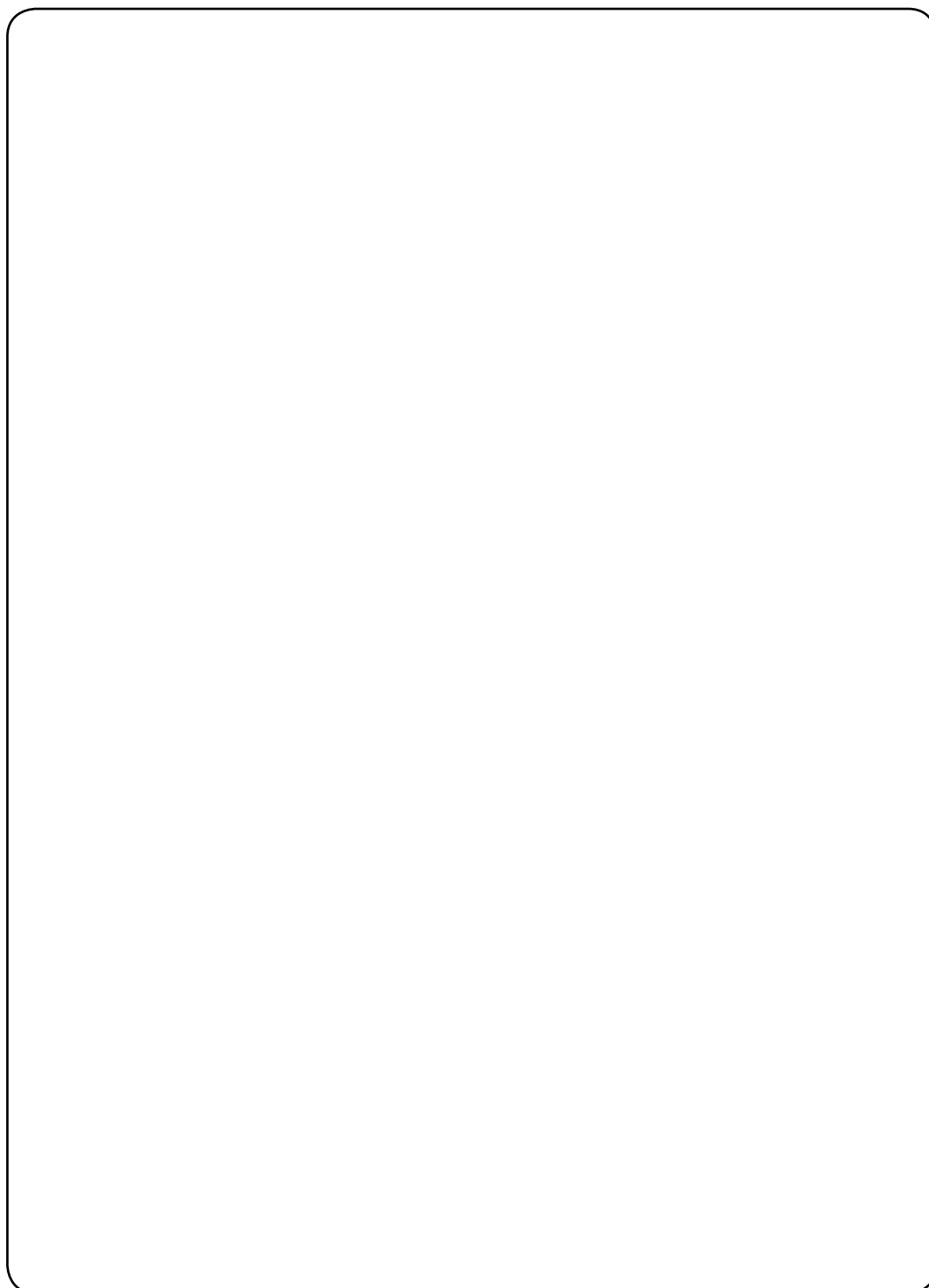
Teachers have flexibility to enhance the breadth and depth of their subject's contribution to Learning for Life and Work. Subject teachers can therefore:

- raise awareness about the Learning for Life and Work key concepts;
- develop more detailed understanding about the Learning for Life and Work key concepts within their subject context;
- explore particular Learning for Life and Work key concepts. When delivered in sufficient depth, an area of learning/subject strand can take full responsibility for meeting a particular statement of requirement.

