

**Supplementary Guidance to support the Physical Education Subject
Specific Guidance at Key Stage 3**

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Introduction

This supplementary guidance expands upon the non-statutory guidance for Physical Education at Key Stage 3. It provides advice and support to Physical Education departments when planning for the implementation of the revised Northern Ireland Curriculum. Much of this additional information is aimed at supporting developments at a whole departmental level and at an individual teacher level.

Every school and department now has the flexibility to make decisions about how best to interpret and combine minimum requirements so as to provide a broad and balanced curriculum that will prepare each young person for a rapidly changing world. The intention is that schools and teachers can develop a more customised curriculum that meets the individual needs of their pupils.

This supplementary guidance should be used in conjunction with:

- the Key Stage 3 Curriculum Support and Implementation Box, distributed to schools in February 07; and
- the non-statutory PE guidance, available online at www.nicurriculum.org.uk.

1 Similarities And Differences Between The Revised Northern Ireland Curriculum And The Former Programme Of Study For Physical Education

Table 1 outlines the main similarities and differences between the revised Northern Ireland Curriculum and the former Programme of Study for Physical Education. Physical Education departments may wish to consider these when planning for and implementing the revised Northern Ireland Curriculum.

Table 1: Similarities and Differences

What's stayed the same?	What's changing?
<ul style="list-style-type: none"> The promotion and development of physical skills and specific techniques as a central part of Physical Education. 	<ul style="list-style-type: none"> No detailed programmes of study for each area of activity (eg. athletics, games) – this offers greater flexibility to cater effectively for the diverse needs and interests of pupils Inclusion of Athletics, Games, Gymnastics and Swimming as compulsory (Dance and Outdoor Education are non-statutory), KS4 does not specify activities which should be taught,
<ul style="list-style-type: none"> The emphasis on the intellectual, social, emotional, moral, cultural and spiritual development of pupils. 	<ul style="list-style-type: none"> Has a strong and clear focus on the promotion of opportunities for pupils to develop Thinking Skills and Personal Capabilities - helping pupils to become effective learners Challenges pupils to take individual and collective responsibility and appropriate action, for social and environmental issues.

<ul style="list-style-type: none"> • The contribution of learning in Physical Education to other contexts/areas of the curriculum. 	<ul style="list-style-type: none"> • Highlights the relevance of learning to pupils' present and future lives and helps pupils to make connections across all areas of the curriculum.
<ul style="list-style-type: none"> • Provide guidance on assessment. 	<ul style="list-style-type: none"> • Emphasises Assessment for Learning. • Has no description of levels of attainment (which focused in the Programme of Study on assessment OF learning). • Introduces an annual Pupil Profile at Key Stage 3.

2: Medium Term Planning - Sample Units Of Work

The example unit of work (Table 2.2) is written using a template which ensures that the requirements of the curriculum are taken into account in planning. Table 2.1 provides an explanation of the components of the suggested unit of work template. This section supports the information in section 6.2 of the non-statutory guidance for PE.

Table 2.1: Suggested template for a unit of work

Unit Title:	This should reflect the purpose of the unit. For example, instead of 'ATHLETICS' as a title, reflect what pupils will learn through the unit, for instance, 'developing leadership skills through athletics'.
Year:	The year group for whom the unit of work is designed, in this case, Year 8
Suggested Time:	The length of the unit of work to allow for meaningful learning. In this example 8-12 hours is suggested
This unit:	Summary of what the unit is about and what pupils will be learning. This description could be made available to the pupils and parents

<p>Where this unit fits in:</p> <p><i>State which of the three curriculum objectives is the focus for the unit of work.</i></p> <p><i>For example:</i></p> <p>Objective 1: Developing pupils as individuals</p>	<p>Links with Key Elements:</p> <p><i>Appropriate statements should be selected from the statutory requirements for PE – Objectives 1-3</i></p> <p><i>For example:</i></p> <p>Key Element: Personal Understanding</p> <ul style="list-style-type: none"> • Make decisions about what they want to achieve and how to improve the quality of their work, for example, <i>analysing their strengths and identifying areas for improvement.</i> 	<p>Links with Learning for Life and Work:</p> <p><i>Describe how this unit helps pupils to develop the skills, knowledge, qualities and dispositions that are the pre-requisites for life and work.</i></p> <p><i>Select appropriate learning outcomes from the key concepts of the Learning for Life and Work Strands – Education for Employability, Local and Global Citizenship, Personal Development and Home Economics.</i></p> <p><i>For example:</i></p> <p>Strand: Personal Development</p> <p>Key Concept: Self Awareness Develop skills and strategies to improve own learning</p>	<p>Links with Other Learning Areas/Subject Strands</p> <p><i>Describe how learning in this unit can be transferred to learning in other areas.</i></p>
<p>Knowledge, Understanding and Skills:</p> <p><i>Describe the statutory knowledge, understanding and skills of PE addressed through this unit. Select appropriate statements from the statutory requirements for PE – ‘Developing pupils’ knowledge and understanding and skills’ (first column). These statements should be expressed in the context of the area of activity.</i></p> <p><i>For example:</i></p> <p>Young people should have opportunities to:</p> <ul style="list-style-type: none"> • practise, refine and develop their skills and techniques in athletics and use these with consistency; • develop the skills and capabilities required to work effectively with others in tasks which require cooperation and problem-solving. 		<p>Possible Development of Skills and Capabilities</p> <p>Describe the Thinking Skills and Personal Capabilities that will be the focus of learning through the unit of work. Select appropriate learning outcomes from the Thinking Skills and Personal Capabilities framework.</p> <p><i>For example:</i></p> <p>Working with others</p> <ul style="list-style-type: none"> • <i>Give and respond to feedback</i> <p>Self Management</p> <ul style="list-style-type: none"> • <i>Manage emotions and behaviour in a range of situations.</i> 	
<p>Development of Learning Outcomes</p> <p>Describe the learning outcomes for Physical Education which the units help young people to work towards. Select appropriate statements from the bottom row of the statutory requirements.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Work effectively with others; • Communicate effectively in practical, oral, visual, written and ICT formats showing clear awareness of audience and purpose; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate. 			

