

Physical Education

Non-Statutory Guidance for Key Stage 4

Contents

Physical Education

Introduction	3
Interpreting the Statements of Requirement	4
Progression in Physical Education	10
Learning and Teaching in Physical Education	14
Promoting Healthy and Active Lifestyles	30
Auditing and Planning	43

Appendix

Appendix 1 Resources	49
Acknowledgements	51

Introduction

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible choices and decisions throughout their lives: as individuals, as contributors to society and as contributors to the economy and the environment.

Physical Education has a significant role to play in this. It is essential that pupils have opportunities to participate in regular and frequent physical activities and that they are encouraged to make informed and responsible choices about the role of physical activity in their lives both in and out of school.

Physical Education is an Area of Learning within the Northern Ireland Curriculum and is a statutory entitlement of every pupil from Foundation Stage to Key Stage 4. At Key Stage 4, Physical Education is much more than a replication of the knowledge, skills and understanding that pupils have gained at Key Stage 3. Pupils should take increasing responsibility for their own learning and actively demonstrate the skills and capabilities that they will have acquired in order to deepen and widen their experiences and understanding of the key concepts of Physical Education.

This guidance document helps you to interpret the statutory requirements, plan for progression, audit current provision and plan for future development. It also emphasises the importance of healthy and active lifestyles and highlights key issues in relation to learning and teaching.

Intended Audience

This guidance is primarily for:

- Head of Physical Education Departments and Physical Education teachers;
- Principals and Senior Management Teams in schools;
- Curriculum and Advisory Support Service; and
- Higher Education Institutions.

Interpreting the Statements of Requirement

Physical Education at Key Stage 4 supports the development of knowledge, understanding and skills and makes a significant contribution to developing and sustaining a healthy and active lifestyle.



A varied Physical Education programme should enable all pupils, regardless of their abilities or circumstances, to succeed, be confident and enjoy a range of physical activities and sports. By personalising learning opportunities and experiences, you can enthuse young people to make a lifelong commitment to physical activity and sport. A high quality Physical Education programme helps pupils to develop personally and socially as they work (individually and in groups or teams). It helps them to reflect on and evaluate their own and others' performances and find ways of improvement.

The Physical Education programme at this key stage should encourage the development of a range of transferable skills and capabilities required for future life and work. Pupils should have opportunities to explore different roles in Physical Education, accessing accredited courses and qualifications where appropriate. Central to the successful implementation of Physical Education are the underpinning Cross-Curricular Skills and the other skills that infuse the whole curriculum.

Statements of Requirement for Physical Education at Key Stage 4

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; and**
- **know how to access sporting and recreational opportunities in the local and wider community.**

In the following table, the statements of requirement are further explained and suggestions are given as to how these statements can be interpreted at Key Stage 4. Statutory statements are displayed in bold.

Pupils should be enabled to:

Developing pupils' knowledge, understanding and skills

Pupils should have opportunities 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;**

- increase their knowledge, understanding and skills through regular participation in a range of sports and physical activities which take account of their previous achievements, personal interests, competence and motivation.
- practise, refine and extend their skills and apply them in a range of increasingly demanding situations.
- develop advanced techniques, strategies/tactics and/or choreographic/compositional techniques and use these with increasing effectiveness.

- **evaluate their own performances and that of others;**

- develop the skills to make changes to their own and others' performances.

Objective 1 Developing pupils as individuals

Pupils should have opportunities to:

- plan, undertake, monitor and evaluate safe and effective personal exercise/training programmes that contribute to a healthy and active lifestyle.
- respect and understand the sport and/or physical activity choices and preferences of others (eg. by participating in and evaluating the health benefits of sports/activities enjoyed by different ages/generations/abilities and genders). (Key Element: Mutual Understanding)
- make reasoned and informed decisions about the role of sport and/or physical activity in their lives. (Key Element: Personal Health)
- identify strategies to overcome set backs and constraints to leading a physically active lifestyle. (Key Element: Spiritual Awareness)

Objective 2 Developing pupils as contributors to society

Pupils should have opportunities to:

- plan and run events to promote participation in sport/physical activity and evaluate the impact of these events on those taking part. (Key Element: Cultural Understanding)

Objective 3 Developing pupils as contributors to the economy and environment

Pupils should have opportunities to:

- experience a range of lifetime physical activities and consider cost-benefit implications (eg. joining adult community sports club, using fitness rooms, joining health clubs, attending fitness classes). (Key Element: Economic Awareness)

- reflect upon, analyse and evaluate the quality of practical performances and decide how to improve them.
- carry out improvements to their own and others' performances. (Key Element: Personal Understanding)
- evaluate their personal exercise/training programmes and make decisions about how to sustain commitment.

