Physical education

Programme of study for key stage 3 and attainment target

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Curriculum aims

Learning and undertaking activities in physical education (PE) contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of physical education

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

1 Key concepts

There are a number of key concepts that underpin the study of PE. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Competence

a Developing control of whole-body skills and fine manipulation skills.
b Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity.
c Responding with body and mind to the demands of an activity.
d Adapting to a widening range of familiar and unfamiliar contexts.

1.2 Performance

a Understanding how the components of competence combine, and applying them to produce effective outcomes.
b Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
c Appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams.
d Understanding the nature of success in different types of activity.

EXPLANATORY NOTES

Competence: This is the relationship between: skill; the selection and application of skills, tactics, strategies and compositional ideas; and the readiness of the body and mind to cope with the activity. It requires an understanding of how these combine to produce effective performances in different activities and contexts.

Whole-body skills: These enable the body to move and be agile, for example walking, throwing, balancing, rolling, bending or twisting.

Fine manipulation skills: These enable handling of equipment, use of gesture or writing.

Selecting and using skills: This includes:
- tactics – specific approaches to tackling a task or challenge, such as changing speed in a game or producing a safe jump in an athletic competition
- strategies – broad approaches to tackling a task or challenge, such as ensuring there are enough technically demanding techniques in a gymnastic sequence or using a specific formation in a game
- compositional ideas – the design principles that inform the composition of a sequence or the choreographing of a dance. These include the use of space, height, speed, dynamics, shape, relationships or direction.

Body and mind: This includes:
- stamina, strength and suppleness
- confidence, determination to succeed, mental alertness and ability to deal with emotions.

Performance: This includes:
- having a desire to achieve and improve
- being willing to take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group.

1.3 Creativity

a Using imaginative ways to express and communicate ideas, solve problems and overcome challenges.
b Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

1.4 Healthy, active lifestyles

a Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
b Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.

2 Key processes

These are the essential skills and processes in PE that pupils need to learn to make progress.

2.1 Developing skills in physical activity

Pupils should be able to:

a refine and adapt skills into techniques
b develop the range of skills they use
c develop the precision, control and fluency of their skills.

2.2 Making and applying decisions

Pupils should be able to:

a select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts
b refine and adapt ideas and plans in response to changing circumstances
c plan and implement what needs practising to be more effective in performance
d recognise hazards and make decisions about how to control any risks to themselves and others.

2.3 Developing physical and mental capacity

Pupils should be able to:

a develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities
b develop their mental determination to succeed.

EXPLANATORY NOTES

Techniques: These include whole-body skills and fine manipulation skills that need refining and adapting for:
- sport-specific techniques defined by the rules of the sport and its equipment, such as how to strike a ball when using a tennis racket, cricket bat, rounders bat or golf club
- dance-specific techniques as set out in different dance forms
- different purposes, such as running in a sprint race, for a vault or in a dance.

Physical strength, stamina, speed and flexibility: This includes:
- strength to deal with the efforts and loads placed on the body
- stamina to maintain effort (both cardiovascular and muscular)
- speed to contract muscles quickly and slowly
- flexibility to move joints through their full range.

Mental determination: This includes:
- the confidence to have a go
- the determination to face up to challenges and keep going
- expressing and dealing with emotions
- the desire to achieve success for oneself and others.

2.4 Evaluating and improving

Pupils should be able to:

a analyse performances, identifying strengths and weaknesses
b make decisions about what to do to improve their performance and the performance of others
c act on these decisions in future performances
d be clear about what they want to achieve in their own work and what they have actually achieved.

2.5 Making informed choices about healthy, active lifestyles

Pupils should be able to:

a identify the types of activity they are best suited to
b identify the types of role they would like to take on
c make choices about their involvement in healthy physical activity.

Discovering what they like to do, what their aptitudes are at school ... helps them make informed choices about lifelong physical activity

EXPLANATORY NOTES

Analyse performances, identifying strengths and weaknesses:
This includes looking at:

- the range and quality of skills
- the range and effectiveness of tactics, strategies or compositional ideas
- the effectiveness of body and mind to respond to the challenges
- linking these three components and identifying what would bring about improvement and what actions should be prioritised.

Healthy, active lifestyles: This includes regularly getting involved in PE, sport, dance and healthy physical activity. It supports government aspirations for pupils to have at least two hours per week of high-quality PE and school sport delivered within the curriculum, and an additional two hours beyond the school day delivered by a range of school, community and club providers.

Types of role: These include performer, leader and official. They also include different performance roles within an activity, for example an attacking rather than a defending role, supporter rather than supported in a gymnastic or dance activity.