Key Questions	Possible learning intentions Pupils are learning....	Possible learning and teaching tasks/activities and assessment opportunities	Success Criteria
<p>Ask questions that stimulate the development of thinking skills. Thinking skills will not be developed to their full potential if pupils are only asked questions which require them to retain and recall information or knowledge, for example, 'What are the main teaching points associated with the sprinting technique?'</p> <p>Encourage pupils to develop 'high-order' thinking skills pupils by externalising and reconstructing knowledge and ideas in their own way. For example, 'To what extent is your partner demonstrating effective sprinting technique?', 'Can you design a practice which helps your partner to apply the main teaching points of sprinting technique?'</p>	<p>State the focus for learning.</p> <p>Learning intentions should develop pupils:</p> <ul style="list-style-type: none"> skills, knowledge and understanding of Physical Education. <p>For example: <i>to recognise the essential elements of effective sprinting technique</i></p> <ul style="list-style-type: none"> Thinking Skills and Personal Capabilities. <p>For example: <i>to make judgements about their partner's sprinting technique.</i></p>	<p>Suggest practical tasks and activities, which provide opportunities for pupils to work towards the learning intentions. These tasks and activities should also support the principles of assessment for learning.</p> <p>Provide learning and teaching tasks and activities that allow pupils to:</p> <ol style="list-style-type: none"> Recall what they know, for example, by listing, stating, naming; Demonstrate their knowledge, for example, by interpreting, explaining, comparing, summarising, discussing, predicting; Apply their knowledge to situations/tasks/problems/performance, for example, by solving, showing, examining, illustrating, using; Analyse situations/tasks/problems/performance using their knowledge, for example, distinguish, compare, categorise, investigate; Synthesise their knowledge, using it in combination with other knowledge they have acquired, for example, create, design, devise, propose, plan; Evaluate situations/tasks/problems/performance using their knowledge, for example, judge, select, justify, debate, recommend, assess. <p>Achieve this by:</p> <ul style="list-style-type: none"> Setting open ended challenges; Asking effective questions; Making thinking explicit; Enabling collaborative learning; Promoting independent learning; Making connections. 	<p>Describe here what evidence will indicate that pupils have achieved the learning intentions.</p> <p>For example:</p> <p><i>Pupils will be able to:</i></p> <ul style="list-style-type: none"> <i>provide accurate and constructive feedback to a partner;</i> <i>motivate a partner;</i> <i>identify effective sprinting technique in action;</i> <i>demonstrate improved performance in their own sprinting technique.</i> <p>Success criteria should focus on not only skills, knowledge and understanding in PE but also on Thinking Skills and Personal Capabilities and their transfer to other areas of life.</p>

Table 2.2 Sample Unit of Work

Physical Education

Developing Problem-Solving Skills Through Games

Year: 8 Time 8-12 hours

About this unit: Pupils will learn different ways to solve problems in the context of hockey. Pupils will have opportunities to discuss and demonstrate solutions to problems in relation to attacking and defending strategies and will practise and refine individual skills and specific techniques through problem-solving tasks.

Where this unit fits in: Objective: 1 Developing young people as an individual	Links with Key Elements: Personal Understanding and Mutual Understanding	Links with Learning for Life and Work: Key concept: Relationships	Links with Other Areas of Learning/Subject Strands
<p>Physical Education</p> <p>Young people should have opportunities to:</p> <ul style="list-style-type: none"> • increase their knowledge, understanding and skills in hockey; • practise, refine and develop skills and specific techniques and use these with consistency; • 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>Development of Skills and Capabilities</p> <p>Problem-Solving: Generate possible solutions, try out alternative approaches, evaluate outcomes.</p> <p>Working with Others: Respect the views and opinions of others, reaching agreements using negotiation and compromise.</p>		
<p>Development of Learning Outcomes</p> <p>Young people should be able to:</p> <ul style="list-style-type: none"> • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions; • work effectively with others. 	<p>Communication: Talking and Listening</p>		

Key questions	Possible Learning Intentions	Possible Learning and Teaching Tasks / Activities & Assessment Opportunities	Success Criteria
Activity 1			
<p>Describe the initial processes involved in answering the task.</p> <p>Why is it important to clarify instructions before performing a task?</p> <p>How will you go about answering a task in future?</p> <p>How successful are you at dribbling the ball at speed whilst maintaining control?</p> <p>What improvements do you think you have made/need to make to this skill?</p>	<p>Pupils are learning ...</p> <ul style="list-style-type: none"> ○ to check their understanding of a given problem before taking action; ○ to acquire, practise and perform dribbling skills. 	<p>Set the pupils the following task, 'In pairs, take turns to dribble the ball as fast as possible, to a marker and back (20-30 metres). You must maintain control of the ball.'</p> <p>Allow pupils a short amount of time to prepare for the task – do not provide any other 'help' except on an individual basis to any pupils who ask specific questions.</p> <p>Pupils have a go at answering the task. Ask them how they are going to evaluate their efforts, for example, do they know how 'fast' they were? Do they know what 'with control' means?</p> <p>Suggest that all pupils should have clarified the meaning of 'fast' and 'control' before starting the task.</p> <p>Pupils watch each other dribbling and suggest from their observations, what is the most effective technique for dribbling the ball with control. The teacher introduces some key coaching points linked to grip, body position and position of ball in relation to the feet. Pupils try out the refined ideas to confirm the most effective technique.</p> <p>Organise drills to encourage pupils to execute the skill of dribbling the ball at speed whilst maintaining control and introduce a competitive element, for example, beat the clock or relay races around cones.</p> <p>The pupils repeat the original task. Ask pupils to make judgments about their own skill level and what improvements need to be made in the future.</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ○ describe the processes involved in answering a task; ○ explain why it is important to clarify instruction before performing a task; ○ dribble with control and at speed.