Pupils should be enabled to:

Developing pupils' knowledge, understanding and skills

Pupils should have opportunities to:

- **recognise and manage risk and apply safe principles and procedures before, during and after physical activity;**

- plan, undertake, monitor and evaluate safe and effective personal exercise/training programmes that contribute to a healthy and active lifestyle.
- recognise and manage risk and apply safe principles and procedures.

- **experience and understand different roles within a range of physical activities;**

- demonstrate competence when undertaking different roles within a range of sports and/or physical activities.

- **know how to access sporting and recreational opportunities in the local and wider community.**

- learn how to access opportunities to participate in sport and/or physical activities in the local and wider community.

<p>Objective 1 Developing pupils as individuals</p> <p>Pupils should have opportunities to:</p>	<p>Objective 2 Developing pupils as contributors to society</p> <p>Pupils should have opportunities to:</p>	<p>Objective 3 Developing pupils as contributors to the economy and environment</p> <p>Pupils should have opportunities to:</p>
		<ul style="list-style-type: none"> • experience and recognise the specific requirements of a range of different roles in sport and physical activity (e.g. commitment, high levels of specific fitness and skill of elite performer; ability of fitness instructor to demonstrate, communicate and motivate; ability of lifeguard to observe, concentrate and respond quickly and efficiently as required). (Key Element: Employability)
	<ul style="list-style-type: none"> • investigate and evaluate local opportunities for individuals with specific needs to participate in sport and/or physical activity on a regular basis eg. older adults, disabled. (Key Element: Ethical Awareness) 	<ul style="list-style-type: none"> • experience a range of lifetime physical activities and consider cost-benefit implications (e.g. joining adult community sports club, using fitness rooms, joining health clubs, attending fitness classes, using a personal trainer, being active at home). (Key Element: Economic Awareness)



Progression in Physical Education

Progression in Physical Education should be planned for and it is important to establish what prior learning has taken place. Provision should be planned to lay a firm foundation for future learning in Physical Education.

In developing a Key Stage 4 Physical Education programme, use the statements of requirement as a point of reference and address the following key questions:

What do we want our pupils to:

- be?
- know?
- do?

What do we want our pupils to be?

In answering this question, teachers should focus on establishing a vision for their pupils as individuals. Teachers may wish to engage in discussing the knowledge, skills and attitudes that their pupils may need to develop an active and healthy lifestyle and have a positive approach and healthy attitudes towards physical activity and sport.

What do we want our pupils to know?

Physical Education at Key Stage 4 is based around the promotion of healthy active lifestyles and developing the needs, interests and talents of young people. At Key Stage 4, it is important for teachers to build upon the pupils' experiences and achievements at Key Stage 3. The aim should be to provide regular and frequent opportunities to participate in a range of physical activities and sport that helps to develop their knowledge further.

What do we want our pupils to do?

In addressing this question teachers should reflect on the skills that they believe are important for pupils to develop in Physical Education across the key stage. These skills should be relevant to life and work during and beyond school.



In discussing these questions the final and most pertinent question may be, **“How do we create quality learning experiences for our pupils?”**

To ensure that there are clear lines of progression in the provision of Physical Education it may be useful for departments

to consider the content of the statutory requirements for Physical Education from Key Stage 2 through to Key Stage 4. The table overleaf demonstrates progression throughout these key stages.

Demonstrating Progression from Key Stage 2 to Key Stage 4

Key Stage 2

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; and
- 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; and
- 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; and
- 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; and
- 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; and
- 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.

Key Stage 3

Developing pupils' knowledge understanding and skills

(additional statutory statements under objectives 1,2 and 3 not included)

Pupils should have opportunities to:

- 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;
- practise, refine, develop and make consistent use of skills and specific techniques (eg. using strategies, tactics, choreographic and/or compositional principles);
- 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;
- develop the skills and capabilities required to analyse and improve their own and others' work; and
- develop the skills and capabilities required to work effectively with others in tasks which require co-operation, creativity, problem solving, planning and team work.

Key Stage 4

Statements of Requirement for Physical Education

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; and**
- **know how to access sporting and recreational opportunities in the local and wider community.**

Learning and Teaching in Physical Education

In meeting the statutory requirements for Physical Education, it is essential that learning is:

- relevant and personalised
- developmentally appropriate
- emotionally engaging
- motivational
- explicitly relevant to real-life contexts
- cognitively challenging
- connected

Physical Education departments will need to evaluate the extent to which they currently fulfil these criteria. This will involve asking some challenging questions concerning current delivery and careful consideration of the implications for future practice?