Questions for Departments

- Which aspects of our current practice promote connected learning?
- What are the issues around the management of connected learning?
- How will we know that pupils are learning to make connections?

Action



5.4 Active Learning

Engaging pupils more actively in their learning and providing them with opportunities to demonstrate Thinking Skills and Personal Capabilities requires an approach beyond traditional didactic methods.

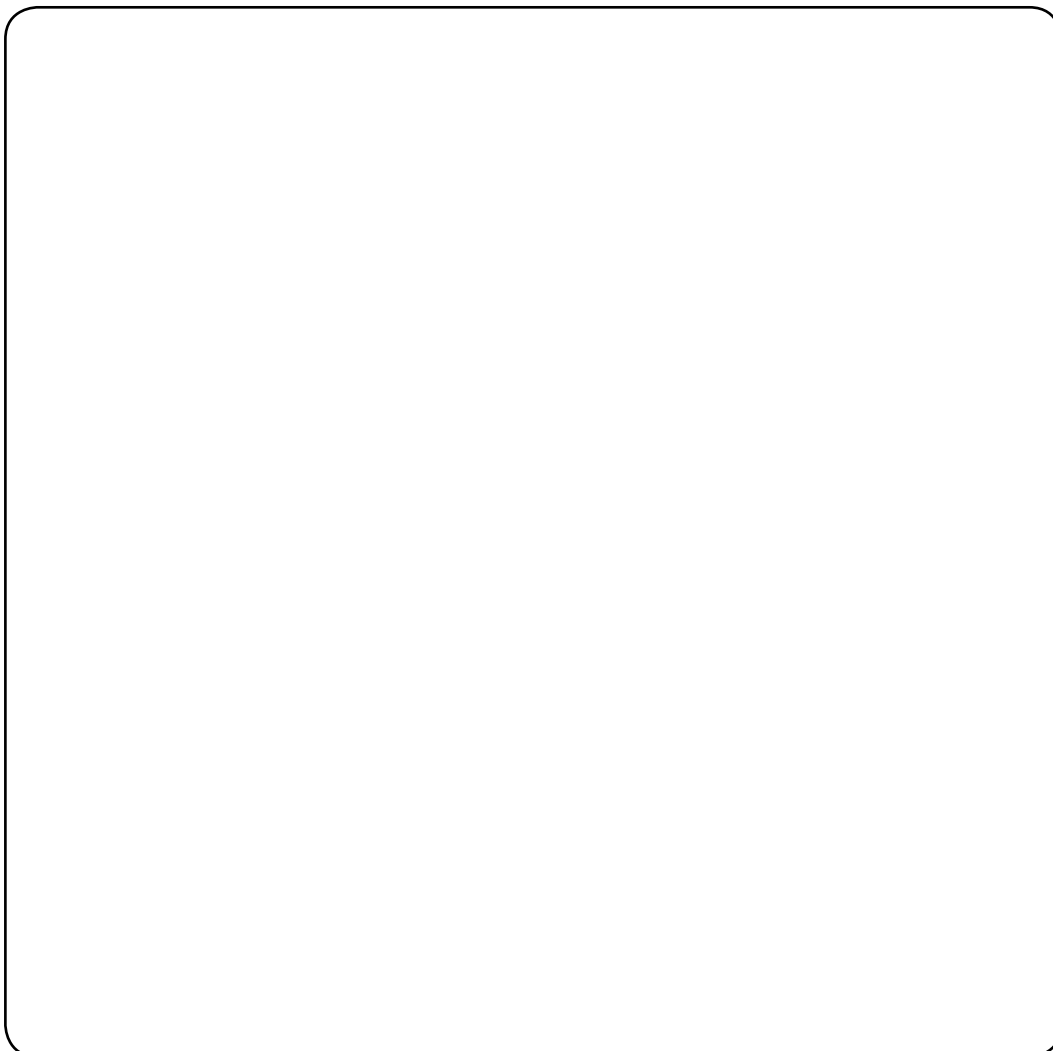
The glossary *Active Learning and Teaching Methods* is available from www.nicurriculum.org.uk and contains a wide range of active and experiential strategies to promote pupils' participation and engagement.

