

Planning

PE should be planned within the long term (backdrop) planner for the year and in teacher's weekly planners for their class. Weekly planners should include LIs, Activities & Resources to be used. The school's 3 year PE planner should be used to determine which games and dance etc. should be the focus for the level during that academic year. The planner also sets out the specific focus for each term i.e. **Invasion Games; Gymnastics and Dance; Batting and Fielding; Physical Activity and Fitness**. Teachers should plan for a minimum of **2 hours** of PE each week.

The schools' PE Planner should also be used to ensure planning is focused on the outcomes and benchmarks and appropriate progression throughout each level. These should be highlighted to show coverage/achievement of the outcomes at the appropriate level. This information should be kept and available for planning in following years.

One of the main purposes of learning in PE is to develop lifelong appreciation of, and participation in, sports & fitness activities. Children and young people should develop, enhance and apply skills gained in PE in a very broad range of activities including participation in whole school events, community events and outdoor learning.

Resources

The school has a large number of resources available for the teaching of PE. The gym hall and cupboard has resources for **Invasion Games** (e.g. football, basketball, hockey, netball), **Gymnastics** (e.g. trampette, balance beam, agility tracks & platforms, mats), **Batting & Fielding** (e.g. tennis, badminton, rounders, cricket) and **Physical Activity & Fitness** (e.g. athletics equipment, hoops, cones, beanbags, quoits, foam balls, parachutes)

Folders with the Borders PE' programmes of ideas and lessons are stored in the classrooms for that stage. A range of other resources are in development (e.g. Warm-Up and Cool-Down ideas, games instructions, fitness cards) as well as links to useful websites & video clips.

Teachers should always use a wide range of innovative resources to inspire and motivate learners in PE lessons. This includes appropriate and imaginative use of the outdoor environment & learning resources and partnerships with sports, dance or fitness coaches and organisations.

The Expressive Arts aspect of **Dance** will be taught in PE sessions. Online music resources are available (e.g. BBC Schools Let's Move, dance tutorials) for creative movement & dance. Dance programmes & resources are being developed.

PE**Assessment**

Teacher assessments at class level should be carried out on an on-going basis through observations, plenaries and day-to-day learning. Assessment should focus on children's knowledge and understanding, skills and attributes in relation to physical education, physical activity & sport. Judgements about learning will refer to the learner's progress over time.

Children can demonstrate their progress as they: demonstrate increasing skills and confidence in Physical Competencies, Cognitive Skills, Personal Qualities & Physical Fitness; show enjoyment of PE; evaluate constructively their own and others' work, and suggest how it can be improved.

The benchmarks for PE cover various experiences and outcomes. Unlike other curricular areas, the benchmarks do not link and match to one or two outcomes, but instead are interwoven into the fabric of all aspects of P.E. For example, balance and control applies when kicking a ball in football, as well as performing an arabesque in gymnastics and throwing a javelin in athletics.

Assessment should also link with other areas of the curriculum within and outside the classroom and, e.g. participation in physical activity & sport in addition to PE sessions (e.g. break times, lunch times, after school and beyond school); links to diet & healthy lifestyles.

Pedagogy

Within PE, all areas of learning have 4 overarching aspects: **Physical Competencies** (*Kinaesthetic Awareness, Balance & Control, Coordination and Fluency, Rhythm & Timing, Gross & Fine Motor Skills*); **Cognitive Skills** (*Focus & Concentration, Cue Recognition, Sequential Thinking, Prioritising, Decision Making, Multi-processing, Problem Solving, Creativity*); **Personal Qualities** (*Motivation, Confidence & Self-Esteem, Determination & Resilience, Responsibility & Leadership, Respect & Tolerance, Communication, Sportsmanship*); **Physical Fitness** (*Stamina, Speed, Core Strength & Stability, Flexibility*). These 4 areas permeate through all PE and should be blended into all learning opportunities, throughout the lesson including the warm up and cool downs.

The structure of a high quality PE Lesson includes: **1)** Warm Up (*muscles, aerobic system, engagement*); **2)** Set Up & Learning Intentions; **3)** Direct Teaching (*skills & abilities*); **4)** Applying the Skills; **5)** Cool Down.

PE should inspire and challenge children to experience the joy of movement, to develop positive attitudes both individually and as part of a group and to enhance their quality of life through active living. This gives children an important foundation for participation in experiences in physical activities and sport and in preparation for a healthy and fulfilling lifestyle.