

# PHYSICAL EDUCATION

The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1; and under the **Curriculum Objectives** and **Key Elements** in columns 2, 3, and 4 and **Learning Outcomes** (at the bottom of the page). Additional suggestions/guidance appears in plain text. *All examples are in italics.* All of the illustrations offered aim to relate this strand to Life and Work contexts.

Developing pupils' Knowledge, Understanding and Skills	Objective 1 Developing pupils as individuals	Objective 2 Developing pupils as contributors to society	Objective 3 Developing pupils as contributors to the economy and environment
<p><b>Pupils should have opportunities to:</b></p> <ul style="list-style-type: none"> <li>◆ <b>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;</b></li> <li>• <b>practise, refine and develop skills and specific techniques (eg. using strategies, tactics, choreographic and/or compositional principles) and use these with consistency;</b></li> <li>• <b>experience, monitor and understand a range of short-term effects of exercise on the body systems including cardiovascular and musculo-skeletal systems;</b></li> <li>• <b>monitor and evaluate their own activity levels over a period of time and plan how they can fulfil the activity recommendations for health;</b></li> </ul>	<p><b>Pupils should have opportunities to:</b></p> <p><b>Make decisions about what they want to achieve and how to improve the quality of their work, for example <i>analysing their strengths and identifying areas for improvement.</i></b> (Key Element: <b>Personal Understanding</b>)</p> <p><b>Develop positive relationships and respect for the differing capabilities of others through participation in a range of competitive and co-operative physical activities, for example, <i>show respect for and empathise with peers in a range of group activities within school and with other schools.</i></b> (Key Element: <b>Mutual Understanding</b>)</p> <p><b>Experience and evaluate the health and fitness benefits of a range of different physical activities, including their physical, social and psychological well-being for example, <i>feeling energetic, enjoyment, increased self-esteem, positive self image.</i></b> (Key Element: <b>Personal Health</b>)</p> <p><b>Develop positive sporting behaviour and a sense of fair play, for example: <i>know how to conduct themselves in sporting competitions, accept</i></b></p>	<p><b>Pupils should have opportunities to:</b></p> <p><b>Work with others to solve problems in a range of practical situations, for example, <i>by listening to others and responding to and building constructively on their ideas and views, understanding the need for rules.</i></b> (Key Element: <b>Citizenship</b>)</p> <p><b>Explore issues related to Cultural Understanding:</b> Participate in physical activities from other cultures, for example, <i>Tai Chi, kabadi, tchoukball, korfball.</i> (Key Element: <b>Cultural Understanding</b>)</p> <p><b>Explore issues related to Media Awareness:</b> Explore the increasing influence of the media on sport, for example, <i>investigate and discuss which sports receive the greatest media coverage, the impact of sporting celebrity endorsement/ advertising, and sponsorship deals.</i> (Key Element: <b>Media Awareness</b>)</p>	<p><b>Pupils should have opportunities to:</b></p> <p><b>Develop through practical tasks, their personal skills in preparation for future education/training/employment, for example, <i>using initiative, enterprise, creativity and skills in problem-solving, decision-making, leadership and co-operation.</i></b> (Key Element: <b>Employability</b>)</p> <p><b>Explore issues related to Economic awareness:</b> Participate in and evaluate the benefits of a range of low-cost sports and physical activities, for example, <i>walking, jogging, swimming.</i> (Key Element: <b>Economic Awareness</b>)</p> <p><b>Explore issues related to Education for Sustainable Development:</b> Investigate how the school grounds and local community promotes outdoor activities, while improving the environment, for example, <i>more or a greater range of after/before school clubs, secure bike storage to promote cycling to school, more cycle lanes, playground markings.</i> (Key Element:</p>

<ul style="list-style-type: none"> <li>• <b>develop their knowledge of safe practices and procedures when taking part in sport and physical activity</b></li> <li>• <b>develop the skills and capabilities required to analyse and improve their own and others' work</b></li> <li>• <b>develop the skills and capabilities required to work effectively with others in tasks which require co-operation, creativity, problem solving, planning and team work.</b></li> </ul>	<p><i>authority and decisions of referees, judges and umpires.</i> (Key Element: <b>Moral Character</b>)</p> <p><b>Plan, perform and evaluate their commitment to a personal activity programme</b> (eg 4-6 weeks). (Key Element: <b>Moral Character</b>)</p> <p><b>Explore the aesthetic quality of movement, dedication, perseverance and strength of human spirit</b>, for example, <i>identify and explore a personally meaningful sporting moment or performance.</i> (Key Element: <b>Spiritual Awareness</b>)</p>	<p><b>Explore issues related to Ethical Awareness:</b> Develop awareness of ethical issues associated with physical activities, for example, <i>local opportunities for girls and women or specific target groups to participate in sport and/or physical activity on a regular basis, the use of drugs to enhance performance, the use of child labour in the production of branded sport goods.</i> (Key Element: <b>Ethical Awareness</b>)</p>	<p><b>Education for Sustainable Development).</b></p>
<p><b>Learning outcomes:</b></p> <p>The learning outcomes require the demonstration of skills applying knowledge and understanding about Physical Education.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> <li>• <b>take responsibility for their own safety in relation to warming-up and cooling-down, injury prevention and clothing and equipment;</b></li> <li>• <b>work independently to plan, undertake and evaluate a personal physical activity programme to meet current health recommendations;</b></li> <li>• <b>research and manage information effectively, using Mathematics and ICT where appropriate;</b> for example, <i>the short term effects and health benefits of regular and frequent participation in physical activity</i></li> <li>• <b>show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</b></li> <li>• <b>demonstrate creativity and initiative when developing ideas and following them through;</b></li> <li>• <b>work effectively with others;</b></li> <li>• <b>demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;</b></li> <li>• <b>communicate effectively in practical, oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</b></li> </ul>		

**NB:** Teachers may develop activities that combine many of the statutory requirements, provided that, **across the Key Stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Elements**) are met.