

Health Fitness and Wellbeing Level Descriptors

Levels	Description
1	Pupils recognise how their breathing changes when they exercise and how they look and feel
2	Pupils recognise and describe the physical changes to their bodies while doing different types of activity
3	Pupils describe how exercise affects the body and will give reasons why daily physical activity is good for them
4	Pupils describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being
5	Pupils engage in a variety of appropriate, different activities that positively affect their health, fitness and feelings about themselves
6	Pupils recognise how different activities might affect their fitness and how appropriate training and nutrition can improve performance
7	Pupils understand the benefits of regular, planned activity and appropriate nutrition on their health, fitness and well-being. They plan their own daily physical activity programme
8	Pupils use their own knowledge of principles underpinning health, fitness and well-being activities to plan and evaluate, their own and others' daily physical activity programmes, suggesting alternative approaches when appropriate and revising the plan effectively when necessary

Learning outcomes for Health, fitness and well-being within the Welsh National Curriculum

	Activity Promotion, Pupils can:
KS3	• Access information about a range of activity opportunities at school, home and in the local community and know ways of incorporating exercise into their lifestyles (e.g. walking or cycling to school or to meet friends; helping around the home/ garden) • Reflect on their activity strengths and preferences and know how to go out getting involved in activities • Participate in activity of at least moderate intensity for a minimum of half an hour and preferably for one hour every day (i.e. 30 to 60 minutes accumulated over the course of a day) • Participate at least twice a week in activities which help to enhance and maintain muscular strength and flexibility, and bone health (e.g. dance, aerobics, skipping, games, body conditioning or resistance exercises) • Monitor and evaluate personal activity levels over a period of time (e.g. by keeping an activity diary for 4 to 6 weeks and reflecting on the experience)
KS4	• Plan, perform, monitor and evaluate a safe and effective health-related exercise programme that meets their personal needs and preferences over an extended period of time (e.g. over 6 to 12 weeks) • Have access to physical activity personnel (e.g. sports development officers, active school coordinators, coaches and instructors), facilities (e.g. sports, health and fitness clubs and leisure centres) and services (e.g. courses, projects, leaflets, pamphlets) within the local community • Demonstrate a range of lifetime physical activities (e.g. walking, jogging, swimming, cycling, aerobics, step aerobics, circuit training, weight-training, skipping, aqua exercise) • Explain and demonstrate a practical understanding of the key principles of exercise programming and training, including: I. Progression (developing the amount of exercise by gradually increasing frequency, intensity, and/or duration) II. Overload (progressively enabling the body to more exercise than previously accustomed) III. Specificity (a particular exercise or sporting activity benefits specific muscles, joints, bones and energy systems) IV. Balance, moderation and variety (maximising exercise benefits and minimising risks) V. Maintenance (establishing a routine, sustaining a commitment, and coping with relapse) VI. Reversibility (the benefits of exercise are gradually lost after a break) VII. Cost: benefit ratio (weighing up the costs involved such as time, money, transport and sweating against the benefits such as maintaining body weight, feeling good, improving fitness).