Key questions	Possible Learning Intentions	Possible Learning and Teaching Tasks / Activities & Assessment Opportunities	Success Criteria
Activity 2 – Cross the Swamp!			
<p>What is the value of making a plan of action before answering a task?</p> <p>Why is it necessary for players to be able to change direction when dribbling the ball?</p> <p>How successful are you at changing direction when dribbling the ball?</p> <p>What improvements do you think you have made/need to make to this skill?</p> <p>Why do you think a hockey player needs to be able to change direction while dribbling in a game?</p>	<p>Pupils are learning ...</p> <ul style="list-style-type: none"> ○ to create a plan of action to answer a task more successfully; ○ to change direction when dribbling with a ball. 	<p>Pupils work on their own, each player has a ball. Players have to cross a 'swamp' (an area about 20-30m wide) while dribbling the ball. Five to six pupils take on the role of crocodiles. They have no ball or stick. Their aim is to 'tag' as many players as possible as they cross the swamp, by placing a hand on a player. Players can cross the swamp as many times as possible. If they are 'tagged' they can lose a life OR dribble one lap of the playing area before rejoining the game OR join the crocodiles. At the end of the game the most successful players and crocodiles can be identified.</p> <p>After explaining the game ask the pupils if they are happy to start playing the game immediately – the pupils should ask for a little time to discuss the game with their peers and to clarify their understanding of the rules by asking questions.</p> <p>The pupils play the game for a short time. Make sure that all pupils have a chance to take on the role as a player who is 'crossing the swamp'.</p> <p>Ask the pupils:</p> <ul style="list-style-type: none"> • How successful were you at this game? • What strategies did you try to help you to be successful? • Can you think of strategies which might be more successful? • What skills are essential to your strategy? <p>The pupils should determine that it is necessary to be able to change direction quickly while dribbling the ball in order to get away from the taggers.</p> <p>Help the pupils to improve their ability to change direction, for example, pupils run as fast as they can in one direction and then on command, change direction quickly. Pupils experiment with techniques which achieve this effectively. Help the pupils to decide the best technique for moving right, left and back.</p> <p>Use drills to test the pupil theories i.e. use of cones to create a series of pathways which require the pupil to change direction. Encourage use of pace and as many changes in direction as possible.</p> <p>Pupils play the game again to see if they are more successful this time.</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • explain the benefits of making a plan of action before answering a task; • change direction when dribbling a ball.

Activity 3 – 3 vs 1			
<p>How is it possible to accommodate different ideas within a group for solving a problem?</p> <p>What are the choices of the person in possession of the ball?</p> <p>How successful are you at making the right choice in this situation?</p> <p>How could you make improvements to this aspect of your game?</p> <p>How do we beat our opponents?</p>	<p>Pupils are learning to...</p> <ul style="list-style-type: none"> ○ to work with other members of their group and agree on a solution; ○ to seek support from others to solve a problem; ○ how to make decisions about the most appropriate action to take when they are in possession of the ball; ○ a variety of strategies to outwit their opponents. 	<p>Pupils work in groups of four. Three players are attacking and one player is defending. The defender has no stick. The attackers have a stick each and one ball between their team. The aim of the game is for the three attacking players to score a goal by crossing the pitch from one side to the other. A goal is scored by one attacker passing the ball across the sideline another member of their team who must stop it with control. If the defender 'tags' a player by touching them , the attacking team have to return to the starting line. The challenge is for the attacking team to see how many goals they can score in a set time, for example, three minutes</p> <p>Before playing the game and/or after playing the game (once the teacher provides the attacking players some time to discuss their plan for success), the defenders can get together to discuss strategy.</p> <p>Ask how many of the pupils' team wanted to contribute an idea? How did they accommodate different ideas within the group? How did they come to an agreement that everyone was happy with? How would working in a larger group affect this process? What choices did an attacking player in possession of the ball have to make in this game (shoot, pass, dodge around)? When is the most appropriate time to do each of these? What attacking tactics did you use to try to win the game? For example, drawing the defender and then passing ball to a free player or dodging around the defender. What skills are necessary to perform these tactics effectively?</p> <p>Pupils practise making quick and accurate passes from one player to another in order to lose the defender. Pupils work in pairs experimenting with techniques to move the ball 10 metres/20metres. Pupils demonstrate their techniques to the class. Encourage pupils to describe what they see and make suggestions for any improvements.</p> <p>Highlight the coaching points of pushing, hitting and receiving the ball. Drills are set up to encourage pupils to pass in a variety of directions whilst dribbling.</p> <p>3vs1 pupils pass the ball to each other keeping possession. The individual player tries to gain possession by intercepting the pass. Pupils are encouraged to move into space when they have given a pass.</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● demonstrate respect for the views and opinions of others during a problem-solving task; ● listen actively to others in discussions; ● share their opinions in discussions in an appropriate manner; ● explain why it is important to take into account the views of others when solving a problem; ● make appropriate decisions when they are in possession of the ball; ● describe a variety of strategies to outwit their opponents.