Physical Education provides particularly rich contexts for using a range of active learning strategies. Further details can be found in Appendix 4.

Questions for Departments

- What active learning strategies might work for us?
- How does the climate in our learning environments support the use of active learning?
- What are the management implications in the range of learning environments?

Action



Section 06

Auditing and Planning

It is important to evaluate existing schemes of work in relation to the statutory requirement for Physical Education. Departmental planning for the Northern Ireland Curriculum should be informed by an evaluation process and may result in a completely fresh approach.

6.1 Conducting a Departmental Audit

When planning to carry out a departmental audit, refer to the training materials *Planning for the Revised Curriculum at Key Stage 3* available on www.nicurriculum.org.uk and as part of the Curriculum Support and Implementation Box. Used in conjunction with the following guidance, departments can decide how to evaluate existing and planned provision.

Audits are a starting point for the long term planning process. There are a number of possible 'ways-in' to carrying out an audit. Some of these are outlined in the table below. Further details are available at www.nicurriculum.org.uk.

| Starting Point for Audit | Description of Process |
|---|---|
| Curriculum Objectives | What do we teach and why? Look at how the topics currently taught address the broad curriculum objectives. The objectives provide a rationale for the topic. The key elements can provide the footholds into the objectives. |
| Key Elements | Check where units of work contain aspects of the key elements, or could be re-focused to suit. Check for coverage across the Key Stage. Remove excessive duplication, add material to address any omissions. |
| Thinking Skills and Personal Capabilities | Starting with current units of work it is possible to audit the provision of Thinking Skills and Personal Capabilities using the statements from the "From – To Progress Map". After completing an audit in this way, gaps in provision can easily be detected and it will then be possible to develop opportunities to ensure overall coverage in a year and progression across the Key Stage. |
| Learning Experiences | List the categories of learning experience from the 'Big Picture' document in a column. Beside each, match the units of work in your scheme which fit with the category. Assess the coverage: is there a good mixture and variety of experience planned? |
| 'Blue Skies' | Begin with aspirations for a completely new scheme of work, and work up details so as to match planned experiences with revised curriculum requirements. |

6.2 Long, Medium and Short Term Planning

Long Term Planning

In producing long term plans or schemes of work you need to think about:

- how Physical Education is delivered across the key stage;
- how Physical Education links with the wider curriculum objectives;
- how and when to develop specific skills and capabilities;
- what range of topics will be studied;
- how Physical Education can actively link with other curricular areas;
- how Physical Education aligns with whole school development/circumstances.

Medium Term Planning

In planning units of work you need to think about:

- identifying big questions/issues to engage pupils;
- the teaching and learning activities and strategies to best develop the skills;
- how to build in time for review, reflection and remediation.

Short Term Planning

In planning a lesson or series of lesson you need to think about:

- making the learning intentions explicit to clarify what you want the pupils to know, understand and /or be able to do;
- agreeing and negotiating with the pupils what success in this task or activity will look like;
- using a launch activity to engage the pupils and develop their sense of enquiry;
- using a range of actives/challenges;
- supporting and prompting pupil performance;
- planning plenaries to provide feedback, reflect on thinking and learning, make connections to other learning and set up next lesson(s).

