



PHYSICAL EDUCATION

**in the
National Curriculum
in Wales**

Key Stages 2–4

Title of document

Physical Education in the National Curriculum in Wales

Audience

Headteachers and governing bodies of maintained schools in Wales; local education authorities; 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 proposed changes to physical education in the national curriculum in Wales.

Action required

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to curriculum@beaufortresearch.co.uk. Alternatively, online questionnaires are available at www.wales.gov.uk/consultations

Further information

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Additional copies

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Or by visiting the Welsh Assembly Government's website www.wales.gov.uk/consultations

Address for return of comments

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Contents

Introduction	2
Commentary on the proposals: key changes	4
Including all learners	6
Developing skills across the curriculum	8
Curriculum Cymreig and personal and social education across the curriculum	10
Physical education at Key Stages 2 and 3	11
Key Stage 2 Programme of Study	12
Key Stage 3 Programme of Study	16
National curriculum outcomes	20
Level descriptions	22
Physical education at Key Stage 4	25
Key Stage 4 Programme of Study	26

This document contains the proposals for physical education in the national curriculum in Wales. These are for consultation. The consultation lasts until 30 March 2007. It would be helpful if you would submit your views on the response questionnaire provided with the consultation pack or respond via the website at www.wales.gov.uk/consultations

Wales Curriculum 2008: The objectives

The Welsh Assembly Government intends that, from 2008, there exists in Wales:

- a single coherent framework for curriculum, assessment and qualifications 3–19 which will help schools to raise standards of achievement and widen educational opportunity
- a set of revised subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage.

The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's *Review of the school curriculum and assessment arrangements 5–16: A Report to the Welsh Assembly Government April 2004*. That report described the context for the review and the evidence that was gathered to inform ACCAC's advice.

Advisory groups for cross-phase (primary and secondary) and additional educational needs worked alongside the personal and social education and subject advisory groups to help revise the curriculum.

In revising the subject Orders, opportunities have been taken to:

- revise the Common Requirements section to clarify each subject's contribution to developing skills across the curriculum, the Curriculum Cymreig, and personal and social education
- review the use of the icons for skills and other requirements to give a fuller picture of opportunities for skills development and application
- revise the 'Access for all pupils' text to clarify breadth and depth of study, and to ensure inclusion and accessibility for all pupils, especially those with additional educational needs
- revise and rename focus statements to reflect the focus on skills development and application, and to provide an overview of what is involved in each key stage for each subject

- develop a common structure – Skills and Range – initially identifying the required skills for each subject and then the range of contexts, opportunities and activities through which these skills should be developed
- use the non-statutory skills framework to underpin the review of the subject Orders, adding text consistent with that used in the skills framework to indicate where opportunities and contexts exist to develop skills across the curriculum
- update and reduce content where necessary to ensure relevance to the twenty-first century, taking account of learners' personal development and well-being, their preparedness for citizenship, community life and employability within a bilingual Wales, and education for sustainable development and global citizenship
- add non-statutory examples where necessary to clarify key experiences and learning opportunities
- re-draft level descriptions, where necessary, to indicate clearly progression in skills relevant to each subject, and to recognise the progress of pupils who are working below Level 1
- remove references to the Key Stage 2 and 3 Programmes of Study from the level descriptions
- reduce the level of prescription in the Key Stage 4 Programme of Study to allow qualifications that provide different and more inclusive pathways through each subject, giving learners greater opportunities for choice and participation.

Commentary on the proposals: key changes

The main changes to the current (2000) Order are:

- The programmes of study across all key stages follow the same structure with the skills organised under four areas of experience (Health, fitness and well-being activities, Creative activities, Adventurous activities and Competitive activities) to create maximum choice and flexibility in a broad and balanced curriculum.
- All pupils will select activities from Adventurous activities at Key Stages 2 and 3, and as an optional activity at Key Stage 4. This new obligation reflects the importance given to such activities by Welsh Assembly Government in its recent publication *Climbing Higher*.
- Health-related exercise programmes have been replaced by Health, fitness and well-being activities across all key stages to reflect an integrated, broader, practical emphasis within each programme of study. It is the one obligatory area of experience at Key Stage 4. This considerable emphasis reflects the major importance of this area of experience to the health of young people today and to future active lifestyles.
- The requirement to teach swimming at Key Stage 2 (under Adventurous activities) may be further developed in any of the key stages through Health, fitness and well-being activities, Creative activities or Competitive activities depending upon the particular focus of the swimming activity.
- Opportunities for developing different roles such as performer, leader, or official exist in Key Stages 3 and 4 and could be applied in any of the areas of experience.
- Breadth of study for each key stage may be found under Range, together with non-statutory examples of the types of activities pupils may wish to pursue.
- Level descriptions have been revised to reflect changes in the programmes of study. The pitch and challenge remain the same. Aspects of progression between the descriptions have been clarified.



Responsibilities on schools

Under the requirements of equal opportunities legislation covering race, gender and disability, schools in Wales have a duty towards present and prospective learners to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of school life.

Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan in all subjects 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/cultural identities of all pupils 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 and provide an inclusive curriculum which will offer opportunities for **all** learners to achieve in school in preparation for further learning and life.

Schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For learners with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- increase access to education and associated services
- provide information in a range of formats.

Schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure 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 spoken and written English and/or Welsh through the curriculum. Schools should ensure that learners are provided with material that is appropriate to their ability and previous education/experience, and that extends their language development and challenges them cognitively.

Learner entitlement

Schools in Wales should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities. Schools should ensure that learners' preferred systems of communication are used to maximise access to the curriculum and should recognise the value of the home language in learning. Learners should experience a variety of styles to extend their learning.

To enable **all** learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier or later phases/key stages within the curriculum. Schools should present 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 design their curriculum to meet the priority needs of their learners. Sufficient flexibility exists within the curriculum to meet the needs of all learners without the need for disapplication. Where it is not possible to cover **all** of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by using the full range of subjects as contexts for learning.

For learners working at higher levels, greater challenge should be incorporated by presenting material in ways that extend breadth and depth of study. The level of demand may also be increased through the development and application of communication, number, information and communication technology (ICT) and thinking skills across the curriculum.

Schools should choose material (to be covered in depth or in outline) 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.

Developing skills across the curriculum

A non-statutory Skills Framework has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT 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 at 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.

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.

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.

ICT



Learners develop their ICT skills across the curriculum by **creating, presenting, finding and developing 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.

Number



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

In physical education, learners develop their number skills by using mathematical information and data. They use the language of position (including coordinates and compass points) and movement, 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.

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

Curriculum Cymreig

Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

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 well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

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.

Physical education at Key Stage 2

At Key Stage 2, learners build on the knowledge, skills 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 are opportunities to be creative and imaginative in gymnastic and dance activities. Through adventurous activities, they learn how to swim and feel safe 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 knowledge, skills and understanding acquired during 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.

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

Pupils should develop their knowledge, skills 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, e.g. *mobility exercises, whole body activities and static stretches*, 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 that might cause injury. They should take care to handle equipment and apparatus safely.

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, e.g. *running, walking, jogging, cycling, circuit work, skipping, yoga, tai chi, swimming, aqua aerobics, exercise to music, dance, etc.*

Daily physical activity is an important goal for young people and opportunities for this to be

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 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. 

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.

2. **Creative activities:** activities that are composed or choreographed and are generally artistic and aesthetic in nature, e.g. *different dance genres, gymnastic activities, trampolining, synchronised swimming, skating, diving, etc.*

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 movement phrases 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.

Key Stage 2 Programme of Study

Skills

3. Adventurous activities



and as their work develops:

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



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.

Pupils should be taught to:

4. develop skills of water safety and personal survival

5. swim unaided for a sustained period of time

Range

3. Adventurous activities: activities that are underpinned by problem solving, communication, leadership and teamwork and often have an outdoor living and learning focus, e.g. *hill walking, climbing, camping, non-competitive sailing or rowing, orienteering challenges, mountain biking, indoor and/or outdoor problem-solving challenges such as rope courses, trails and initiative challenges, etc.*

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, e.g. *any competitive games, swimming, athletic activities, water sports, cross-country running, cycling, martial arts, etc.* 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 to be found in activities as varied as, for example, *a games tournament, a*

swimming gala and a track and field competition. 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.