3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of PE should include activities that cover at least four of the following:

a outwitting opponents, as in games activities
b accurate replication of actions, phrases and sequences, as in gymnastic activities
c exploring and communicating ideas, concepts and emotions, as in dance activities
d performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities
e identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities
f exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

EXPLANATORY NOTES

Outwitting opponents: This includes activities in which the concept of success is to overcome an opponent or opponents in a face-to-face competition. Opponents can directly affect each other's performance and the key is to outwit the opposition. For example:

- invasion games (eg water polo, netball, football, rugby, Gaelic football, American football, polo and hockey)
- net/wall games (eg volleyball, tennis, table tennis and squash)
- striking/fielding games (eg softball, stoolball, cricket and table cricket)
- combat activities (eg fencing, judo and karate).

Accurate replication: This includes activities in which success is judged on the ability to repeat actions, phrases and sequences of movement as perfectly as possible. Examples include: synchronised swimming, diving, rebound tumbling, ballroom dancing, gymnastics and skateboarding.

Exploring and communicating ideas, concepts and emotions: This includes activities in which success is considered in relation to how well a performer or choreographer expresses ideas, feeling, concepts or emotions to communicate artistic or choreographic intentions to an audience. Dance styles could include capoeira, contemporary dance, country dancing, ballet, Indian hand dance and street dance.

Performing at maximum levels: This includes activities in which success is measured by personal best scores or times, and in competition by direct comparison with others' scores or times. Examples include racing in the swimming pool or on a skateboard, or having a low score in golf or a high score in archery.

Identifying and solving problems: This includes activities in which success is judged on how efficiently and safely challenges are overcome. Examples include orienteering, personal survival, life saving and expeditions involving walking or using transport such as boats and canoes.

Exercising safely and effectively: This includes activities such as aqua aerobics, weight training, jogging and power walking, in which success is related to improving feelings of health, fitness and wellbeing. Goals might include emotional wellbeing, healthy weight management, toned muscles, healthy skin and a healthy heart.

4 Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

a get involved in a broad range of different activities that, in combination, develop the whole body
b experience a range of roles within a physical activity
c specialise in specific activities and roles
d follow pathways to other activities in and beyond school
e perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class
f use ICT as an aid to improving performance and tracking progress
g make links between PE and other subjects and areas of the curriculum.

EXPLANATORY NOTES

Range of different activities: This includes activities that develop the strength, stamina, suppleness and speed of the upper body and arms, and lower body and legs. This can be achieved through at least two hours of focused weekly activities in curriculum time.

Roles: These include performer, leader and official.

Follow pathways: This may involve:
- regularly getting involved in PE, sport, dance and healthy physical activity
- taking part in school and community sport and dance opportunities
- deciding to become a performer, leader or official and working towards accreditation
- being involved in increasingly complex and challenging tasks and activities.

ICT: This includes using ICT to:
- record and review performances
- record data for the purposes of personal improvement.

Attainment target

Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency. They show that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles when preparing for exercise. They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing. They work with others to plan and lead simple practices and activities for themselves and others.

Level 5

Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities, When performing in different physical activities, they consistently show precision, control and fluency. They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. They analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work. They explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle. They plan, organise and lead practices and activities safely, helping others' to improve their performance.

Level 7

Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations. They consistently show precision, control, fluency and originality. They apply the principles of advanced strategies, tactics and compositional ideas in their own and others' work, and modify them in response to changing circumstances and other performers. They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements. They explain the principles of practice and training, and apply them effectively. They explain the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing, and carry out their own physical activity programmes based on their choices and preferences of activities and roles within activities. They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities.

Level 8

Pupils consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality. Drawing on what they know of the principles of advanced strategies, tactics or composition, they apply them with proficiency, flair and originality in their own and others' work. When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance. They critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance. They use this information to plan and monitor ways in which their own and others' performance could be

Level 6

Pupils select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency. They use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance. They suggest ways to improve. They understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health. They describe their involvement in regular, safe physical activity for the benefit of their health and wellbeing. When leading practices and activities, they apply basic rules, conventions and/or compositional ideas consistently.

improved, acting on these decisions to bring about the improvements. They use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others' exercise and physical activity programmes. They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.

Exceptional performance

Pupils consistently use advanced skills, techniques and ideas with precision, control, fluency and originality. Drawing on what they know of the principles of advanced strategies, tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others' work. They are increasingly independent in finding imaginative, novel and different solutions to problems posed by themselves and others. They critically analyse and judge their own and others' work, showing that they understand how skills, strategy, tactics or composition and fitness relate to and affect the quality and originality of performance in different physical activities. They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development. They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. They understand the contribution physical activity makes to their physical, mental and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of their health and wellbeing.