

Key Stages 2–4

# Physical education

in the National Curriculum for Wales



# Physical education in the National Curriculum for Wales

- Audience** Teachers, headteachers and governing bodies of maintained schools in Wales; local authorities; regional consortia; initial teacher training providers; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.
- Overview** This document sets out the Welsh Assembly Government's requirements for physical education in the national curriculum for Wales. It is issued pursuant to the powers contained in Section 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Assembly Government.
- Action required** Teachers, headteachers and governing bodies of maintained schools must ensure that the legal requirements set out in this document are implemented in line with the dates specified in the Foreword.
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- Additional copies** This document can be accessed from the Learning Wales website at [gov.wales/learning](http://gov.wales/learning)

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# Foreword

This document sets out the revised national curriculum for **physical education** in Wales.

## The structure of the national curriculum

The national curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of three key stages, which are broadly as follows\*:

	Pupils' ages	Year groups
Key Stage 2	7–11	3–6
Key Stage 3	11–14	7–9
Key Stage 4	14–16	10–11

In Wales, the following subjects are included in the national curriculum at the key stages shown:

Key Stage 2	English, Welsh, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education.
Key Stage 3	As at Key Stage 2, plus a modern foreign language.
Key Stage 4	English, Welsh, mathematics, science and physical education.

For each subject, in each of the key stages listed above, programmes of study set out what pupils should be taught and, for Key Stages 2 and 3, attainment targets set out the expected standards of pupils' performance.

At the end of Key Stages 2 and 3, standards of pupils' performance are set out in eight level descriptions of increasing difficulty, with an additional description above Level 8 to help teachers in differentiating Exceptional Performance.

At Key Stage 4, external qualifications are the main means of assessing attainment in the national curriculum. The Welsh Assembly Government publishes annually the list of qualifications that, under Section 96 of the Learning and Skills Act 2000, are approved for use with pupils of compulsory school age.

\* The key stages are defined precisely in Section 103 of the Education Act 2002.

## Including all learners

The revised national curriculum contains a section on including all learners which clarifies learner entitlement and schools' responsibilities.

## Implementation dates

The revised programmes of study and attainment target for **physical education** become legal requirements by means of an Order made by the Welsh Assembly Government and come into effect on:

- 1 August 2008 for Years 3, 4 and 5 and Years 7 and 8
- 1 August 2009 for Year 6, Year 9 and Year 10 in Key Stage 4
- 1 August 2010 for Year 11 in Key Stage 4.

From these dates the existing national curriculum for **physical education** is superseded.

**Welsh Assembly Government**  
**January 2008**

## Including all learners

### Responsibilities of schools

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both English and Welsh through the curriculum. Schools should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. Schools should also encourage the use of learners' home languages for learning.

## Learner entitlement

Schools in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. Schools should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier phases or key stages within the curriculum. Schools should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working significantly below the expected levels at any key stage, schools should use the needs of the learner as a starting point and adapt the programmes of study accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.

For more-able and talented learners working at higher levels, schools should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Schools should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Learners of all abilities should have access to appropriate assessment and accreditation.

## Skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

For 14–19 learners, the framework should provide the basis for making effective progress in these skills, which can be assessed through a range of qualifications, including Key Skills.

### Developing thinking



Learners develop their thinking across the curriculum through the processes of **planning, developing** and **reflecting**.

In **physical education**, learners engage in planning how to design and make progress in their performance, developing their ideas and strategies, and reflecting on how they might further improve their own and others' performance.

### Developing communication



Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing** and **wider communication**.

In **physical education**, learners communicate through the selection and use of key words related to their activity to help them analyse and improve their own and others' work. They ask questions and communicate their ideas using different forms depending on the audience and purpose of their activity. They listen to others' contributions, identify possible problems, suggest alternative approaches, and help to develop group activity.



## Developing ICT



Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In **physical education**, learners develop their ICT skills through their analysis of performance and data in order to improve their own and others' work, and through the creation of ideas and strategies to improve the impact of their work.