The following are examples of questions that may help in analysing current practice:

- How is Physical Education relevant to our pupils?
- What does a pupil gain by studying Physical Education at Key Stage 4?
- To what extent are pupils motivated by this school's Physical Education programme?
Are some pupils more motivated than others?
 - Why/why not?
 - What evidence do we have?
- Do pupils 'opt out' of Physical Education lessons?
 - Why?
 - What evidence do we have concerning the reasons for this? What can we do?

- Does this department create a positive and motivating Physical Education experience for all pupils?
 - How?
 - What evidence is there of success?
- Does our Physical Education programme help pupils to acquire knowledge, skills and capabilities which are relevant for their current and future lives?
 - How?
 - What evidence is there of success?
- Does this department offer 'personalised' learning opportunities, catering for the needs and learning styles of all our pupils? Does the pedagogy afford every pupil the opportunity to participate fully?
- Are we able to provide 'high challenge', 'low threat' opportunities and experiences to all our pupils?
- Do pupils enjoy participating in Physical Education?

Physical Education departments need to consider if there are appropriate learning experiences in place to support the needs of all pupils. These learning experiences should be interconnected and not developed in isolation. For example, lessons can not be truly motivational learning opportunities unless they are also cognitively challenging, relevant and personalised to meet the needs of all pupils. The table overleaf will assist you in considering the learning experiences your department provides for your pupils.

To what extent does your Physical Education programme provide appropriate learning experiences?

Learning experiences should be:	To what extent does your Physical Education programme:
Explicitly relevant to real-life contexts	<ul style="list-style-type: none"> • provide a broad range of learning opportunities that match pupils' needs and interests? • give opportunities for pupils develop the skills, knowledge and understanding in activities which they are likely to pursue into adult life? • incorporate new, contemporary activities (e.g. pilates, aqua-aerobics, line-dancing, kabadi) as appropriate? • ensure that relevance is underpinned through the use of focused learning intentions and success criteria that are shared and agreed with the pupils?
Developmentally appropriate	<ul style="list-style-type: none"> • de-emphasise social comparison and manage competition sensitively and appropriately? • ask pupils to focus on self-improvement, personal mastery and learning?
Emotionally engaging and motivational	<ul style="list-style-type: none"> • highlight the positive and enjoyable outcomes of physical activity? • provide enjoyable and positive practical experiences for all pupils? • provide all pupils with real opportunities to experience success? • provide all pupils with a choice of activities/tasks which provide appropriate challenge and mastery opportunities? • provide a safe and supportive environment which builds pupils' confidence and self-esteem and reduces the risk of embarrassment? • protect pupils from tasks which are likely to cause embarrassment or which involve unfair physical and social comparison?
Cognitively challenging	<ul style="list-style-type: none"> • provide planned, structured and assessed opportunities for pupils to develop their skills and capabilities? • use new tools for learning, such as digital media, to offer high challenge, low threat activities and experiences that have open ended outcomes? • differentiate in such a way as to support, consolidate and individualise learning?
Connected	<ul style="list-style-type: none"> • require pupils to make links between learning in different Physical Education units of work (e.g. How can you apply what you learnt about improving someone else's gymnastics performance to the context of athletics?) • require pupils to transfer learning in Physical Education across the curriculum (e.g. How can you apply what you learnt about setting targets for your personal exercise programme to target setting in Science?) • require pupils to make connections between learning that has been acquired in Physical Education and in other life contexts (e.g. how will the skills you have learnt help you to solve problems in another context? In what other contexts might you have to solve problems?)



Cross-Curricular Skills

In addition to the Statements of Requirement it is proposed that schools meet the following statutory requirements in relation to skills at Key Stage 4.

Pupils should be enabled to develop skills in:

Communication

Teachers should enable pupils to develop skills in:

- communicating meaning, feelings and viewpoints in a logical and coherent manner;
- making oral and written summaries, reports and presentations, which take account of audience and purpose;
- participating in discussions, debates and interviews;
- interpreting, analysing and presenting information in oral, written and ICT formats; and
- exploring and responding, both imaginatively and critically, to a variety of texts.

Using Mathematics

Teachers should enable pupils to develop skills in:

- using mathematical language and notation with confidence;
- using mental computation to calculate, estimate and make predictions in a range of simulated and real life contexts;
- selecting and applying mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts;
- interpreting and analysing a wide range of mathematical data;
- assessing probability and risk in a range of simulated and real life contexts; and
- presenting mathematical data in a variety of formats which take account of audience and purpose.

Using Information and Communications Technology

Teachers should enable pupils to develop skills in:

- making effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information.