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

Pupils should develop their knowledge, skills 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, *e.g. mobility exercises, whole body activities and static stretches*, 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 that might cause injury. They should take care to handle equipment and apparatus safely.

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, *e.g. walking, jogging, machine rowing, spinning, resistance exercises, circuit work, pilates, yoga, swimming, aqua aerobics, exercise to music, dance, etc.*

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

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. 

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.

2. **Creative activities:** activities that are composed or choreographed and are generally artistic and aesthetic in nature, e.g. *different dance genres, gymnastic activities, trampolining, synchronised swimming, skating, diving, etc.*

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 and stimulus, use of light, colour and sound, technical efficiency, tension and focus and communication with the audience.

Key Stage 3 Programme of Study

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, tying ropes, canoeing, orienteering, setting compass points*
- problem-solving or initiative challenges, e.g. *following or designing trails, rope courses*
- journeys, e.g. *map reading and hill walking, pitching a tent*



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, e.g. *hill walking, climbing, camping, non-competitive sailing or rowing, orienteering, mountain biking, indoor and/or outdoor problem solving challenges such as rope courses, trails and initiative challenges, etc.*

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.

Outdoor and adventurous activities might include *climbing, camping, orienteering, canoeing, wind surfing, mountain biking, etc.*

Problem-solving or initiative challenges might include *trails, rope courses, spiders web, blindfold challenges, etc.*

Journeys might include *walks or expeditions involving trails, hills or a mountain, woods, seashore or river, etc.*

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 transpossession*); 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, e.g. *any competitive games, swimming, athletic activities, water sports, cross-country running, cycling, martial arts, etc.* 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 to be found in activities as varied as, for example, *a games tournament, a swimming gala and a track and field competition.*

They should engage in these competitive activities against a background of changing situations that can be analysed, e.g. *the opposition's tactics, strengths and weaknesses; rules of substitution; factors such as time, score, weather conditions, etc.*

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

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.

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 stand and kick a ball. 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 appropriate size 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 throw or kick a ball to 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.

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 knowledge, skills 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, using ICT when appropriate 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.

Level descriptions

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 using ICT as appropriate to 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.

Physical education at Key Stage 4

At Key Stage 4, learners build on the knowledge, skills 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.

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.

Key Stage 4 Programme of Study

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

Pupils should develop their knowledge, skills 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 routines, e.g. *mobility exercises, whole body activities and static stretches*, 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 that might cause injury. They should take care to handle equipment and apparatus safely.

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, e.g. *walking, jogging, machine rowing, spinning, resistance exercises, circuit work, pilates, yoga, swimming, aqua aerobics, exercise to music, dance, etc.*

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

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 genres*
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.



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.

2. **Creative activities:** activities that are composed or choreographed and are generally artistic and aesthetic in nature, e.g. *different dance genres, gymnastic activities such as rhythmic or educational gymnastics, trampolining, synchronised swimming, skating, diving, etc.*

More complex work might include *developing variations in speed, shape, level, direction and pathways; combining and*

linking actions; relationships to partners and group members, apparatus or different stimuli such as music, poetry, natural phenomena, pictures, sculptures, etc.

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, for example, *a dance, gymnastics or trampolining display for a parents' evening.* 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 knowledge, skills and understanding



5. analyse the different options available in the challenge activity



6. analyse the strategies used and alternative strategies which 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, e.g. *hill walking, climbing, camping, non-competitive sailing or rowing, orienteering, mountain biking, indoor and/or outdoor problem-solving challenges such as rope courses, trails and initiative challenges, etc.*

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.

Outdoor and adventurous activities might include *climbing, camping, orienteering, canoeing, wind surfing, mountain biking, etc.*

Problem-solving or initiative challenges might include *trails, rope courses, spiders web, blindfold challenges, etc.*

Journeys might include *walks or expeditions involving trails, hills or a mountain, woods, seashore or river, etc.*

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 which are learned for the purpose of competition between an individual, group or team and others, *e.g. any competitive games, swimming, athletic activities, water sports, cross-country running, cycling, martial arts, etc.* 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 to be found in activities as varied as, for example, *a games tournament, a swimming gala and a track and field competition.*

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