## Developing number



Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings**.

In **physical education**, learners develop their number skills by using mathematical information and data. They use the language of position (including co-ordinates and compass points) and movement, as well as data handling and measures in athletic and adventurous activities. They use scale in plans and maps. They measure and record performances, *e.g. time, distance and height*, and use the data to set targets and improve their performance.

## Learning across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

At Key Stage 4, learners' knowledge and understanding should be developed and applied within the contexts of their individual 14–19 pathways including the Learning Core.

### Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)



Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

**Physical education** contributes to the Curriculum Cymreig by applying learners' knowledge and understanding of the cultural characteristics of Wales through creative activities such as dance, and the use of different musical and literary stimuli to develop dance ideas. Outdoor and adventurous activities, initiative challenges and journeys promote a knowledge and understanding of the rich and varied environmental characteristics of Wales.

### Personal and social education



Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

**Physical education** contributes to learners' personal and social education by prioritising activities that contribute to health, fitness and well-being throughout life. The adoption of different roles in activities such as performer, leader and official, contributes significantly to the challenges of active citizenship and moral development. Working closely with others in cooperative and competitive activities develops effective relationships and self-assurance, while coping with the increasing influence of peer pressure.

## Careers and the world of work



Learners aged 11–19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

## Progression in physical education

### **Physical and Creative Development in the Foundation Phase**

Children's physical development, enthusiasm and energy for movement should continually be promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination, and developing motor and manipulative skills. They should develop their gross and fine motor skills, physical control, mobility and an awareness of space, using large and small equipment, across all Areas of Learning, indoors and outdoors. Children should be encouraged to enjoy physical activity. A developing sense of identity should be linked closely to their own self-image, self-esteem and confidence. They should be introduced to the concepts of health, hygiene and safety, and the importance of diet, rest, sleep and exercise.

Children should be continually developing their imagination and creativity across the curriculum. Their natural curiosity and disposition to learn should be stimulated by everyday sensory experiences, both indoors and outdoors. Children should engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. Children should explore a wide range of stimuli, develop their ability to communicate and express their creative ideas, and reflect on their work.

### **Physical education at Key Stage 2**

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase.

Physical education encourages learners to explore and develop the physical skills essential to taking part in a variety of different activities. Building on these skills are opportunities to be creative and imaginative in gymnastic and dance activities. Through adventurous activities, they learn how to swim, be safe and feel confident in water and how to read a map or follow trails, so that it becomes safer to go further afield and explore the seashore and countryside. Competitive activities offer the chance to learn games skills and play in a team, as well as how to run faster, jump higher and throw further. Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.

## **Physical education at Key Stage 3**

At Key Stage 3, learners build on the skills, knowledge and understanding acquired at Key Stage 2.

Physical education encourages learners to build a platform of skills on which future activity choices can be made. Through their creative, adventurous and competitive activities they plan, practise and improve their performance so that they can enjoy being able to perform consistently well. As confidence grows, so does their ability to take part in activities that become technically more demanding. They learn the benefits of working with others to strengthen a team or partnership while outwitting others, planning a journey or practising for a performance. They understand that engaging in activity is beneficial to their health and fitness and take greater responsibility for their own well-being.

## **Physical education at Key Stage 4**

At Key Stage 4, learners build on the skills, knowledge and understanding acquired at Key Stage 3.

Physical education fosters a growing sense of personal responsibility for a healthy and active lifestyle through developing activities that can be enjoyed and sustained in the school and the community. Learners may choose the area of experience they know they enjoy and select activities they want to develop. There are opportunities to work collaboratively and refine skills in the creative, adventurous or competitive activities of choice. There are opportunities to develop skills of leadership, make informed judgements and develop advanced technical skills. In physical education, a concentration on health, fitness and well-being activities includes devising a sustainable plan suited to personal needs and goals.