Curriculum development is a process and requires ongoing evaluation.

Try figuring out why some lessons work, while others don't succeed as we would like.

For any scheme of work it might be useful to ask:

- How well did the pupils respond to that?
 - did they enjoy it?
 - did they see the relevance?
 - were they motivated to learn?
- How well did they achieve?
 - what evidence of achievement was there?
 - was there evidence of deep learning?
 - how did I collect it?
- What modifications could I make?
 - in the content?
 - in the learning materials?
 - in the learning activities?
- When did you last experience a “buzz” in the classroom?
 - what place/theme/issue were the pupils learning about?
 - what was the big inquiry/key question?
 - what activity were they doing?
 - what was the purpose of their learning?
 - why had you chosen these particular resources to use in this session with those pupils?

Appendices

Appendix 1

Cross-Curricular Skills

Communication Across the Curriculum

Communication is central to the whole curriculum. Pupils should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Pupils should be given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about communication concepts and skills to real-life meaningful contexts across the curriculum.

The modes of communication include talking and listening, reading and writing. However, effective communication also includes non-verbal modes of communication, wider literacy and the use of multimedia and ICT technologies which may combine different modes. Pupils are therefore encouraged to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

The requirements for Communication are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

Talking and Listening

Pupils should be enabled to:

- listen to and take part in discussions, explanations, role-plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener.

Reading

Pupils should be enabled to:

- read a range of texts* for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts*;
- use evidence from texts* to explain opinions.

* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

Writing

Pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

Using Mathematics Across the Curriculum

Using Mathematics is the skill of applying mathematical concepts, processes and understanding appropriately in a variety of contexts. Ideally these should be in relevant real life situations that require a mathematical dimension.

Pupils are likely to acquire and consolidate their mathematical knowledge, concepts and skills within the area of learning for Mathematics and Numeracy. However, they should be given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum. Pupils can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions.

The requirements for Using Mathematics are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- choose the appropriate materials, equipment and mathematics to use in a particular situation;
- use mathematical knowledge and concepts accurately;
- work systematically and check their work;
- use mathematics to solve problems and make decisions;
- develop methods and strategies, including mental mathematics;
- explore ideas, make and test predictions and think creatively;
- identify and collect information;
- read, interpret, organise and present information in mathematical formats;
- use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain way of working;
- develop financial capability;
- use ICT to solve problems and/or present their work.

Using Information and Communications Technology Across the Curriculum

Using Information and Communications Technology (ICT) provides powerful tools and contexts to support meaningful learning and has the potential to transform and enrich pupils' learning experiences and environments across the curriculum. The creative use of ICT can empower learners to become independent, self-motivated and flexible, helping in turn to develop self-esteem and positive attitudes to learning, with which to realise their full potential. It also provides opportunities to collaborate within and beyond the classroom to pose questions, take risks and respond positively to 'what if' questions.

To help develop skills in researching, handling and communicating information pupils should have opportunities, using ICT, to engage in genuine research and purposeful tasks set in meaningful contexts. They should be encouraged to re-work information, present and exchange their ideas and translate their thinking into creative products and productions which show an awareness of audience and purpose.

The requirements for Using ICT are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills to:

Explore

Pupils should be enabled to:

- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital tools;
- understand how to keep safe and display acceptable online behaviour.

Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.

Exchange

Pupils should be enabled to:

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used.

Exhibit

Pupils should be enabled to:

- manage and present their stored work;
- showcase their learning across the curriculum.

