

Physical education



Your
heart
beat

The National Curriculum for England www.nc.uk.net



The programmes of study for physical education



PE



Makes



the heart

To see young people growing in physical skills, self-confidence and self-worth is a truly enriching experience. Nowhere in school is it more visible than in PE.

Duncan Goodhew, Swimmer

Exercise activates your brain and gives you energy for everything else, the energy to be enthusiastic about your work. So all your school work will gain from physical education.

Darcey Bussell, Dancer, The Royal Ballet

Physical education is about pupils learning about themselves: their capabilities, their potential and their limitations. It is the foundation of all sports participation. But it goes beyond the individual and understanding themselves – it's learning how to work with and to respect others.

Lucy Pearson, England Cricketer and Teacher

Your

beat

fastest.



The importance of physical education

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.



Programme of study: physical education

Key stage 1

During key stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups.

By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

Note

The general teaching requirement for health and safety applies in this subject.

3a → links to other subjects

This requirement builds on En1/1.

4 → links to other subjects

These requirements build on Sc2/2c.

Knowledge, skills and understanding

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and developing skills

- 1 Pupils should be taught to:
 - a explore basic skills, actions and ideas with increasing understanding
 - b remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas

- 2 Pupils should be taught to:
 - a explore how to choose and apply skills and actions in sequence and in combination
 - b vary the way they perform skills by using simple tactics and movement phrases
 - c apply rules and conventions for different activities.

Evaluating and improving performance

- 3 Pupils should be taught to:
 - a describe what they have done
 - b observe, describe and copy what others have done
 - c use what they have learnt to improve the quality and control of their work.

Knowledge and understanding of fitness and health

- 4 Pupils should be taught:
 - a how important it is to be active
 - b to recognise and describe how their bodies feel during different activities.

Breadth of study

- 5 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through dance activities, games activities and gymnastic activities.

Dance activities

- 6 Pupils should be taught to:
- use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing]
 - change the rhythm, speed, level and direction of their movements
 - create and perform dances using simple movement patterns, including those from different times and cultures
 - express and communicate ideas and feelings.

Games activities

- 7 Pupils should be taught to:
- travel with, send and receive a ball and other equipment in different ways
 - develop these skills for simple net, striking/fielding and invasion-type games
 - play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

Gymnastic activities

- 8 Pupils should be taught to:
- perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
 - develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]
 - choose and link skills and actions in short movement phrases
 - create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

The following are non-statutory guidelines.

Swimming activities and water safety

- 9 Pupils should be taught to:
- move in water [for example, jump, walk, hop and spin, using swimming aids and support]
 - float and move with and without swimming aids
 - feel the buoyancy and support of water and swimming aids
 - propel themselves in water using different swimming aids, arm and leg actions and basic strokes.

6 → links to other subjects

These requirements build on Mu/3a, 4d, 5b.

6, 8 → ICT opportunity

Pupils could use videos of movements and actions to develop their ideas.

8 → ICT opportunity

Pupils could use a concept keyboard to record the order of specific actions in their sequences.

Note for 9

Schools can also choose to teach swimming during key stage 1. Paragraph 9 gives non-statutory guidelines, which identify aspects of swimming activities and water safety appropriate for key stage 1 pupils.

Programme of study: physical education

Key stage 2

During key stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Note

The general teaching requirement for health and safety applies in this subject.

3b → links to other subjects

This requirement builds on En1/3b.

4 → links to other subjects

These requirements build on Sc2/2c–2e, 2h.

Knowledge, skills and understanding

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and developing skills

- 1 Pupils should be taught to:
 - a consolidate their existing skills and gain new ones
 - b perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas

- 2 Pupils should be taught to:
 - a plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
 - b develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
 - c apply rules and conventions for different activities.

Evaluating and improving performance

- 3 Pupils should be taught to:
 - a identify what makes a performance effective
 - b suggest improvements based on this information.

Knowledge and understanding of fitness and health

- 4 Pupils should be taught:
 - a how exercise affects the body in the short term
 - b to warm up and prepare appropriately for different activities
 - c why physical activity is good for their health and well-being
 - d why wearing appropriate clothing and being hygienic is good for their health and safety.