Cross-Curricular Skills in Physical Education

Cross-Curricular Skill	Communication
Processes	<ul style="list-style-type: none">• Making oral and written summaries, reports and presentations.• Participating in discussions, debates and interviews.• Communicating meaning, feelings and viewpoints in a logical and coherent manner.• Interpreting, analysing and presenting information in oral, written and ICT formats.
Contexts	<ul style="list-style-type: none">• Discuss the factors that contribute to the quality and effectiveness of performance.• Discuss the factors that influence participation in physical activity.• Plan how to communicate information clearly to a group/partner when involved in leadership tasks (TOP LINK and Sport Education programmes).• Write about and review progress of their personal physical activity programme with an appropriate person, using an appropriate form and style of writing to suit the purpose (healthy active lifestyles).

Using Mathematics

- Use mathematical language and notation with confidence.
- Mental computation to calculate, estimate and make predictions.
- Select and apply mathematical concepts and problem-solving strategies.
- Present mathematical data in a variety of formats which take account of audience and purpose.

- Organise and present data (e.g. graphs, tables, charts) in order to help monitor the success of a personal activity programme (healthy active lifestyles).
- Organising, present and manage the scoring data for a tournament or competition (TOP LINK, Sport Education, games, athletics, swimming).

Using ICT

Make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information.

- Use ICT to access, select and present information on the benefits of regular and appropriate exercise on physical health and well-being.
- Use heart rate monitors to monitor the intensity of working at different percentage within their heart rate target zone (healthy active lifestyle).
- Use digital cameras to evaluate performance of gymnastic skills and determine focus for future improvements (gymnastics).
- Track participation, involvement and improvement in physical activity.

Other Skills

The other skills that have been identified at Key Stage 4, progress on from the Thinking Skills and Personal Capabilities at Key Stage 3 and also link with the Key Skills framework at Key Stage 4.

They are as follows:

- Problem-Solving, (including Thinking, Decision-Making and Being Creative);
- Working with Others; and
- Self management.

Other Skills in Physical Education

Skills	Problem-Solving (including Thinking, Decision-Making and Being Creative)
Purpose	<ul style="list-style-type: none"> • 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.
Examples of processes in which pupils are involved	<ul style="list-style-type: none"> • Searching for meaning, deepening understanding, coping with challenges Imagining, generating, inventing, taking risks for learning.
Examples of contexts in Physical Education	<ul style="list-style-type: none"> • Identify ways of monitoring reviewing and evaluating the effectiveness of the personal activity programme (healthy active lifestyles). • Analyse how to improve chances of winning/attacking strategies/defensive strategies (games). • Identify solutions to problems in a selected activity area. Decide on options that have the most realistic chance of success. Provide evidence that would demonstrate that the problem has been overcome. Evaluate other options and be willing to make changes when required.

Working with Others

- To enable learners to engage in collaborative activities and to make the most of their learning when working with others.

- Being collaborative, being sensitive to others' feelings, being fair and responsible.

- Planning a TOP LINK event, agreeing the various roles and responsibilities, actions, tasks, timeframes, etc.
- Observe and analyse performance and giving feedback about another person's performance (games/dance/ athletics/gymnastics/ swimming/OAA).
- Take on the role of a coach/leader/choreographer (games/dance/ athletics/gymnastics/swimming/ OAA/healthy active lifestyles).
- Design a group workout to music/circuit (healthy active lifestyles).

Self-Management

- To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term.

- Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self.

- Plan and set specific targets for a personal exercise/activity programme. Set initial timescales and identify resources and support required (healthy active lifestyles).
- Design, perform and evaluate a gymnastics sequence (gymnastics).
- Improve own performance/technique (games/ dance/ athletics/gymnastics/swimming/OAA/ healthy active lifestyles).

Questions for Departments:

- What would be the effect of developing a more important and explicit focus on the development of skills in your Physical Education curriculum?
- To what extent is the development of skills appropriately progressed within your Physical Education curriculum?
- What changes need to be made to your curriculum to ensure that development of skills is explicit and progressed?



Assessment for Learning in Physical Education

The Northern Ireland Curriculum embraces the principle of Assessment for Learning (AfL) which is an ongoing process focussing on pupils' progress and achievement rather than on task completion, final performance and results. AfL involves working with the learner to determine what is being learned and identifying what the 'next steps' should be. Thus, it is embedded in day-to-day classroom practice, where both teachers and pupils use feedback to improve learning.

In AfL:

- assessment becomes a much more transparent process because it is based on critical information that is shared with the learners;
- there is a high emphasis on transferable learning;
- there is an emphasis on **everyone's** potential to succeed; and
- pupils are encouraged to accept responsibility for their own learning.

Pupils tend to do better when their achievements and efforts are recognised and rewarded. During Physical Education, efforts and achievements can be rewarded by giving appropriate feedback or by sharing it with others in the class or school. Peer assessment and feedback is encouraged as a powerful means of celebrating success. When appropriate, have someone from outside the school (for example, a local sporting star or role model) to present rewards or to view pupils' achievements and share their success.