Cross-Curricular Skills in Physical Education

| Cross-curricular skill | Communication | Using Mathematics | Using ICT |
|---|--|--|---|
| Purpose | To provide opportunities for pupils to acquire, develop and demonstrate the cross-curricular skill of Communication | To provide opportunities for pupils to acquire, develop and demonstrate the cross-curricular skill of Using Mathematics | To provide opportunities for pupils to acquire, develop and demonstrate the cross-curricular skill of Using ICT |
| Examples of processes in which pupils are involved | Discussion, presentation, demonstration, asking questions, reading text for information, using evidence from text to explain opinion, communicate information in a clear and organised way, present ideas in a variety of formats for different audiences and purposes, etc. | Use mathematical knowledge and concepts, use mathematics to solve problems and make decisions, mental mathematics, make and test predictions, data handling, using statistics, developing financial capability, etc. | Explore information using electronic tools, create, develop, present and publish ideas using a range of digital media, communicate electronically, etc. |
| Examples of contexts in Physical Education | <ul style="list-style-type: none"> • Planning how to communicate information clearly to a group/partner when involved in leadership tasks (games/dance/gym/athletics/swimming/OAA and healthy active lifestyles) • Expressing creative ideas through dance (dance) • Reviewing progress of their physical activity programme with an appropriate person (healthy active lifestyles) | <ul style="list-style-type: none"> • Organising and presenting data (for example graphs, tables, charts) in order to help monitor the success of a personal activity programme (healthy active lifestyles) • Organising, presenting and managing the scoring data for a tournament or competition (games, athletics, swimming) | <ul style="list-style-type: none"> • Using heart rate monitors to monitor the intensity of working at different percentage within their heart rate target zone (healthy active lifestyle) • Using digital cameras to evaluate performance of gymnastic skills and determine focus for future improvements (gymnastics) • Using DVDs of professional dance works as a stimulus for exploration and design of movement (dance) |