	Exercise Effects, Pupils can:
KS3	- Explain and monitor a range of short-term effects of exercise on the: - Cardiovascular system (e.g. changes in: breathing and heart rate; temperature; appearance; feelings; recovery rate; ability to pace oneself and remain within a target zone) - Musculo-skeletal system (e.g. increases in muscular strength and endurance and flexibility; improved muscle tone and posture; enhanced functional capacity and sport/dance performance) - Explain that appropriate training can improve fitness and performance and that different types of activity affect specific aspects of fitness (e.g. running affects cardiovascular fitness) - Explain the difference between whole body activities (e.g. walking, jogging, cycling, dancing, swimming) that help to reduce body fat and conditioning exercises (e.g. straight and twisting curl ups) that improve muscle tone
KS4	- Explain that training exercises and practices are specific to an activity and affect performance - Explain that training programmes develop both health-related components (CV fitness, Mus strength and endurance, flexibility, body composition, composure, decision-making) and skill related components of physical and mental fitness (agility, balance, coordination, power, reaction time, speed, concentration, determination) - Explain the difference between whole body activities (e.g. walking jogging, cycling, dancing, swimming) that help to reduce body fat and conditioning exercises (e.g. straight and twisting curl ups) that improve body tone
	Health Benefits, Pupils can:
KS3	- Explain a range of long-term benefits of exercise and physical health: - Reduced risk of chronic disease (e.g. heart disease) - Reduced risk of bone disease (e.g. osteoporosis) - Reduced risk of some health conditions (e.g. obesity and back pain) - Improved management of some health conditions e.g. (asthma, diabetes and arthritis) - Explain the exercise can enhance mental health and social and psychological well-being (e.g. enjoying being with friends; increased confidence and self-esteem; decreased anxiety and stress) and that an appropriate balance between work; and leisure and exercise promotes good health - Explain that increasing activity levels and eating a balanced diet can help to maintain a healthy body weight (energy balance equation) but the body needs a minimum daily energy intake to function properly, and strict dieting and excessive exercising can damage one's health - Explain how each activity area (athletics, dance, games, gymnastics, OAA, swimming) can contribute to physical health and social and psychological well-being (e.g. it can improve stamina, assist weight management, strengthen bones, be enjoyable)

KS4	• Explain that frequent and appropriate exercise enhances the physical, social and psychological well-being of all individuals including the young and old, able-bodied and disabled, and those with health conditions (e.g. asthma, depression) and chronic disease (e.g. arthritis) • Explain the exercise can help to manage stress and contribute to a healthy, happy and balanced lifestyle • Appreciate the risks associated with a sedentary lifestyle and with excessive behaviour (e.g. developing eating disorders and overexercising) • Identify how each activity area (e.g. gymnastics swimming athletics) can contribute to specific components of health-related fitness (e.g. gymnastics involves weight-bearing actions and that's develops muscular strength or endurance)
	Safety Issues, Pupils can:
KS3	• Demonstrate their understanding of safe exercise practices (e.g. tying long hair back and removing jewellery to avoid injury; adopting good posture when sitting standing and moving; performing exercises are good technique; having a shower following energetic activity; using equipment in facilities with permission and, when necessary, under supervision; administering basic first-aid; wearing adequate protection such as goalkeeping gloves and like pads for certain activities; coping with specific weather conditions such as using sunscreen to avoid burning in hot weather and drinking fluids to prevent dehydration) • Demonstrate their concern for and understanding of back care by lifting, carrying, placing and using equipment responsibly and with good technique • Explain why certain exercises and practices are not recommended (e.g. standing toe touches; straight leg situps; bouncing in stretches; flinging movements) and be able to perform safe alternatives (e.g. sifted 'sit and reach' stretch; curl ups with bent legs; holding stretches still; performing movements with control) • Explain the value of preparing for and recovering from activity and the possible consequences for not doing so, and to be able to explain the purpose of, plan and perform each component of a warm up and cool down (i.e. Mobility exercises, whole-body activities, static stretches) for general activity (e.g. games, athletics) and for a specific activity (e.g. volleyball, high jump, circuit training) • Perform with good technique developmentally-appropriate cardiovascular activities and strength and flexibility exercises for each of the major muscle groups • Recognise and manage risk and apply safe exercise principles and procedures (e.g. not exercising when and unwell or injured; avoiding prolonged high impact exercises; administering first aid, including resuscitation techniques, avoiding excessive amounts of exercise)
KS4	• Evaluate warm-ups and cool downs in terms of safety, effectiveness and relevance to the specific activity and take responsibility for their own safe and effective preparation for and recovery from activity. • Select, perform and evaluate safe, effective and developmentally-appropriate exercises from a range of lifetime activities (e.g. jogging, swimming, cycling, aerobics, step aerobics, circuit training, weight training) • Explain the value of preparing for and recovering from activity and the possible consequences for not doing so, and be able to explain the purpose of, plan and perform each component of a warmup and cool down (i.e. Mobility exercises, whole-body activities, static stretches) for general activity (e.g. games and athletics) and for a specific activity (e.g. volleyball, high jump, circuit training)