# Key Stage 2 Programme of Study

Pupils should develop their skills, knowledge and understanding of physical education **through each of the four areas of experience**. Pupils should be taught the programme of study for each area of experience through specific activities selected by the school and pupils, spending enough time on any one activity to make

progress in that activity. Pupils should understand the difference between the areas of experience, know what they are trying to achieve and how they are going to be judged in each activity. Across all of the areas of experience, pupils should engage in relevant and safe warm-up and cool-down routines and take increasing

## Skills

### 1. Health, fitness and well-being activities



**Pupils should be given opportunities to:**

1. engage in frequent and regular physical activity beneficial to their health, fitness and well-being
2. plan daily physical activity through opportunities in school, at home and in the community
3. identify how to eat and drink healthily in order to meet the energy requirements of different activities
4. find out how exercise affects the body
5. sustain activity over appropriate periods of time in a range of different activities, *e.g. a short walk, a longer run, cycle ride or swim, a short dance, etc.*

**and as their work develops:**

6. follow relevant rules and safety procedures when exercising, and begin to understand risk and how to take responsibility for actions
7. describe how they feel when doing different activities
8. find out about opportunities in the community to try different activities.

## Range

**1. Health, fitness and well-being activities:** activities that are non-competitive forms of exercise and chosen for what they contribute to general health, fitness goals and feelings of well-being.

Daily physical activity is an important goal for young people and opportunities for this to be achieved may be found not only in lessons, but also before and after school and during the lunchtimes. Finding activities that are enjoyable and sustainable is important at

this early stage of physical development if the goals of a healthy and active lifestyle are to be realised. Planning to increase participation in activity might include walking or cycling to school, joining a sports club, or swimming with the family and friends.

responsibility for their planning and execution. To minimise risk, pupils should wear appropriate footwear and clothing for taking part in activity safely and remove jewellery because it might cause injury. They should take care to handle equipment and apparatus safely.

## 2. Creative activities

### Pupils should be given opportunities to:

1. develop, consolidate, and then apply, the basic actions of travelling, balancing and stillness, jumping and landing and rotation. Actions should be developed using the floor and apparatus, as appropriate
2. recognise the principles of simple composition and choreography in order to use them to plan sequences and a range of movement patterns
3. respond to a range of stimuli and accompaniment

### and as their work develops:

4. determine success criteria relating to the development of their performance using key words related to their activity



5. represent and respond to information in different forms including pictures, sounds, symbols showing some awareness of the audience and purpose
6. evaluate their own and others' performances, using ICT when appropriate, and ask relevant questions in order to improve and make progress
7. perform and develop an appreciation of movement from different traditions, times and places, including some traditional dances from Wales
8. communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning.



2. **Creative activities:** activities that are composed or choreographed and are generally artistic and aesthetic in nature.

In gymnastic activities, developing means of travelling should include transferring weight from hands and feet and climbing activities. Rotation should include rolling and turning.



The composition of sequences and choreographed dance motifs should include features such as variations in rhythm, speed,

shape, level, direction and pathways; combining and linking actions; relationships to partners, an audience, apparatus or a stimulus.

## Skills

### 3. Adventurous activities



#### Pupils should be given opportunities to:

1. overcome challenges of a physical and problem-solving nature with a partner or in a small group 
2. acquire the skills necessary for the activities undertaken, *e.g. reading a compass, map or instructions, tying a rope or constructing a shelter*
3. identify why they should be mindful of their own and others' safety and how to respect the environment. 

#### Pupils should be taught to:

4. develop skills of water safety and personal survival
5. swim unaided for a sustained period of time

#### and as their work develops:

6. plan and evaluate their individual or group responses to challenges using key words related to their activity 
7. use what they find out to plan how to improve their next attempts 
8. apply their skills in familiar and unfamiliar environments.

## Range

- 3. Adventurous activities:** activities that are underpinned by problem solving, communication, leadership and teamwork and often have an outdoor living and learning focus.