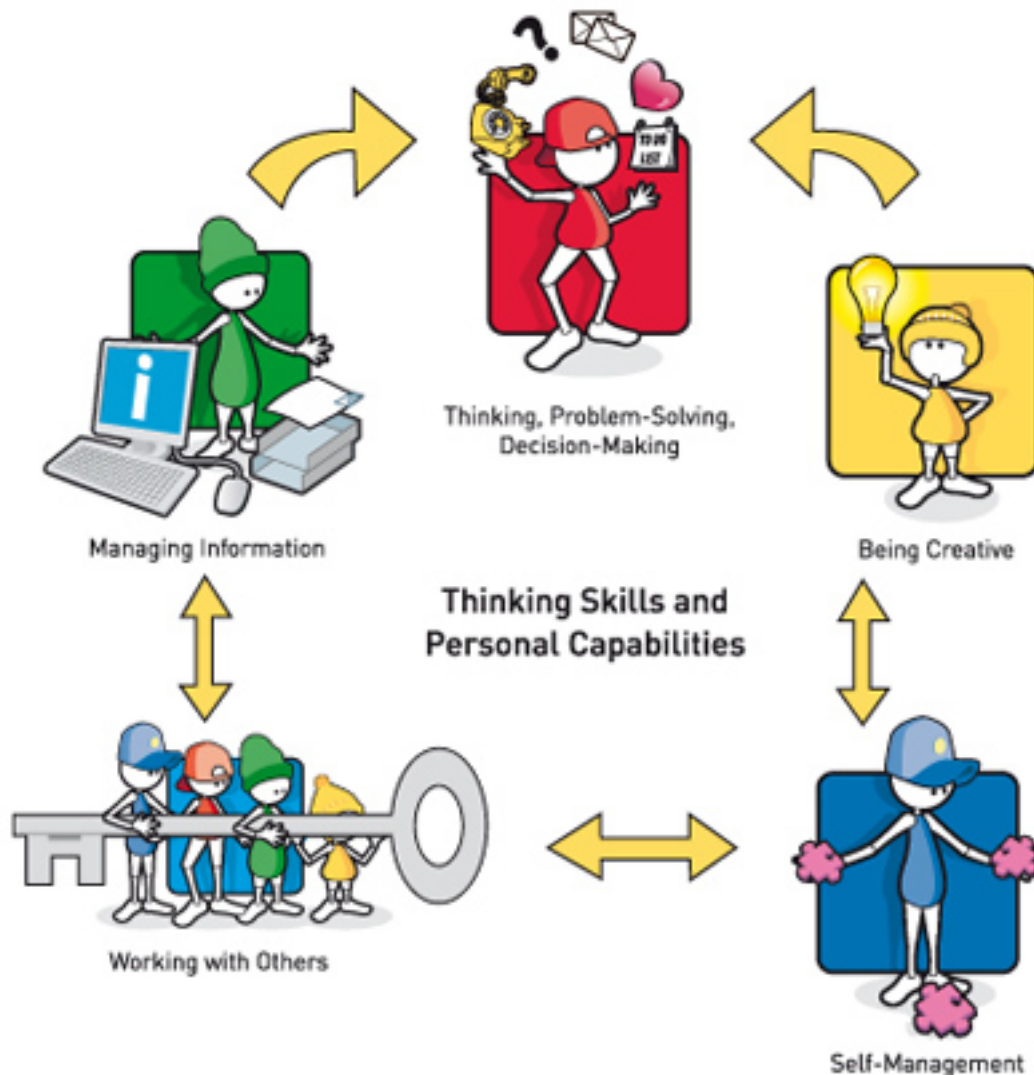
Appendix 2

Thinking Skills and Personal Capabilities

Thinking skills are tools that help pupils to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that pupils's self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Teachers should help pupils to develop Thinking Skills and Personal Capabilities by focusing on the following areas.



Thinking Skills and Personal Capabilities in Physical Education

| Thinking skills and Personal Capabilities strands | Managing Information | Thinking, Problem-Solving and Decision-Making | Being Creative | Working with Others | Self-Management |
|---|---|---|--|--|---|
| Purpose | To develop learners' abilities in an information intensive environment | To engage pupils in active learning so that they can go beyond mere recall of factual information and the routine application of procedures | To encourage personal response of the learner by promoting dispositions for curiosity, exploration and experimentation and invention | To enable learners to engage in collaborative activities and to make the most of their learning when working with others | To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term |
| Examples of processes in which pupils are involved | Asking, accessing, selecting, recording, integrating, communicating | Searching for meaning, deepening understanding, coping with challenges | Imagining, generating, inventing, taking risks for learning | Being collaborative, being sensitive to others' feelings, being fair and responsible | Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self |
| Examples of contexts in Physical Education | Monitoring health, activity and fitness of self and others (healthy active lifestyles) Using different sources of information to improve another person's performance (games/dance/ athletics/ gymnastics/swimming/ OAA) Interpreting data collected about personal fitness and health status (healthy active lifestyles) | Analysing how to improve chances of winning/ attacking strategies/ defensive strategies (games) Evaluating a personal exercise/activity programme (healthy active lifestyles) Finding solutions to problems (OAA) | Designing an aerobic routine/circuit (healthy active lifestyles) Designing new games or practices (games) Choreographing a dance or gymnastics sequence (dance) | Observing and analysing performance and giving feedback about another person's performance (games/dance/ athletics/ gymnastics/swimming/ OAA) Taking on the role of a coach/leader/ choreographer (games/ dance/ athletics/ gymnastics/swimming/ OAA/ healthy active lifestyle) Designing a group workout to music/circuit (healthy active lifestyles) | Planning and setting goals for a personal exercise/activity programme (healthy active lifestyles) Designing, performing and evaluating a gymnastics sequence (gymnastics) Improving own performance/technique (games/dance/ athletics/ gymnastics/ swimming/OAA/ healthy active lifestyles) |

Appendix 3

How Key Elements in Physical Education can make a direct contribution to Learning for Life and Work strand

This table provides a sample of Learning for Life and Work statements that can be supported by Physical Education.