Assessment for Learning involves the following key actions:

Key Actions	Description
Sharing learning intentions	<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:</p> <ul style="list-style-type: none"> • Identify what pupils will be learning (We are learning to...) • Explain the reason for learning (We are learning this because....)
Sharing and negotiating success criteria	<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>
Giving feedback to pupils	<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 successes where the pupil has 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.
Effective questioning	<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; and • 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.
Self and peer assessment	<p>Pupil reflection promotes independent learning, communication and support in the classroom. Develop pupil reflection in the classroom through the use of peer and self-assessment and self-evaluation.</p>

Questions for Physical Education Departments

- To what extent is your department making a positive impact on pupils' learning and achievement?

Does your department:

- plan units of work and lesson plans which identify clear learning intentions and success criteria?
- share learning intentions and agree on success criteria with pupils in words they can understand?
- take into account what pupils have already learnt within and beyond school (i.e. in other subjects and community sports clubs)?
- ask and encourage questions?
- identify the next steps in progression and communicate these to the pupil and their parents/carers?
- give each pupil relevant learning activities and authentic contexts that interest, excite and motivate them?
- encourage pupils to review their own progress through self and peer assessment?
- provide pupils with constructive feedback showing how attainment can be improved?
- provide pupils with opportunities, time and support to think and make decisions for themselves?
- use time, staff, equipment and resources in ways that keep pupils interested and learning?



Active Learning Strategies

Active learning strategies promote activities which lead to understanding through participation. These strategies have been identified as:

- setting open-ended challenges
- making thinking important
- effective questioning
- making thinking explicit
- enabling collaborative learning
- promoting independent learning
- making connections

Many of these strategies overlap with each other and also support the principles of Assessment for Learning. The table overleaf describes the characteristics of each strategy and provides examples of how each could be used in Physical Education. It also indicates which skills can be developed as a result of effective use of each strategy.

A classroom culture conducive to active learning is paramount in the successful use of the activities. A prerequisite for the success of the activities is teacher confidence and comfort in structuring and managing active learning. The potential that active learning has to motivate and engage pupils should be considered during planning alongside issues of classroom management and implications for discipline.

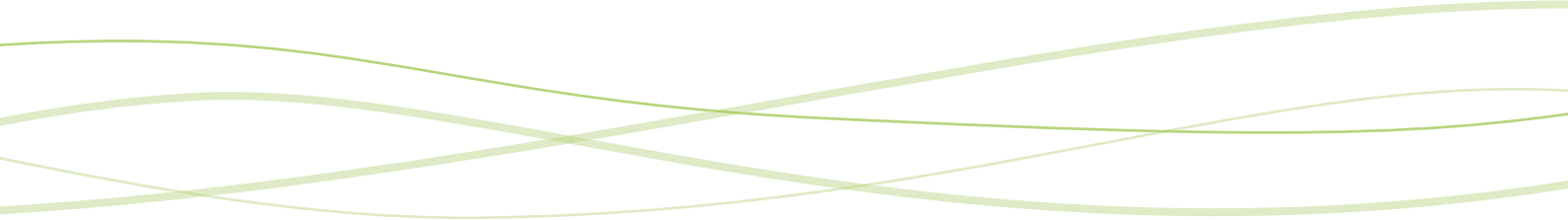
A number of teaching methods which promote active learning are set out in the booklet 'Active Learning and Teaching Methods' (CCEA: 2007). The methods describe straightforward activities which support the range of learning styles and have the potential to actively engage learners of all abilities.

Questions for Departments

- Do we have a common understanding of Active Learning?
- How is Active Learning evident in our current practice?
- How could Active Learning improve learning and teaching in our department?
- How does the culture in our department support Active Learning Strategies?
- What issues does the promotion of Active Learning raise for us?
- How can these issues be addressed?
- How can Active Learning Strategies be evaluated?

Examples of Applying Active Learning Strategies in Physical Education

Active Learning Strategy	Application of strategy
	Tasks will enable children to:
Setting Open-Ended Challenges	<ul style="list-style-type: none"> • respond creatively, construct their own meaning and offer reasoned decisions and solutions;
Making Thinking Important	<ul style="list-style-type: none"> • have time to think in order to give more considered responses to questions;
Effective Questioning	<ul style="list-style-type: none"> • 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;
Making Thinking Explicit	<ul style="list-style-type: none"> • help pupils to think about thinking and to recognise what thinking skills are and their relevance;
Enabling Collaborative Learning	<ul style="list-style-type: none"> • talk with others about what and how they are learning;
Promoting Independent Learning	<ul style="list-style-type: none"> • more self-directed; • plan, manage and monitor their own progress;
Making Connections	<ul style="list-style-type: none"> • transfer their learning about skills and capabilities across contexts both within and beyond the curriculum.