Participation in outdoor activities provides opportunities to increase awareness of the natural environment and understand the importance of issues such as conservation and sustainable development. Adventurous activities may be pursued in curriculum time,

after school, or as part of an out-of-hours residential experience in new and challenging environments away from the local area.







## 4. Competitive activities

### Pupils should be given opportunities to:

1. develop, consolidate and then apply the skills and techniques needed to take part in a variety of competitive activities including sending (*throwing, tossing, bowling*); receiving (*catching, fielding*); striking (*hitting, batting, volleying, serving*); travelling (*with a ball or other equipment*); running (*different speeds*); jumping (*for height or length*); and throwing (*for distance*) 
2. improve the efficiency and effectiveness of these skills and specific techniques
3. explore the principles underpinning their different activities, e.g. *attack and defence; outwitting an opponent; maximising speed, distance, height or length*

### and as their work develops:

4. determine success criteria for the development of their activity using key words related to their activity 
5. plan how to improve performance through setting targets, e.g. *a time, distance, goals, points* 
6. evaluate their own and others' performances and ask relevant questions in order to improve and make progress 
7. take part in, and design, small-sided, modified versions of their competitive activity
8. cooperate with others and observe the conventions of fair play, equality and appropriate conduct in individual and team activities. 

**4. Competitive activities:** activities that are learned for the purpose of competition between an individual, group or team and others. The principles underpinning the application of these types of activity are generally strategic and tactical, such as game strategies and athletic tactics and involve competing against others.

A variety of activities should be chosen to teach the programme of study, enabling pupils to learn the application of strategies

and tactics. During these activities pupils need to understand why there is a need for rules in a competitive situation, and why they should take responsibility for their actions.

# Key Stage 3 Programme of Study

Pupils should develop their skills, knowledge and understanding of physical education through **each of the four areas of experience**. Pupils should be taught the programme of study for each area of experience through specific activities selected by the school and pupils, spending enough time on any one activity to make progress in that activity. Pupils should understand

the difference between the areas of experience, know what they are trying to achieve and how they are going to be judged in each activity, including their work in different roles. Across all of the areas of experience, pupils should engage in relevant and safe warm-up and cool-down routines and take increasing responsibility for their planning and execution. To minimise risk,

## Skills

### 1. Health, fitness and well-being activities



#### Pupils should be given opportunities to:

1. engage in frequent and regular physical activity beneficial to their health, fitness and well-being
2. investigate and plan for participation in a range of daily activity opportunities at school, home and in the local community, and find ways of incorporating exercise into their lifestyles
3. try different activities that affect their fitness and find out how appropriate training can improve fitness and performance



4. identify how to eat and drink healthily in order to meet the energy requirements of different activities and levels of performance.

## Range

1. **Health, fitness and well-being activities:** activities that are non-competitive forms of exercise and chosen for what they contribute to general health, fitness goals and feelings of well-being.





Daily physical activity is an important goal for young people and opportunities for this to be achieved may be found not only in lessons, but also before and after school and during the lunchtimes. Finding activities that are enjoyable and sustainable is important if the

goals of a healthy and active lifestyle are to be realised. Planning to increase participation in activity might include walking or cycling to school, joining a sports club, or swimming with the family and friends.

pupils should wear appropriate footwear and clothing for taking part in activity safely and remove jewellery because it might cause injury. They should take care to handle equipment and apparatus safely.

## 2. Creative activities

**Pupils should be given opportunities to:**

1. create and perform more complex movement patterns, techniques and sequences in their activities
2. use compositional principles when planning and performing their activities
3. describe, analyse and interpret performance, recognising different qualities that contribute to successful performance 
4. develop and communicate a variety of imaginative ideas and information 
5. listen carefully to others' contributions, considering their ideas and responding aptly 
6. vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work. 

**2. Creative activities:** activities that are composed or choreographed and are generally artistic and aesthetic in nature.

More complex sequence composition might include variations in speed, shape, level, direction and pathways; combining and linking actions; relationships to partners, apparatus or a musical stimulus.