| Key Element in Physical Education | Learning for Life and Work statement |
|--|--|
| <p>Develop through practical tasks, their personal skills in preparation for future education/training/employment, for example, <i>using initiative, enterprise, creativity and skills in problem-solving, decision-making, leadership and co-operation.</i> (Key Element: Employability)</p> | <p>(Employability; Career Management) Assess personal skills and achievements to date; identify areas of interest and set targets for self-improvement. (Personal Development; Self Awareness) Develop skills and strategies to improve own learning.</p> |
| <p>Develop positive relationships and respect for the differing capabilities of others through participation in a range of competitive and co-operative physical activities, for example, show respect for and empathise with peers in a range of group activities within school and with other schools. (Key Element: Mutual Understanding)</p> | <p>(Personal Development; Relationships) Explore the qualities of relationships including friendship. (Citizenship; Democracy and Active Participation) Investigate the basic characteristics of democracy; Investigate various ways to participate in school and society.</p> |
| <p>Experience and evaluate the health and fitness benefits of a range of different physical activities, including their physical, social and psychological well-being for example, <i>feeling energetic, enjoyment, increased self – esteem, positive self image.</i> (Key Element: Personal Health)</p> | <p>(Personal Development; Personal Health) Explore the concept of Health as the development of a whole person; Investigate the influences on physical and emotional /mental personal health.</p> |

Appendix 4

Examples of Active Learning Strategies in Physical Education

| Active Learning Strategy | Application of strategy Tasks will enable children to: | Application of strategy Examples of Physical Education tasks. Opportunities for pupils to: | Relevant for the development of the following Thinking Skill and Personal Capability |
|-------------------------------|--|--|--|
| Setting open-ended challenges | Respond creatively, construct their own meaning and offer reasoned decisions and solutions. | Gymnastics: make a plan to improve your group sequence. Healthy active lifestyles: make a plan to ensure that you adhere to your activity plan. | Thinking, Problem-Solving and Decision-Making; Self-Management; Working with Others. |
| Making thinking important | Have time to think in order to give more considered responses to questions. | Games: Discuss in small groups: when would it be appropriate to use a zone defence? – share your ideas with another group and prepare to summarise and share your thoughts with the rest of the class. | Thinking, Problem-Solving and Decision-Making; Working with Others. |
| Effective questioning | Answer questions which: <ul style="list-style-type: none"> • go beyond recall of knowledge and understanding; • invite explanation and justification; • prompt further questions and enquiry. | Dance: what changes would you recommend to make this Dance performance more interesting? Healthy active lifestyles: Can you think of ways of overcoming barriers to being active? | Thinking, Problem-Solving and Decision-Making; Being Creative. |

| | | | |
|---------------------------------|--|--|--|
| Active Learning Strategy | Application of strategy Tasks will enable children to: | Application of strategy Examples of Physical Education tasks. Opportunities for pupils to: | Relevant for the development of the following Thinking Skill and Personal Capability |
| Making thinking explicit | Help pupils to think about thinking and to recognise what thinking skills are and their relevance. | Swimming: how did you make your decision about which personal survival technique was appropriate in the given situation? | Thinking, Problem-Solving and Decision-Making; Self-Management. |
| Enabling collaborative learning | Talk with others about what and how they are learning. | Athletics: discuss with your partner what is needed to improve your performance. | Thinking, Problem-Solving and Decision-Making; Working with Others. |
| Promoting independent learning | Be more self-directed. Plan, manage and monitor their own progress. | Healthy active lifestyles: plan, carry out and monitor a personal activity plan. | Self-Management; Managing Information. |
| Making connections | Transfer their learning about Thinking Skills and Personal Capabilities across contexts both within and beyond the curriculum. | Can you apply what you have learnt about problem solving to another situation? | Managing Information. |