		<p>Facilitate pupils' learning of the following methods of dodging around a player: (1) pulling the ball left to go left; (2) using the reverse stick to drag the ball to the right; and (3) spinning to shield the ball and pass back. Highlight the key coaching points including grip, footwork and position of stick and ball.</p> <p>Ask pupils to think about and discuss when they might use these skills the 3vs1 game.</p> <p>Pupils play the original 3vs1 game and evaluate how successful they are at using the skills learnt in order to attack successfully. Help pupils to observe other groups in action and to evaluate attacking performance in terms of appropriate decisions and skill execution. Rotate players so they experience not only different roles, but playing on the left, right and centre of playing area. Give pupils 'time-outs' to reflect on their performance and to make suggestions about how they and their team can improve.</p>	
Activity 4 – One a side!			
<p>What are the challenges involved in solving problems/tackling tasks by yourself?</p> <p>Can you summarise the strengths and limitations of solving problems on your own and when working with others?</p> <p>How successful are you at tackling an opponent?</p> <p>How successful are you at preventing an opponent from getting possession?</p>	<p>Pupils are learning...</p> <ul style="list-style-type: none"> ○ about the strengths and limitations of solving problems on their own as opposed to working with others; ○ how to tackle their opponents. 	<p>This game is a simple 1vs1 played between two lines about 20 – 30 metres apart. Pupils work in pairs. Both players have a stick and one ball between them. One player starts with the ball on one line and tries to score a goal by dribbling to the other line and stopping the ball on it. The other player starts half-way between the lines and tries to stop their opponent from scoring. If this player wins possession of the ball they can start attacking.</p> <p>Give pupils time to think individually about how they might play the game and to ask for clarification of the task. Provide pupils with some basic safety information regarding tackling.</p> <p>After they have played the game for a short time, ask:</p> <ul style="list-style-type: none"> ○ How did you use the skills you have learnt so far to 'beat an opponent'? For example, being able to dodge, being able to dribble with control and at speed, being able to change direction.. ○ How successful was your plan of action? <ul style="list-style-type: none"> ○ What are the challenges involved in solving problems/tackling tasks by yourself? <p>Were there any skills you needed to learn more about?</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • describe the strengths and limitations of solving problems on their own as opposed to working with others; • tackle an opponent safely and effectively.

		<p>Help pupils to develop effective tackling skills. Working in pairs, pupils try to take the ball off their opponent. One player runs in a straight line at the other. There is no attempt to dodge or pass, and the 'defender' has to take the ball away from the 'attacker'. One group joins another and they observe the technique of the defenders in both groups. Pupils discuss with each other what they feel is the best technique and feedback this information.</p> <p>Reinforce the key points which pupils have decided through their participation and talk about any which they might have missed, for example, strong, low body position, position of hands on stick, angle of stick to ground at tackle and timing of tackle.</p> <p>Pupils implement the advice and work in groups through a series of tackle boxes. The focus for the defenders is to 'time' their tackle and win possession. The focus for the attacker is to try to 'beat' their opponent. Introduce a reward system for both attackers and defenders.</p>	
Activity 5			
<p>Why is it important to check your ideas with someone who has appropriate knowledge/authority?</p> <p>Can you design a practice which will help you and others to practise your hockey skills?</p>	<p>Pupils are learning...</p> <ul style="list-style-type: none"> ○ to ask someone with appropriate knowledge/authority to check their ideas for solving a problem; ○ work effectively with others to plan how to improve their own performance. 	<p>Ask the pupils to design two practices which will help them to improve:</p> <ul style="list-style-type: none"> • their tackling skills; • their ability to prevent another player from gaining possession of the ball. <p>Pupils recall what they have learnt about effective processes for solving problems, for example, clarifying their understanding of the task, discussing ideas with others, accommodating different ideas and creating a plan of action.</p> <p>Ask the pupils, 'How can you check whether your practices are appropriate and safe before trying them with others?' 'How will you know if your practices are successful?'</p> <p>Let the pupils know they can consult with you regarding the appropriateness and safety of the practices.</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • explain the advantages of asking someone to check ideas for solving a problem; • take responsibility for completing tasks with others;

Activity 6			
<p>Can you decide criteria to evaluate the success of a plan?</p> <p>When is an appropriate time to tackle, push, dribble, drive, pass, shoot, dodge?</p>	<p>Pupils are learning...</p> <ul style="list-style-type: none"> ○ to decide criteria for checking how successful they have been; ○ to use/apply the skills they have learnt within a small-sided game. 	<p>The pupils play a 3vs3 game using side lines as goals. A goal is scored by one attacker passing the ball across the sideline. The game should incorporate all the skills they have learnt to date, for example, dribbling, passing the ball using a push or hit, dodging and tackling.</p> <p>Ask, the pupils what they need to decide before playing this game? How long do they need to make a plan? How will they know if the plan is successful? The pupils should be encouraged to decide one or two success criteria – in addition to scoring a goal!</p> <p>After ten minutes, stop the game and ask pupils to evaluate their team's performance and make suggestions for further improvements.</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● decide appropriate criteria for evaluating their learner's success in a small-sided game; ● demonstrate effective and appropriate use of skills learnt so far in a small-sided game;
Activity 7			
<p>What are the most important processes involved in solving a problem in a group?</p> <p>How effective are you at solving problems?</p> <p>How does problem-solving in PE compare to problem-solving in your social life?</p> <p>What qualities do you feel are needed to be a successful team player and an effective problem solver?</p> <p>Can you implement all the knowledge and skills you have learnt in the course of the unit to</p>	<p>Pupils are learning...</p> <ul style="list-style-type: none"> ○ to apply what they have learnt about solving problems. 	<p>Pupils play a 5vs5 game using cones as goals. The game should incorporate all the skills they have learnt to date (dribbling, passing the ball using a push or hit, dodging and tackling).</p> <p>Ask the pupils to evaluate not only the success of their team, but also the effectiveness of the planning process in terms of:</p> <ul style="list-style-type: none"> ● clarifying the task; ● discussing different ways to organise their team; ● considering the ideas of others; ● consulting the teacher for specific ideas; ● creating a plan of action; ● deciding criteria for judging their effectiveness as a team. <p>As a conclusion to the unit of work organise a 5vs5 round-robin tournament.</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● to evaluate their own ability to solve problems when working with others.

play in a 5vs5 'round-robin tournament'?