Breadth of study

- 5 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through five areas of activity:
 - a dance activities
 - b games activities
 - c gymnastic activities
 - and two activity areas from:*
 - d swimming activities and water safety
 - e athletic activities
 - f outdoor and adventurous activities.

Swimming activities and water safety must be chosen as one of these areas of activity unless pupils have completed the full key stage 2 teaching requirements in relation to swimming activities and water safety during key stage 1.

Dance activities

- 6 Pupils should be taught to:
- create and perform dances using a range of movement patterns, including those from different times, places and cultures
 - respond to a range of stimuli and accompaniment.

Games activities

- 7 Pupils should be taught to:
- play and make up small-sided and modified competitive net, striking/fielding and invasion games
 - use skills and tactics and apply basic principles suitable for attacking and defending
 - work with others to organise and keep the games going.

Gymnastic activities

- 8 Pupils should be taught to:
- create and perform fluent sequences on the floor and using apparatus
 - include variations in level, speed and direction in their sequences.

Swimming activities and water safety

- 9 Pupils should be taught to:
- pace themselves in floating and swimming challenges related to speed, distance and personal survival
 - swim unaided for a sustained period of time over a distance of at least 25m
 - use recognised arm and leg actions, lying on their front and back
 - use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].

Athletic activities

- 10 Pupils should be taught to:
- take part in and design challenges and competitions that call for precision, speed, power or stamina
 - use running, jumping and throwing skills both singly and in combination
 - pace themselves in these challenges and competitions.

Outdoor and adventurous activities

- 11 Pupils should be taught to:
- take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
 - use a range of orienteering and problem-solving skills
 - work with others to meet the challenges.

6 → links to other subjects

These requirements build on Mu/3b, 5b.

6, 8 → ICT opportunity

Pupils could use video recordings of their sequences and dances to compare ideas and quality.

6, 8, 10 → ICT opportunity

Pupils could use video and CD-ROMs of actions, balances and body shapes to improve their performance.

Note for 9

If aspects of swimming and water safety have been taught during key stage 1, pupils should start this area of activity at the appropriate point.

11a, 11b → links to other subjects

These requirements build on Gg/2c.

The attainment target for physical education



About the attainment target

An attainment target sets out the ‘knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage’¹. Except in the case of citizenship², attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The level descriptions provide the basis for making judgements about pupils’ performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications are one means of assessing attainment in physical education.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key stage 1	1–3	at age 7	2
Key stage 2	2–5	at age 11	4
Key stage 3	3–7	at age 14	5/6³

Assessing attainment at the end of a key stage

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. When doing so, each description should be considered alongside descriptions for adjacent levels.

Arrangements for statutory assessment at the end of each key stage are set out in detail in QCA’s annual booklets about assessment and reporting arrangements.

¹ As defined by the Education Act 1996, section 353a.

² In citizenship, expected performance for the majority of pupils at the end of key stages 3 and 4 is set out in end of key stage descriptions.

³ Including modern foreign languages.

Attainment target for physical education

Level 1

Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to exercise safely, and how their bodies feel during an activity.

Level 2

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.

Level 3

Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health.

Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

Level 5

Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, they draw on what they know about strategy, tactics and composition. They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.

Level 6

Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance, and suggest ways to improve. They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.

Level 7

Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of the activities. They consistently show precision, control, fluency and originality. Drawing on what they know of the principles of advanced tactics and compositional ideas, they apply these in their own and others' work. They modify them in response to changing circumstances and other performers. They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics or composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance. They explain the principles of practice and training, and apply them effectively. They explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme.

Level 8

Pupils consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality. Drawing on what they know of the principles of advanced tactics or composition, they apply these principles with proficiency and flair in their own and others' work. They adapt it appropriately in response to changing circumstances and other performers. They evaluate their own and others' work, showing that they understand the impact of skills, strategy and tactics or composition, and fitness on the quality and effectiveness of performance. They plan ways in which their own and others' performance could be improved. They create action plans and ways of monitoring improvement. They use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme.

Exceptional performance

Pupils consistently use advanced skills, techniques and ideas with precision and fluency. Drawing on what they know of the principles of advanced strategies and tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others' work. They evaluate their own and others' work, showing that they understand how skills, strategy and tactics or composition, and fitness relate to and affect the quality and originality of performance. They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development. They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work.