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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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%28BMT%29)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 2-22aI 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.
 |  |