Can you decide appropriate strategies to defeat the opposition and achieve success?

If your team is unsuccessful in a match, can you make recommendations for improvement?

Pupils take responsibility for putting themselves into positions and devising tactics to defeat the opposition. A new 'captain' should be appointed for each match.

Give pupils time at the end of each match to reflect on their performance and make any necessary adjustments to their team. The 'team captain' for that particular game should lead the discussions. All team members should be given the opportunity to speak at the end of each game.

At the end of the tournament, set aside time not only to reward the pupils, but also to reflect on the variety of processes the pupils have been through. For example, acquiring the skill to play a small sided game, knowledge of the game, key coaching points, how to solve problems through discussion, and agreement, through trial and error, and listening to advice from others.

3 Promoting Healthy Active Lifestyles

Physical Education's unique contribution to LLW

Research has shown that participation in regular and frequent physical activity can promote the following health benefits for young people:

- increased psychological well-being (including confidence, self-worth and self-esteem);
- prevention of obesity;
- reduction in chronic disease risk factors (for example, hypertension, obesity and insulin resistance); and
- promotion of skeletal health.

There is evidence that general activity levels are declining as lifestyles change. In 1998 the Health Development Agency set out a policy framework aiming to maximise the opportunity for young people to participate in a lifetime of regular, health enhancing physical activity. This has recently been endorsed by in a report from the Chief Medical Officer ('At Least Five a Week: Evidence on the impact of physical activity and its relationship to health', Department of Health, 2004) which recommends that:

- children and young people should achieve at least 60 minutes of at least moderate intensity physical activity every day;
- at least twice a week this should include activities to improve bone health, muscle health and flexibility.

In addition, schools are now seen as the most important context for promoting healthy lifestyles in young people. Health-Related Physical Education (HRPE) in Northern Ireland has been shown to positively influence children's knowledge and attitudes towards physical activity.

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

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

This section:

- identifies how learning about healthy active lifestyles is exemplified within the statutory requirements for PE;
- provides an interpretation of the KS 3 statutory requirements (and KS 4 minimum entitlement and non-statutory guidance) which are related to pupils' learning about healthy active lifestyles;
- highlights a 'whole school approach' to promoting healthy active lifestyles.

What does the Northern Ireland Curriculum require pupils to learn about healthy active lifestyles in and through Physical Education?

Table 3.1 highlights the Key Stage 3 Physical Education statutory requirements which focus specifically on pupils' learning about healthy active lifestyles.

A vital part of the planning process is to:

- interpret the requirements of the curriculum i.e. what do the statements about healthy active lifestyles mean?
- develop usable learning intentions i.e. what should pupils be learning about healthy active lifestyles in and through Physical Education?
- use learning intentions to shape units of work and lesson plans.

Tables 3.2 to 3.5 provide suggestions for learning intentions which focus on healthy, active lifestyles. These learning intentions provide an interpretation of the statutory requirements for Key Stage 3 and the minimum entitlement and non-statutory guidance at Key Stage 4 which are relevant to pupils' learning about healthy active lifestyles demonstrating progression from Key Stage 3.

The suggested learning intentions are expressed under four headings:

- Safety Issues;
- Exercise Effects;
- Health Benefits; and
- Activity Promotion.

It should be noted that the development of Thinking Skills and Personal Capabilities, the cross-curricular skills and Learning for Life and Work are embedded in these learning intentions.

TABLE 3.1: Physical Education at KS3 – learning about healthy active lifestyles

Examples in italics are non-statutory. Statements in bold are statutory.

Key Stage 3	Key Stage 3 Physical Education Knowledge, Understanding and Skills (statutory)	Key Stage 3 Physical Education Curriculum Objectives (Statutory)	Key Stage 3 Physical Education Learning Outcomes (Statutory)
Statutory Requirements	<p>Young people should have opportunities to:</p> <ul style="list-style-type: none"> • experience, monitor and understand a range of short-term effects of exercise on the body systems including cardiovascular and musculo-skeletal systems; • 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. 	<p>Objective 1:</p> <p><i>Developing Pupils as Individuals</i></p> <p>Young people should have opportunities to:</p> <ul style="list-style-type: none"> • 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) • Plan, perform and evaluate their commitment to a personal activity programme, for example, <i>participate in an activity over a period of time and review progress and commitment.</i> (Key Element: Moral Character) 	<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 and 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, using Mathematics and ICT where appropriate.

TABLE 3.2: SAFETY ISSUES – learning intentions about healthy active lifestyles – developed from requirements of revised curriculum

