**Second Level Health and Wellbeing (Physical Education)**

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|  | | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’  professional judgement** | **Links, Partners and Resources to support planning and learning and teaching.** |
| **Physical Competencies** | **Kinaesthetic Awareness**  **Balance  and Control**  **Coordination  and Fluency**  **Rhythm and Timing**  **Gross and Fine Motor Skills** | As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.  HWB 2-21a  I practise, consolidate and refine my skills to improve my performance.  HWB 2-22a | * Moves efficiently in personal and shared space. * Performs and refines movement with a focus on quality, using different speeds/pathways/levels. * Is internally aware of body parts and adopts body positions effectively in a variety of challenging situations. * Differentiates between movements of different parts  of the body, with a focus on quality, for example, rolling segmentally, leading first with the head, followed by the shoulders and then the pelvis. * Combines and applies static and dynamic balance with  and without equipment at different speeds, directions  and levels, for example, dodging and feinting. * Manipulates objects while maintaining balance to result  in desired outcomes, for example, baton changeover  in relay race. * Performs a sequence of movements with a clear beginning, middle and end with increasing fluency, for example,  a cartwheel followed by a forward roll. * Moves with purpose and confidence, demonstrating balance, control and rhythm. * Explains what a quality movement looks like and feels  like, to help modify and improve performance. * Creates sequences of movement using a variety of stimuli with a focus on quality. * Maintains rhythm with or without equipment, for example, pass and move, keeping possession of the ball. * Performs actions that involve a transition from one phase  to another, for example, forward roll into straight jump. * Performs movement skills with confidence, for example, using activefootwork to move to a space to receive the netball. * Performs movement skills in sequence with confidence**,** for example, keeping the ball up with bat/racquet. * Demonstrates eye/hand and eye/foot co-ordination  to execute movement skills, for example, striking  a ball with a bat or kicking a ball towards a target. | [Physical Education Framework](http://www.pkc.gov.uk/article/17340/A-framework-for-physical-education-)  [Play in PKC Resources](http://www.pkc.gov.uk/article/20095/Play-ideas)  [PKC Duke of Edinburgh](http://www.pkc.gov.uk/dofe)  [Better Movers and Thinkers](https://education.gov.scot/improvement/learning-resources/Better%20movers%20and%20thinkers%20(BMT))  PE Programme of Study PKC |
| **Cognitive Skills** | **Focus and Concentration**  **Cue Recognition**  **Sequential Thinking**    **Prioritising**  **Decision Making**  **Multi-processing**    **Problem Solving**  **Creativity** | As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.  HWB 2-21a  I practise, consolidate and  refine my skills to improve  my performance.  HWB 2-22a | * Manages impulsive responses to stay focused on task and filter out distractions, for example, taking a shot in netball with defender in front of the net. * Recognises a range of cues and begins to prioritise those that need to be responded to first. * Plans a series of three or more actions in order to address simple movement challenges. * Recognises the importance of particular moments,  or actions in a sequence. Draws on prior knowledge to select an effective order that contributes to successful performance. * Makes decisions when presented with a greater variety  of options and can explain why. * Takes in and makes sense of several pieces of information at the same time, from a number of different sources which contribute to successful performance. * Adapts previous plans, movement skills and strategies  to generate a solution and explains why it is the most effective. * Creates and adapts movement sequences independently and with others in response to stimuli. * Demonstrates flair, originality and imagination  that contributes to a quality performance. |  |
| **Personal Qualities** | **Motivation**  **Confidence and Self-esteem**  **Determination  and Resilience**  **Responsibility  and Leadership**  **Respect and Tolerance**  **Communication** | I practise, consolidate and  refine my skills to improve  my performance.  HWB 2-22a  While working and learning  with others, I improve my range of skills, demonstrate tactics  and achieve identified goals.  HWB 2-23a  By reflecting on my own and others’ work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.  HWB 2-24a | * Is self-motivated in movement challenges  and demonstrates positive effort. * Sets and acts upon personal goals based on knowledge and understanding of what it means to perform well. * Explains factors that affect and influence participation in physical activity, for example, attitude, access, personal and/or family preference. * Demonstrates understanding that we play a role  in encouraging others. * Demonstrates self-reliance when faced with movement challenges in familiar and unfamiliar practice and performance environments. * Initiates and works co-operatively with others providing support and encouragement. * Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance. * Celebrates, values and uses achievements as part  of development and progress. * Identifies and discusses strategies around competition  to cope appropriately with the outcomes. * Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. * Recognises the variety of emotions that are associated  with performing and the impact they have on behaviour  and performance. * Develops the ability to manage emotions to enhance performance. * Demonstrates planning and organisational skills which  are conducive to learning. * Identifies and adopts strategies to increase self-control  for enjoyable individual performance and/or with others. * Adopts a variety of roles that lead to successful outcomes. * Demonstrates understanding of the leadership role.      * Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. * Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skillswhen dealing with movement challenges. * Enhances individual and group enjoyment of physical activity through fair play. * Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas. * Demonstrates understanding of a range of verbal  and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball. |  |
| **Physical Fitness**  **Physical Fitness** | **Stamina**  **Speed**  **Core Stability  and Strength**  **Flexibility** | I am developing and sustaining my levels of fitness.  HWB 2-22a  I am developing and sustaining my levels of fitness.  HWB 2-22a | * Demonstrates understanding of how to sustain moderate  to vigorous physical activity that provides challenge. * Demonstrates understanding of heart rate and how  to measure it. * Describes how personal preference and choice  can influence participation in physical activity. * Sets personal goals for sustaining moderate to vigorous physical activity that lead to improvement. * Identifies types of physical activity where stamina is key  to success. * Moves at different speeds and changes direction quickly  in balance and with control. * Accelerates quickly from a stationary position. * Experiments with the use of speed (with body parts and/or equipment), for example, fast arm when throwing a ball. * Sets personal goals to improve speed. * Identifies physical activities where speed is key to success. * Shows postural control when performing physical actions with accuracy. * Explains and demonstrates how to make a balance more stable. * Experiments with the use of force (with body parts and/or equipment), for example, absorbing force with the ankles, knees and hips during landing. * Sets personal goals to improve core stability and strength. * Identifies physical activities where core stability and strength are key to success. * Performs a range of effective, dynamic movements specific to physical activities. * Demonstrates understanding of the impact of flexibility  on everyday life and sets personal goals to improve. * Identifies physical activities where flexibility is key  to success. |  |