Application of strategy Examples of Physical Education tasks Opportunities for pupils to:	Relevant for the development of the following skills
<ul style="list-style-type: none"> • Games: make a plan to improve your team's success. • Healthy active lifestyles: make a plan to ensure that you adhere to your activity plan. 	<ul style="list-style-type: none"> • Thinking, Problem-Solving and Decision-Making • Self Management • Working with Others
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Thinking, Problem-Solving and Decision-Making • Working with Others
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Thinking, Problem-Solving and Decision-Making • Being Creative
<ul style="list-style-type: none"> • Swimming: how did you make your decision about which personal survival technique was appropriate in the given situation? 	<ul style="list-style-type: none"> • Thinking, Problem-Solving and Decision-Making • Self Management
<ul style="list-style-type: none"> • Athletics: discuss with your partner what is needed to improve your performance. 	<ul style="list-style-type: none"> • Thinking, Problem-Solving and Decision-Making • Working with Others
<ul style="list-style-type: none"> • Healthy active lifestyles: plan, carry out and monitor a personal activity plan. 	<ul style="list-style-type: none"> • Self Management • Managing Information
<ul style="list-style-type: none"> • Can you apply what you have learnt about problem solving to another situation? 	<ul style="list-style-type: none"> • Managing Information • Decision-Making



How might a Physical Education lesson be structured in the context of the Northern Ireland Curriculum?

Below are some questions to keep in mind when planning a lesson in the Northern Ireland Curriculum.

- What is the place of the lesson in the key stage overview?
- What is its place in the context of the Key Stage 4 Statements of Requirement?
- How does the lesson fit into the department's medium term plans (i.e. unit/termly/thematic work)?
- Are there opportunities for formally planned or informal links across the Curriculum?
- How can you provide a range of learning experiences during the lesson?

Opposite are some ways in which a teacher might draw out aspects of the Northern Ireland Curriculum, building on current practice. A starting point might be to develop one particular aspect over a period of time; you are **not** expected to address every aspect of the Northern Ireland Curriculum in every lesson.



Current practice	Northern Ireland Curriculum practice	Promoting
Set the context	Make explicit reference to previous relevant work and explain how it can be used constructively.	Assessment for Learning
State objective	Share learning intentions. Make explicit reference to skills needed to fulfil learning intentions. Share success criteria (if appropriate).	Assessment for Learning
Class discussion	Adopt role of facilitator. Consider questioning styles. Consider use of higher order questions. Give wait time during questioning. Facilitate different learning styles by giving pupils different ways to respond. Draw out links across the curriculum. Allow mind-mapping during discussion.	Assessment for Learning Active learning Connected learning
Explanation / instructions	Explicitly link different aspects of activity to skills.	Cross-Curricular Skills and/or Other Skills
Activity	Consider tasks which facilitate different learning styles.	Active learning
Activity examples	Encourage pupils to apply thinking strategies e.g. cluster, sequence, Positive, Minus, Interesting (PMI), compare/contrast etc.	Thinking Skills
Give feedback	Give feedback during the process of an activity rather than on the end product. Encourage rather than praise.	Assessment for Learning
Conclusion	Provide opportunities for self / peer evaluation; provide format to record points for future reference. Give sufficient time for plenary. Draw attention to possible relevance of the work to other subjects.	Assessment for Learning Connected Learning
Marking (if appropriate in Physical Education lesson)	Consider comments-only marking.	Assessment for Learning

Promoting Healthy and Active Lifestyles

Physical Education at Key Stage 4 makes a significant contribution to developing and sustaining a healthy and active lifestyle. It fosters a growing sense of personal responsibility for a healthy and active lifestyle and encourages pupils to personalise their choices according to their talents, needs and interests.

It is important that pupils are aware of, and have access to, the leisure and sporting facilities in the local and wider community. Choosing activities that are enjoyable and sustainable is essential in order for pupils to lead a healthy and active lifestyle.

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 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; and
- 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.

Physical Education in the Northern Ireland Curriculum has a significant role in providing young people with regular, frequent and appropriate physical activity opportunities, information and guidance. It also can encourage and empower young people to make informed and responsible choices about the role of physical activity in their lives.

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.

The following tables provide suggestions for learning intentions which focus on healthy, active lifestyles based on the statutory requirements for Key Stage 3 progressing on to Key Stage 4. They are expressed under four headings:

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

It should be noted that Learning for Life and Work and the development of the Cross-Curricular skills and Other Skills are embedded in these learning intentions.