<p>Learning outcomes</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 and clothing and equipment (statutory) 	<ul style="list-style-type: none"> take increasing personal responsibility for their own and others' safety
<p>Suggested Learning Intentions</p> <p>Pupils are learning to:</p>	<p>Key Stage 3</p> <ul style="list-style-type: none"> assess and identify personal risk associated with clothing and equipment for a range of different activities and access information concerning how to minimise these risks; plan and perform components of a warm up (mobility exercises, pulse-raising activities and static stretches) and cool down (pulse lowering activities and static stretches); evaluate and improve their own and others' exercise technique when performing warm up and cool down exercises (controlled mobility exercises and joints moved/placed in alignment); plan, perform and evaluate the effectiveness of personal warm ups and cool downs for general activities (athletics, dance, games) and specific activities (long jump, African Dance, basketball); assess and identify personal risks associated with warming up and cooling down and access information concerning how to minimise these risks; demonstrate, explain and apply the principles of safe lifting and lowering technique (for example, keep load close to body, lift with the legs and not the back); evaluate and improve their own and others' lifting and lowering technique (for example, controlled lifting and lowering with joints in alignment); assess and identify personal risk associated with lifting and lowering techniques and access information concerning how to minimise these risks; evaluate and improve their own and others' exercise technique when performing resistance exercises (for example, controlled lifting and lowering with joints in alignment); demonstrate, explain and apply the principle of joint alignment (working or placing joints in correct ways) when performing a range of exercises; recognise poor joint alignment (locking-out joints, knees knocking in); assess and identify personal risks associated with poor joint alignment and access information concerning how to minimise these risks; evaluate and improve their own and others' exercise technique in terms of joint alignment. 	<p>Key Stage 4</p> <ul style="list-style-type: none"> make recommendations about managing risks associated with: exercising when unwell or injured; exercising in a range of environments; exercising in extreme heat/cold; over-training or excessive exercise; make recommendations about managing risks for a range of lifetime physical activities (for example, jogging, swimming, cycling, weight-training, aerobics, circuit training); progress warm ups and cool downs for use in a personal exercise/training programme; conduct risk assessments of unfamiliar or new exercises using the principles of alignment (does the exercise permit the joints to be used in anatomically correct ways) and impact (does the exercise maximise the benefits and minimise risks associated with high impact activity); explain reasons why some exercises commonly used in the past are now considered high risk (for example, toe touch with straight legs, windmills, neck circling, bouncing into stretches); conduct risk assessments of the content, procedures, facilities and equipment involved in their own and others' exercise/training programmes; conduct risk assessments of their own and others' exercise technique; reflect on what they have learnt about the principles of risk assessment and decide how these might be applied in other contexts.

TABLE 3.3: EXERCISE EFFECTS learning intentions about healthy active lifestyles – developed from requirements of revised curriculum

<p>Learning outcomes Pupils should be able to:</p>	<ul style="list-style-type: none"> research and manage information effectively, for example, about the short-term effects of regular and frequent participation in physical activity. 	<ul style="list-style-type: none"> work independently to plan, undertake, monitor and evaluate personal exercise/training programmes for specific purposes.
<p>Suggested Learning Intentions Pupils should learn to:</p>	<p>Key Stage 3</p> <ul style="list-style-type: none"> explain the short term effects of CV activity (reasons for changes in breathing and heart rate, temperature, appearance and feelings); select and perform a range of activities which demonstrate the characteristics of CV exercise (repetitive, rhythmical use of large muscle groups); monitor the intensity of a range of CV exercises (for example, taking pulse or rate of perceived exertion); monitor the intensity of working at different % within their heart rate target zone (HRTZ – ie.55-90% maximum heart rate); decide which CV activities feel ‘moderate’ in terms of intensity (conducive to achieving health benefits); select and perform a range of activities which demonstrate the characteristics of resistance exercise (involves muscles working against external loads or body weight); select and perform a range of activities which demonstrate the characteristics of exercises to develop flexibility (moving joints with control through their full range and static stretches for muscles which cross joints); explain the short term effects of resistance exercise on the musculo-skeletal system (increases in muscular strength, endurance or flexibility, improved muscle tone, enhanced functional capacity) monitor the intensity of resistance exercise (for example, how does the exercise feel?); judge how resistance exercise should feel to achieve health benefits; select resistance exercises to fulfil specific purposes (for example, push ups develop strength/endurance of muscles across chest and in back of upper arm) judge how stretches and mobility exercises should feel to achieve health benefits; select mobility exercises and static stretches to fulfil specific purposes (for example, shoulder circles develop dynamic flexibility around the shoulder joint, hamstring stretch develops flexibility around the hip joints). 	<p>Key Stage 4</p> <ul style="list-style-type: none"> compare and contrast health-related (CV fitness, MSE and flexibility) and skill-related aspects of fitness (power, speed, agility, co-ordination, balance, reaction time); decide the specific health and/or skill-related fitness requirements of a range of sports and activities (for example, playing games requires aerobic, anaerobic fitness, MSE and flexibility); select exercises which are appropriate for developing specific aspects of health-related and skill-related fitness; summarise a range of skill-related or health-related fitness purposes of personal exercise/training programmes (for example, to develop CV fitness for health, to develop CV fitness for football, to achieve and maintain a healthy body weight); compare and contrast CV fitness for health and CV fitness for sports performance; compare and contrast muscular strength/endurance for health and muscular strength/endurance for sports performance; compare and contrast flexibility for health and flexibility for sports performance; evaluate personal exercise/training programmes in terms of achieving skill-related and/or health/fitness-related targets monitor the effects of their personal exercise/ training programme on their health, fitness and well-being; evaluate a range of ways of monitoring improvements in CV fitness, muscular endurance and flexibility (for example, are monitoring methods accurate and reliable, do they motivate and encourage further improvements, are they relevant, inclusive, safe and enjoyable?) – evaluation can be applied to ways of monitoring such as the bleep test, recovery rate, post-exercise pulse, sit and reach, 60 second paced curl-up.