The use of compositional principles to enhance performance might include spatial awareness; relationship with others such as



working in unison or canon; motif or sequence development.

The different qualities that contribute to successful performance might include a focus on mood, feelings, variations in rhythm, timing and stimulus, use of light, colour and sound, technical efficiency, tension and focus and communication with the audience.

## Skills

### 3. Adventurous activities

#### Pupils should be given opportunities to:

1. develop a range of skills and techniques in at least one of the following three types of adventurous activities:
  - outdoor and adventurous activities, *e.g. climbing, canoeing, orienteering*
  - problem-solving or initiative challenges, *e.g. following or designing trails, rope courses*
  - journeys, *e.g. hill walking and camping*
2. plan, undertake and evaluate activities, using what they find out to plan how to improve their next attempts 
3. take some responsibility for themselves, others and the learning environment 
4. apply and evaluate the principles and practice of rescue and resuscitation

5. listen carefully to the contribution of others, make individual and group decisions to identify problems and suggest alternative approaches.






## Range


3. **Adventurous activities:** activities that are underpinned by problem solving and often have an outdoor living and learning focus.

Participation in outdoor activities provides opportunities to increase awareness of the natural environment and understand the importance of issues such as conservation and sustainable development. Adventurous activities may be pursued in curriculum time, after school, or as part of an out-of-hours residential experience in new and challenging environments away from the local area.

## 4. Competitive activities

### Pupils should be given opportunities to:

1. develop their techniques, skills, strategies and tactics applicable to a variety of competitive activities including sending (*throwing, tossing, bowling*); receiving (*catching, fielding*); striking (*hitting, batting, volleying, serving*); travelling (*with a ball or other equipment*); application of spin; attacking and defending (*possession, progression, scoring and change of possession*); running (*different speeds*); jumping (*for height or length*); and throwing (*for distance*) 
2. refine, adapt and apply their skills with consistent control and accuracy under competitive conditions
3. analyse and evaluate the effectiveness of increasingly complex strategies and tactics against a background of changing situations 
4. use the information to modify, develop and try out their plans and identify other strategies and tactics that might have been effective 

5. adopt an alternative role in their chosen activity, while working with others to apply the rules of an activity and ensure the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship. 

- 4. Competitive activities:** activities that are learned for the purpose of competition between an individual, group or team and others. The principles underpinning the application of these types of activity are generally strategic and tactical and involve competing against others.

A variety of activities should be chosen to teach the programme of study, enabling pupils to learn the application of strategies and tactics.

They should engage in these competitive activities against a background of changing situations that can be analysed.

Through their adoption of different roles such as leader, official or performer, pupils could choose to develop these roles in their lessons and competitions.

# Attainment target

## Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

### Level 1

Pupils play and move in a variety of ways, developing their performance of simple skills, first alone and then with a partner. They use the basic actions of travel, jump and land, balance and stillness in their play and creative activities. They listen and respond readily to instructions. They show increasing awareness of the space away from others in which to work safely in different environments. They improve what they do, sometimes through watching others and helping them to improve. They recognise how their breathing changes when they exercise and how they look and feel.

### Level 2

Pupils explore different activities and move with increasing confidence and physical control. They practise to improve their skills and begin to link actions. They communicate different ideas and emotions in response to different stimuli, and repeat simple movement patterns in creative activities. They work safely with others when using equipment and apparatus and take some responsibility for taking it out and putting it away. They talk about what they and others have done and make simple suggestions about how to improve performance. They recognise and describe the physical changes to their bodies while doing different types of activity.

### Level 3

Pupils use and develop their competitive and creative skills with improving coordination and control. Movements show improved tension and a clearer shape and linked actions begin to show some fluency. They cooperate in solving problems when working with others. They recognise the different basic principles underpinning competitive, creative and adventurous activities. They sustain activity over appropriate periods of time. They watch each other's performance and say what is good about it and what could be better, beginning to use key words related to their activity. They use this understanding to plan how to improve their own skills, and start to ask relevant questions in order to improve and make progress. They describe how exercise affects the body and will give reasons why daily physical activity is good for them.