Physical Education: Physical Education

The minimum content is set out below. The statutory requirements are set out in **bold** under Knowledge, Understanding and Skills in column 1, under the Curriculum Objectives and Key Elements in columns 2, 3 and 4 and in the Learning Outcomes at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

| <p>(Objective 1) Developing pupils as Individuals</p> | <p>(Objective 2) Developing pupils as Contributors to Society</p> | <p>(Objective 3) Developing pupils as Contributors to the Economy and the Environment</p> |
|--|--|--|
| <p>Pupils should have opportunities to:</p> <p>increase their knowledge, understanding and skills through frequent and regular participation in a balanced programme of Athletics, Games (Invasion, fielding/ striking and net/wall), Gymnastics, Swimming, Dance and Outdoor Education;</p> <p>practise, refine, develop and make consistent use of skills and specific techniques, for example, <i>using strategies, tactics, choreographic and/or compositional principle</i>;</p> <p>experience, monitor and understand a range of short-term effects of exercise on the body systems including cardiovascular and musculo-skeletal systems;</p> <p>monitor and evaluate their own activity levels over a period of time and plan how they can fulfil the activity recommendations for health;</p> <p>develop their knowledge of safe practices and procedures when taking part in sport and physical activity;</p> <p>develop the skills and capabilities required to analyse and improve their own and others' work;</p> <p>develop the skills and capabilities required to work effectively with others in tasks which require co-operation, creativity, problem solving, planning and team work.</p> | <p>Pupils should have opportunities to:</p> <p>Work with others to solve problems in a range of practical situations, for example, <i>by listening to others, responding to them and building constructively on their ideas and views; understanding the need for rules.</i> (Key Element: Citizenship)</p> <p>Explore issues related to Cultural Understanding Participate in physical activities from other cultures, for example, <i>Tai Chi, kabadi, tchoukball, korfball, etc.</i> (Key Element: Cultural Understanding)</p> <p>Explore issues related to Media Awareness Explore the increasing influence of the media on sport, for example, <i>investigate and discuss which sports receive the greatest media coverage; the impact of sporting celebrity endorsement and advertising; sponsorship deals.</i> (Key Element: Media Awareness)</p> <p>Explore issues related to Ethical Awareness Develop awareness of ethical issues associated with physical activities, for example, <i>local opportunities for girls and women or specific target groups to participate in sport and/or physical activity on a regular basis; the use of drugs to enhance performance; the use of child labour in the production of branded sport goods.</i> (Key Element: Ethical Awareness)</p> | <p>Pupils should have opportunities to:</p> <p>Develop, through practical tasks, their personal skills in preparation for future education/training/employment, for example, <i>using initiative, enterprise, creativity and skills in problem-solving, decision-making, leadership and co-operation.</i> (Key Element: Employability)</p> <p>Explore issues related to Economic Awareness Participate in and evaluate the benefits of a range of low-cost sports and physical activities, for example, <i>walking, jogging, swimming, etc.</i> (Key Element: Economic Awareness)</p> <p>Explore issues related to Education for Sustainable Development Investigate how the school grounds and local community promotes outdoor activities, while improving the environment, for example, <i>more or a greater range of after/before school clubs, secure bike storage to promote cycling to school, more cycle lanes or playground markings.</i> (Key Element: Education for Sustainable Development)</p> |
| <p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills applying knowledge and understanding of Physical Education.</p> <p>Pupils should be able to:</p> | <ul style="list-style-type: none"> take responsibility for their own safety in relation to warming-up and cooling-down, injury prevention, clothing and equipment; work independently to plan, undertake and evaluate a personal physical activity programme to meet up-to-date health recommendations; research and manage information effectively, including Using Mathematics and Using ICT where appropriate; show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; demonstrate creativity and initiative when developing ideas and following them through; work effectively with others; demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance; communicate effectively in practical, oral, visual, written and ICT formats, showing clear awareness of audience and purpose. | |

NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the key stage, all of the statutory aspects highlighted in **BOLD** (including each of the Key Elements) are met.



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