TABLE 3.4: HEALTH BENEFITS - learning intentions about healthy active lifestyles – developed from requirements of revised curriculum

<p>Learning outcomes Pupils should be able to:</p>	<ul style="list-style-type: none"> research and manage information effectively, for example, about the health benefits of regular and frequent participation in physical activity. 	<ul style="list-style-type: none"> research and manage information about the long-term health benefits of regular and frequent participation in physical activity.
<p>Suggested Learning Intentions Pupils should learn to:</p>	<p>Key Stage 3</p> <ul style="list-style-type: none"> monitor the role of exercise in promoting mental health and social and psychological well-being; assess the contribution of a range of physical activities to physical health and to social and psychological well-being; research which exercises are relevant for meeting the specific health requirements of a range of everyday activities; evaluate the role of physical activity in achieving energy balance (energy input equals their energy output); plan a programme which demonstrates an appropriate balance of work, leisure and exercise and monitor the health benefits. 	<p>Key Stage 4</p> <ul style="list-style-type: none"> research and evaluate the long term health benefits of regular participation in CV exercise (reduced risk of coronary heart disease, osteoporosis and diabetes); research and evaluate the long term health benefits of regular participation in resistance exercise (reduced risk of back pain, everyday activities easier to perform); research and evaluate the long term health benefits of regular participation in exercises which develop flexibility (everyday activities easier to perform); research and evaluate the health benefits of high impact activity (increases bone density and CV fitness); research and evaluate the long term benefits of flexibility for sports performance; plan, perform and evaluate a physical activity programme to manage stress; research and explain the physical, social and psychological benefits of exercise for those with health conditions (eg asthma, depression), chronic conditions (eg. arthritis) and disabilities (eg. muscular dystrophy); research and explain the difference between being overweight and obesity; research and explain the possible effects of obesity on an individual's mental health and social and psychological well-being; research and explain the health implications (physical, social and psychological) of media and retail pressure to equate thinness with attractiveness; research and evaluate the physical health risks associated with obesity (for example, increased risk of CHD, diabetes, arthritis, hypertension); measure their own body mass index and explain how BMI can be used as an indicator of healthy body composition; evaluate the contribution of a range of physical activities to a person's fitness and health (for example, yoga can increase flexibility and strength and can reduce stress); research and explain the health risks associated with strict dieting and excessive exercising (the body needs a minimum daily energy intake to function properly); research and explain the long-term health risks associated with a sedentary lifestyle; research and explain the physical, social and psychological benefits of exercise for old people and children.

TABLE 3.5: ACTIVITY PROMOTION - learning intentions about healthy active lifestyles – developed from requirements of Northern Ireland Curriculum

<p>Learning outcomes Pupils should be able to:</p>	<ul style="list-style-type: none"> work independently to plan, undertake and evaluate a personal physical activity programme to meet up-to-date health recommendations; research and manage information effectively, for example, accessing opportunities to participate in sport and or/physical activity in and out of school. 	<ul style="list-style-type: none"> work independently to plan, undertake, monitor and evaluate personal exercise/training programmes for specific purposes; take increasing personal responsibility for their involvement in sport and/or physical activity both in and out of school.
<p>Suggested Learning Intentions Pupils should learn to:</p>	<p>Key Stage 3</p> <ul style="list-style-type: none"> access a range of activity opportunities at school, home and in the local community; monitor the amount, type, frequency and duration of physical activity in their lifestyle over a period of time (for example, 1-2 weeks) and evaluate their involvement in activity in terms of health recommendations; plan how they can be involved in physical activity of at least moderate intensity for 30-60 minutes every day (30-60 minutes can be accumulated and does not have to be completed in one session); agree targets with an appropriate person for their personal activity programme; work through their activity plan in a systematic way and seek help as necessary; plan ways of incorporating physical activity into their daily routine (for example, walking to school, being active after school); evaluate their own strengths and preferences in terms of physical activity; perform and evaluate a personal activity programme over a period of time (for example, by keeping an activity diary for 4-6 weeks and reflecting on the experience); review progress of their physical activity programme with an appropriate person and respond positively to suggestions for making improvements; identify what has gone well and less well in their physical activity programme and plan for future improvements; identify how they can apply what they have learnt about target setting and carrying out a plan in other contexts. 	<p>Key Stage 4</p> <ul style="list-style-type: none"> access key physical activity personnel, facilities and services in their local community; decide the specific purpose of a personal exercise/training programme (for example, to develop CV fitness for health, to develop MSE for basketball) and set realistic targets for what they want to achieve; plan action points and deadlines for the personal exercise/training programme; select activities which are appropriate for achieving specific health and skill-related fitness requirements; select safe, effective and developmentally appropriate exercises from a range of lifetime activities (for example, aerobics, circuits, jogging, weight training); apply the key principles of training to a personal exercise/training programme, for example, overload, progression, specificity and reversibility; work independently to perform and evaluate (over an extended period of time 6-10 weeks) a safe and effective personal exercise/training programme that meets their personal needs and preferences; access appropriate help and support with their programme; sustain their personal involvement in physical activity or sport both in and out of school; manage factors affecting participation and minimise constraints to being active (eg weigh up the costs such as time, money, transport against the benefits such as fitness gains and enjoyment); review progress and evaluate the extent to which their targets have been achieved; evaluate their personal exercise/training programme in terms of progression and balance, moderation and variety; plan targets for future progress; reflect on what they have learnt about independent planning and target setting and identify other situations which will require similar skills and capabilities.

Organising learning about healthy active lifestyles

Learning about healthy active lifestyles can be organised in different ways. Each approach has specific strengths and limitations. Table 3.6 describes and summarises three different approaches and highlights the strengths and limitations of each for pupil learning. Teachers will need to make decisions about which approach is most appropriate for their pupils.

Questions for departments

- How is your department trying to maximise the benefits of its approach to organising learning about healthy active lifestyles?
- How is your department trying to minimise the limitations of its approach to organising learning about healthy active lifestyles?
- What are the challenges and implications for planning of the different approaches to organising learning about healthy active lifestyles? How is your department trying to address these challenges?

Whole school approach to healthy active lifestyles

While the curriculum is a very important vehicle for promoting physical activity, schools should take a broader or whole-school approach if they are going to succeed in making a real difference.

Table 3.6: Possible approaches to learning about healthy active lifestyles.