## Level 4

Pupils' performance shows improved coordination and control across a range of activities. The skills and ideas they choose and apply become increasingly relevant to the activity and show increasing efficiency and effectiveness. They communicate their ideas clearly to others. Their performance shows greater accuracy and can be sustained over appropriate periods of time. They take more responsibility for their own actions and begin to understand associated risks. They cooperate with others and observe the conventions of fair play, equality and appropriate conduct. They identify what makes a skill, idea or action successful and make simple judgements about their own and others' performance, using this information to plan how to improve. They use key words related to the different activities and ask relevant questions in order to help make progress. They describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being.

## Level 5

Pupils demonstrate their skills, knowledge and understanding across a range of activities with consistent control and accuracy. They take increasing responsibility for their own learning, and ask relevant questions in order to extend and improve performance. They begin to develop an increasing variety of imaginative ideas. They use compositional principles in creative activities to plan a performance with an awareness of the factors that promote quality. They begin to refine and adapt previously learned tactics, techniques and skills and apply them in new situations. They listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances. Increasingly, they take responsibility for the planning of elements of their work. They engage in a variety of appropriate, different activities that positively affect their health, fitness and feelings about themselves.

## Level 6

Pupils show that they can refine their skills and perform with greater technical efficiency. They make sound decisions, selecting appropriate skills and strategies and applying these effectively and safely in a variety of challenging situations. They analyse their performance to identify other skills, strategies and tactics that might have been effective and plan how to improve their next attempt. They recognise the importance of rules and safety procedures and apply them consistently. They adopt alternative roles in their chosen activities. When working with others, they communicate ideas and information clearly and respond aptly to others' contributions. They vary their presentations for different audiences and purposes, and suggest amendments to improve the impact of their work. They recognise how different activities might affect their fitness and how appropriate training and nutrition can improve performance.

# Attainment target

## Level 7

Pupils demonstrate advanced skills, refined techniques and ideas, applying them accurately across a range of activities. They begin to transfer their knowledge and skill of one activity to the development of another, working with others towards identified targets for improvement. They listen carefully to others' contributions, considering their ideas and responding aptly. They communicate ideas and information, integrating different forms into presentations for different audiences and purposes and analyse, enhance and improve the impact of their work. They anticipate the responses of others and the consequences of action, adapting their own performances and suggesting alternative approaches. They evaluate accurately the strengths and limitations in planning and performance of activity. They respond appropriately to increasingly complex problems and challenges. They demonstrate confidence and competence in a range of roles and activities. They recognise how fitness, skills, selected tactics or ideas and composition impact upon the quality and effectiveness of a performance. They 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.

## Level 8

Pupils demonstrate an extensive knowledge and understanding of advanced skills and principles underpinning activity. They analyse strategies used in different activities and find alternative strategies that might be available. They use their detailed knowledge and performance of skill in one activity to develop other skills. They monitor and evaluate progress towards targets. Their skills of performance are consistent, controlled and effective. They evaluate sensitively and to good effect using a range of success criteria, commenting accurately on their own and others' work. They communicate ideas through more complex work. They recognise how different activities might affect their fitness and how appropriate training can improve fitness and performance. They use their 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.

## Exceptional Performance

Pupils demonstrate their extensive knowledge and understanding of advanced skills and principles across activities. They perform with confidence, originality and style. Their techniques are refined and remain consistent under pressure. Decision making is sound in constantly changing situations. They explain why chosen skills, strategies and tactics have been selected and identify possible problems. They develop and express a variety of imaginative ideas and use technical vocabulary consistently and accurately. They evaluate their own work and that of others and revise it effectively when necessary.





## National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National Curriculum Outcomes 1, 2 and 3 align with the Foundation Phase Outcomes 1, 2 and 3.