Learning Intentions about Healthy Active Lifestyles - Safety Issues

Key Stage 3

Pupils should be able to take responsibility for their own safety in relation to warming-up and cooling-down, injury prevention and clothing and equipment.

Suggested Learning Intentions

Pupils are learning to:

- 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; and
- evaluate and improve their own and others' exercise technique in terms of joint alignment.

Key Stage 4

Pupils should be enabled to recognise and manage risk and apply safe principles and procedures before, during and after physical activity (e.g., by taking increasing personal responsibility for their own and others' safety).

- 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; and
- reflect on what they have learnt about the principles of risk assessment and decide how these might be applied in other contexts.



Learning Intentions about Healthy Active Lifestyles - Exercise Effects

Key Stage 3

Pupils should be able to research and manage information effectively, *(e.g. about the short-term effects of regular and frequent participation in physical activity).*

Suggested Learning Intentions

Pupils are learning to:

- 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 - i.e..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; and
- 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).

Key Stage 4

Pupils should be enabled to plan and participate in a regular, frequent and balanced programme of physical activity that contributes to, and helps sustain, a healthy and active lifestyle (e.g. by working independently to plan, undertake, monitor and evaluate personal exercise/training programmes for specific purposes).

- 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; and
- 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.

Learning Intentions about Healthy Active Lifestyles - Health Benefits

Key Stage 3

Pupils should be able to research and manage information effectively, for example, about the health benefits of regular and frequent participation in physical activity.

Suggested Learning Intentions

Pupils should learn to:

- 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); and
- plan a programme which demonstrates an appropriate balance of work, leisure and exercise and monitor the health benefits.



Key Stage 4

Pupils should be enabled to plan and participate in a regular, frequent and balanced programme of physical activity that extends their knowledge, understanding and skills and contributes to, and helps sustain, a healthy and active lifestyle (e.g. by researching and managing information about the long-term health benefits of regular and frequent participation in physical activity).

- 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; and
- research and explain the physical, social and psychological benefits of exercise for old people and children.

Learning Intentions about Healthy Active Lifestyles - Activity Promotion

Key Stage 3

Pupils should be able to:

- work independently to plan, undertake and evaluate a personal physical activity programme to meet up-to-date health recommendations; and
- research and manage information effectively, for example, accessing opportunities to participate in sport and or/physical activity in and out of school.

Suggested Learning Intentions

Pupils should learn to:

- 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; and
- identify how they can apply what they have learnt about target setting and carrying out a plan in other contexts.

Key Stage 4

Pupils should be enabled to know how to access sporting and recreational opportunities in the local and wider community

For example:

- *by working independently to plan, undertake, monitor and evaluate personal exercise/training programmes for specific purposes; and*
- *by taking increasing personal responsibility for their involvement in sport and/or physical activity both in and out of school.*

- 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; and
- 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. The following table describes and summarises three different approaches and highlights the strengths and limitations of each for pupil learning - allowing you to pick the approach which is most appropriate for your pupils.

Note:

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.

Approach to organising learning	Description	Example
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'.
Integration (with other PE activities)	Pupils learn about healthy active lifestyles through the Physical Education activity areas (e.g. through Dance, Games, Athletics).	Plan, perform and evaluate personal warm ups and cool downs for hockey.
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.	<ul style="list-style-type: none"> • Theme - 'developing pupils as individuals' • Physical Education - Taking Care Of Myself. Pupils plan how they can fulfil the physical activity recommendations for health • 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.

Benefits for pupil learning

- 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.

- 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).

- Learning can be reinforced through different subject strands.
- Transfer of skills and capabilities across a range of contexts.
- Better able to see the connections between areas of learning.

Limitations for pupil learning

- 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.

- Pupils may not be able to identify the focus for learning in lessons (e.g. 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.

- Pupils may receive inconsistent messages and opportunities to learn about health if schemes of work are poorly co-ordinated and planned.



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?

Auditing and Planning

It is important to evaluate existing Schemes of Work in relation to the Statements of Requirement for Physical Education at Key Stage 4.

A whole school approach to auditing, 'The 4A's Model for Planning' is set out in the booklet, 'Planning for the Revised Curriculum for Key Stage 3' (available in the Key Stage 3 Curriculum Support and Implementation Box). It may be useful for Heads of Department to be familiar with this document when auditing provision at Key Stage 4.

In this audit process, departments are likely to use either 'Aspire' or 'Audit' as their starting point. If starting with 'Aspire' departments will define what, ideally, pupils will know, understand and be able to do by the end of Key Stage 4. If starting with 'Audit', use existing provision as a starting point for planning provision for the curriculum. There are different ways to approach a departmental audit, some of these are outlined below.