Approach to organising learning	DESCRIPTION	EXAMPLE	BENEFITS for pupil learning	LIMITATIONS for pupil learning
FOCUSED	Pupils learn about healthy active lifestyles through specific focused lessons or units of work.	Pupils learn apply the key principles of training to a personal exercise/training programme, for example, overload, progression, specificity and reversibility through circuit training or fitness room activities or a unit of work called 'planning a personal exercise programme'.	<ul style="list-style-type: none"> • Pupils can appreciate the importance of learning about fitness and health. • All pupils are provided with opportunities to learn about health in Physical Education. • Pupils can learn about health through a range of exercise-related activities. • Pupils can focus on learning about health and fitness. 	<ul style="list-style-type: none"> • Pupils might think that learning about fitness and health are 'separate' from the Physical Education activity areas. • Progression of learning about health may be hampered by long gaps between focused units of work or lessons.
INTEGRATION (WITH OTHER PE ACTIVITIES)	Pupils learn about healthy active lifestyles through the Physical Education activity areas (for example, through Dance, Games, Athletics).	Plan, perform and evaluate personal warm ups and cool downs for hockey.	<ul style="list-style-type: none"> • Pupils learn that all Physical Education activities can contribute to a healthy, active lifestyle/ • Learning can be reinforced through different activities (for example, learning about warming up and cooling down can be revisited in every lesson). 	<ul style="list-style-type: none"> • Pupils may not be able to identify the focus for learning in lessons. (For example, am I learning about Games or about the effects of exercise on my heart?) • Pupils may receive inconsistent messages and opportunities to learn about health if schemes of work are poorly co-ordinated and planned.
THEMATIC (learning across the curriculum)	Pupils learn about healthy active lifestyles through a number of themes - other areas of learning contribute the objectives of the theme.	<p>Theme – 'developing pupils as individuals' (Key Stage 3)</p> <p>Physical Education – Taking Care Of Myself Pupils plan how they can fulfil the physical activity recommendations for health</p> <p>Modern Languages – Making Myself Understood Pupils plan how to compare their lifestyle (including involvement in physical activity) with that of an e-mail pen pal</p>	<ul style="list-style-type: none"> • Learning can be reinforced through different subject strands. 	<ul style="list-style-type: none"> • Pupils may receive inconsistent messages and opportunities to learn about health if schemes of work are poorly co-ordinated and planned.

4:

Resources

Resource	Key Stage	Description	Available from:
Elbourn, J & YMCA Planning a Personal Exercise Programme Fitness Industry Training, 1998	3-4	A manual comprising twelve practical sessions which help young people to build the skills, knowledge and understanding associated with planning, monitoring and evaluating a personal exercise programme.	Central YMCA Qualifications 111 Great Russell Street, London, WC1B 3NP; 020 7343 1800
Harris, J Health-Related Exercise in the National Curriculum 2000	1-4	Teacher Training Agency kitemarked guidance material for HRE covering terminology, rationale, recommendations, delivery, assessment, National Curriculum requirements, and approaches. It also contains a scheme and units of work, resources and contacts.	Human Kinetics, Leeds; 0113 278 1708; hk@hkeurope.com or Coachwise Limited 0113 201 5555; www.1st4sport.com
Harris, J & Elbourn, J Warming Up and Cooling Down 2002	1-4	A text which addresses the knowledge base/theory of warming up and cooling down and provides practical ideas and examples in a range of National Curriculum activities.	Human Kinetics, Leeds; 0113 278 1708; hk@hkeurope.com or Coachwise Limited 0113 201 5555; www.1st4sport.com
Elbourn, J Aerobics and Circuits at Key Stage 4 2002	3-4	A manual comprising 26 learning activities focused on teaching pupils the principles of planning, monitoring and evaluating a personal exercise programme using aerobics and circuits as a context for learning. The manual provides a CD ROM with over 100 circuit cards.	Coachwise Limited 0113 201 5555; www.1st4sport.com
Aerobics and Circuits for Secondary School Pack (Sports Coach UK)	3-4	The pack contains two videos, a music CD, and a manual (Elbourn, 2002) which comes with a free CD containing over 100 aerobics and circuit cards. Items can be purchased separately.	Coachwise Limited 0113 201 5555; www.1st4sport.com
Elbourn, J Fitness Room Activities in secondary Schools 2004	3-4	A manual comprising 30 learning activities focused on teaching pupils the principles of planning, monitoring and evaluating a personal exercise programme using fitness room activities as a context for learning. The manual provides a CD ROM with over 140 circuit cards.	Coachwise Limited 0113 201 5555; www.1st4sport.com
Casbon, C & Spackman, L (2005) BAALPE.	1-4	Assessment for learning in Physical Education.	Coachwise Limited 0113 201 5555; www.1st4sport.com
BAALPE	1-4	Safe Practice in Physical Education and School Sport	Coachwise Limited 0113 201 5555; www.1st4sport.com

Articles

McGuinness, C. (2005) **Teaching Thinking : theory and practice**
(British Journal of Educational Psychology, Special Monograph Series, Pedagogy – Learning for teaching, pp 107-127)

Murdoch, E. (2005) **Physical Education – What do you think about it?** (British Journal of Teaching PE Autumn 2005 pp 40-44)

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To:

1. Demonstrate the distinctive role of physical education in children's and young people's development and achievements;
2. Establish and sustain physical education at the heart of school life and whole-school development, through support for high quality learning and teaching; research; ethical leadership; and politically informed advocacy and representation;
3. Raise awareness of physical education's contributions to public health and well-being;
4. Play a leading role in the development of a workforce with the skills and qualities required to assure high quality physical education and sport in schools and in the wider community;
5. Provide high quality, professional, sustainable services for its members and partners.

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