Foundation Phase	National Curriculum
Foundation Phase Outcome 1	National Curriculum Outcome 1
Foundation Phase Outcome 2	National Curriculum Outcome 2
Foundation Phase Outcome 3	National Curriculum Outcome 3
Foundation Phase Outcome 4	National Curriculum Level 1
Foundation Phase Outcome 5	National Curriculum Level 2
Foundation Phase Outcome 6	National Curriculum Level 3

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

### Outcome 1

Pupils are developing increasing control over large body movements. They can negotiate large obstacles, jump with both feet off the floor and send and receive an object. They begin to perform more than one action in sequence and move in different ways such as stepping, crawling, running, rolling, sliding. They recognise and use familiar items of physical education equipment and begin to work with others. If using a walking frame or wheelchair, pupils can change direction and negotiate large obstacles.

### Outcome 2

Pupils show improved balance and coordination and they can move named body parts. They are able to use low apparatus to travel, jump and land in a variety of ways. They use familiar pieces of equipment and apparatus with greater confidence. They can strike a teed ball, bowl at a target and retrieve a ball or quoit. They are able to walk upstairs, climb over obstacles and pedal appropriately sized tricycles or bicycles. They can work alone, with a partner or in a small group. If using a walking frame or wheelchair, pupils can travel around familiar places and manage ramps and uneven surfaces.

### Outcome 3

Pupils listen to instructions, start and stop upon command and follow simple rules, for example when playing a game or in the pool. They use a wider variety of equipment and can sustain exercise for longer. They show some awareness of their own space and where they are in relation to others. Pupils work alone or in pairs or small groups and are able to share and take turns. Pupils perform basic physical skills and follow advice, trying to improve what they do. Pupils can send and receive an object with a partner, aim at a target, manoeuvre bikes and move around obstacles. They respond with interest to new stimuli, such as play equipment in the pool. They are aware of feeling warmer and breathing harder when they exercise.



## Key Stage 4

### **Learning Pathways 14–19**

For learners at Key Stage 4, physical education will be part of each individual's learning pathway. The course of study followed should be designed to encourage both the abilities of young people as learners and their desire to access future learning opportunities. In particular, the course should contribute as widely as possible to the four aspects of learning as identified in the 14–19 Learning Core.

### **Physical education at Key Stage 4**

At Key Stage 4, learners build on the skills, knowledge and understanding acquired during Key Stage 3.

Physical education fosters a growing sense of personal responsibility for a healthy and active lifestyle through developing activities that can be enjoyed and sustained in the school and the community. Learners may choose the area of experience they know they enjoy and select activities they want to develop. There are opportunities to work collaboratively and refine skills in the creative, adventurous or competitive activities of choice. There are opportunities to develop skills of leadership, make informed judgements and develop advanced technical skills. In physical education, a concentration on health, fitness and well-being activities includes devising a sustainable plan suited to personal needs and goals.

# Key Stage 4 Programme of Study

Pupils should develop their skills, knowledge and understanding of physical education through **health, fitness and well-being activities, and an activity, or activities, selected from at least one other area of experience.** Pupils should be taught the programme of study for each area of experience through specific activities selected by the school and pupils, spending

enough time on any one activity to make progress in that activity. Pupils should understand the difference between the areas of experience, know what they are trying to achieve and how they are going to be judged in each activity, including their work in different roles. Across all of the areas of experience, pupils should engage in relevant and safe warm-up and cool-down

## Skills

### 1. Health, fitness and well-being activities



**Pupils should be given opportunities to:**

1. select, plan and engage in a variety of appropriate frequent and regular physical activities and explain how these affect their own health, fitness and well-being
2. refine and apply more complex techniques in their chosen activities
3. conduct safe, activity-specific warm-up and cool-down routines as appropriate, taking responsibility for their planning and execution

4. plan, perform and evaluate a specific training, general exercise or active lifestyle programme appropriate to their individual needs and goals



5. revise the plan effectively when necessary and be able to explain why amendments were made.