Audit - Long Term Planning

There are a number of ways to approach a departmental audit. Opportunities have been identified throughout this guidance where auditing is recommended.

Details of each approach outlined on the following page can be found on www.nicurriculum.org.uk



Starting place for audit	Description of process
Curriculum objectives	Look at how schemes of work take development of pupils as individuals, as contributors to society, and to the economy and environment as their focus.
Learning for Life and Work	Start by looking for places where existing schemes contribute to Personal Development, Home Economics, Local and Global Citizenship and Education for Employability. Develop units which take aspects of these as issues to be interpreted through visual means.
Cross-Curricular and Other Skills	Establish where in existing units of work the Skills are either already being addressed, or could be made more explicit. How will you decide on pupils' progress in skills across the Key Stage?
Statutory Requirements	Begin by checking units of work for coverage of the Minimum Content, using the Statements of Requirement. Are there duplications or omissions?
Learning Experiences	List the categories of learning experiences that you are aware of. 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?
Existing Units of Work	Code each existing unit of work. Take each in turn and identify a focus in relation to each section of the Statements of Requirement. Collate these references for an overview of the key stage. This will identify gaps and saturation in provision. It will give a straightforward overview of how existing units of work currently contribute to each section of the Statutory Requirements. The collated overview will reference the units of work in which each Statements of Requirement is currently a focus. The overview is a starting point for departmental development work.
'Blue Skies'	Begin with aspirations for a completely new scheme of work, and work up details so as to match planned experiences with Northern Ireland Curriculum requirements.

Medium Term Planning (Key Stage Breakdown)

Once a departmental audit has been carried out and decisions taken to address issues arising from an overview of the key stage, it may be useful to consider formats used to plan work, whatever approach is currently used (i.e. unit of work/termly coverage/thematic coverage).

Departmental paperwork for medium-term planning (i.e. shorter term than whole key stage planning but longer term than day to day planning) is likely to touch on the following: aims, learning intentions, activities, resources, success criteria, assessment, differentiation and duration. In light of the Northern Ireland Curriculum, headings used in the Statements of Requirement should also be included in unit/termly/thematic plans. Consideration might also be given to inclusion of approaches such as Assessment for Learning, Connected Learning and Active Learning, all of which help to promote the ethos of the Northern Ireland Curriculum.

Adjustments to departments' medium-term planning documents may simply mean use of additional columns or the use of a new format.

Short Term Planning (Lessons)

A shift in the nature of learning and teaching needs as a foundation:

- understanding of the ethos of the Northern Ireland Curriculum;
- effective planning; and
- adjustments to departmental planning documents.

It is recognised that you are likely to try out the approaches with which you are most comfortable and which can be easily integrated into existing practice. This process is likely to be most purposeful where it is gradual and considered. Where change occurs slowly, with built-in flexibility, you can tailor the curriculum to the needs of your pupils.



Appendix



Appendix 1: Resources

Resource	Key Stage	Description	Available from:
Aerobics and Circuits at Key Stage 4 (Elbourn, J., (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
BAALPE	1-4	Safe Practice in Physical Education and School Sport	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
Fitness Room Activities in Secondary Schools (Elbourn, J., (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
Health-Related Exercise in the National Curriculum (Harris, J., (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@hkurope.com or Coachwise Limited 0113 201 5555 www.1st4sport.com

Resource	Key Stage	Description	Available from:
Planning a Personal Exercise Programme (Elbourn, J., & YMCA Fitness Industry Training, 1998)	3-4	A manual comprising 12 practical session plans 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
Warming Up and Cooling Down (Harris, J., & Elbourn, J., (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@hk europe.com or Coachwise Limited 0113 201 5555 www.1st4sport.com

The Association for Physical Education

For membership details visit: www.afpe.org.uk

Purpose:

We are committed to promoting and maintaining high standards and safe practice in all aspects and at all levels of physical education.

Corporate Objectives:

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; and
- 5 Provide high quality, professional, sustainable services for its members and partners.

Websites

TeacherNet - Online Publications for Schools
www.publications.teachernet.gov.uk

QCA - Physical Education and School Sport
www.qca.org.uk/pess

Acknowledgements

CCEA wishes to acknowledge the expertise and valued support from Jill Elbourn, Exercise Consultant, for her substantial contributions to the development of a range of materials at Key Stage 3 and 4. We would also like to thank the staff and pupils of Hazelwood Integrated College Belfast and Belfast Girls Model High School for their cooperation in the photographs that illustrate this document.

A CCEA Publication © 2008



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG
© +44 (0)28 9026 1200 ☎ +44 (0)28 9026 1234 📠 +44 (0)28 9024 2063 ✉ info@ccea.org.uk 🌐 www.ccea.org.uk

Rewarding Learning