## Range

**1. Health, fitness and well-being activities:** activities that are non-competitive forms of exercise and chosen for what they contribute to general health, fitness goals and feelings of well-being.





Daily physical activity is an important goal for young people and opportunities for this to be achieved may be found not only in lessons, but also before and after school and during the lunchtimes. Finding activities that are enjoyable and sustainable is important if the

goals of a healthy and active lifestyle are to be realised. Planning to increase participation in activity might include walking or cycling to school, joining a sports club, or swimming with the family and friends. By Key Stage 4, young people should know the type of experience they enjoy and could develop as a part of their active lifestyle; this might include a competitive, creative or adventurous activity, or one chosen specifically for its contribution to health, fitness and well-being.

routines and take increasing responsibility for their planning and execution. To minimise risk, pupils should wear appropriate footwear and clothing for taking part in activity safely and remove jewellery because it might cause injury. They should take care to handle equipment and apparatus safely.

## 2. Creative activities

**Pupils should be given opportunities to:**

1. work collaboratively to refine, adapt and apply their techniques and skills and develop more complex movement patterns, e.g. *containing more elements or larger groups, adapting from floor to pool or trampoline, developing different dance styles and stimuli*
2. communicate ideas through more complex and elaborate work 
3. prepare for taking part in a performance through practice and helping to plan its organisation
4. adopt different roles in their chosen activity 
5. communicate ideas and information coherently and consistently 
6. vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work. 

**2. Creative activities:** activities that are composed or choreographed and are generally artistic and aesthetic in nature.

The use of compositional principles to enhance performance might include the development of spatial awareness; relationship with others such as working in unison or canon; motif or sequence development.






Work in creative activities might culminate in the production of a performance. Through


their adoption of different roles such as leader, choreographer or performer, pupils could choose to develop these roles in their lessons and in planning for a performance.


## Skills

### 3. Adventurous activities

Pupils should be given opportunities to:

1. work collaboratively to refine and adapt their techniques and skills, and apply them safely in increasingly challenging situations, e.g. *more difficult terrain, climbs or water conditions*
2. prepare for, undertake and review a challenging activity safely, where possible in an unfamiliar environment 
3. take responsibility for themselves, others and the learning environment 
4. describe gaps in skills, knowledge and understanding 
5. analyse the different options available in the challenge activity 
6. analyse the strategies used and alternative strategies that might be available 

7. revise the plan effectively when necessary 

8. adopt different roles in their chosen activity. 

## Range

3. **Adventurous activities:** activities that are underpinned by problem solving and often have an outdoor living and learning focus.





Participation in outdoor activities provides opportunities to increase awareness of the natural environment and understand the importance of issues such as conservation and sustainable development. Adventurous activities may be pursued in curriculum time, after school, or as part of an out-of-hours residential experience in new and challenging environments away from the local area.

Through their adoption of different roles such as leader, route planner or performer, pupils could choose to develop these roles in their physical education lessons, during other fieldwork activities and in planning for an activity or journey.



## 4. Competitive activities

### Pupils should be given opportunities to:

1. work collaboratively to refine and adapt previously learned techniques, skills, strategies and tactics and apply them in new situations, *e.g. a different activity; with larger numbers; a different playing surface or changed equipment*
2. explain why chosen skills, strategies and tactics have been selected and identify possible problems 
3. determine a range of success criteria for the skills, strategies and tactics 
4. apply the rules of competition, *e.g. relating to structure, equality, protection and conduct*
5. prepare for taking part in a competitive sports event through training, practice and helping to plan its organisation using appropriate ICT to improve the impact of their work 
6. adopt different roles in their chosen activity. 

**4. Competitive activities:** activities that are learned for the purpose of competition between an individual, group or team and others. The principles underpinning the application of these types of activity are generally strategic and tactical and involve competing against others.

A variety of activities should be chosen to teach the programme of study enabling pupils to learn the application of strategies and tactics.

Through their adoption of different roles such as leader, official or performer, pupils could choose to develop these roles in their lessons and competitions.

# Notes