**Third Level Health & Wellbeing (Physical Education)**

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|  | | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’ professional judgement of achievement of a level** | **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 3-21a  I practise, consolidate and refine my skills to improve my performance.  HWB 3-22a | * Demonstrates an awareness of self, others and safe working consistently in the practice and performance environments. * Performs, adapts and refines a variety of movements with a focus on quality, using different speeds/pathways/levels. * Is internally aware when co-ordinating hand-eye/hand- foot movements to control different pieces of equipment, for example, drop shot in badminton. * Differentiates between movements of different parts of the body with control, for example, front crawl. * Performs smooth transfers of weight with and without equipment involving static and dynamic balance. * Manipulates objects with precision while maintaining balance, for example, set shot in basketball. * Performs a fluent sequence of movements with confidence. * Demonstrates efficient movement that leads to successful outcomes. * Evaluates the key elements of movement that lead to a quality performance. * Creates sequences of movement using a variety of stimuli with a focus on quality. * Creates and establishes a rhythm to make the opportunity for timing available, for example, fluent passing round the key then player cuts to basket. * Performs actions that involve a smooth transition from one phase to another, for example, dance sequence; jump, clap, slide and pause. * Performs specialised movement skills/techniques with precision. * Transfers skills learned in one performance environment to a different one, for example, overarm throw /overhead shot in badminton. * Uses eye/hand and eye/foot coordination as part of skilful performance | [Physical Education Framework](http://www.pkc.gov.uk/article/17340/A-framework-for-physical-education-)  [PKC PE Programme of Study](http://eric/councilservices/ecs/PEProgramme)  [Active schools](https://sportscotland.org.uk/media-imported/1783473/active-schools-booklet-new.pdf)  [Daily mile](https://thedailymile.co.uk/)  [Physical activity guidelines](http://www.gov.scot/Topics/ArtsCultureSport/Sport/physicalactivity)  [Better Movers and Thinkers](https://education.gov.scot/improvement/learning-resources/Better%20movers%20and%20thinkers%20(BMT))  [Scottish Play Strategy](http://www.pkc.gov.uk/media/21235/Scottish-Play-Strategy/pdf/2013-06-21_Scottish_Play_Strategy)  [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) |
| **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 3-21a  I practise, consolidate and refine my skills to improve my performance.  HWB 3-22a | * Switches concentration from one task to another fluently by filtering out distractions. * Prioritises the order in which cues are responded to. * Plans, performs and reviews a series of actions to address movement challenges, for example, triple jump. * Recognises and acts upon the importance of ‘what’s next?’ as a key element within a sequence of actions, for example, receives a pass, feints, then passes to unmarked team-mate. * Takes responsibility for decisions under pressure that lead to improved performance. * Interprets information quickly in pressured situations. * Selects, adapts and applies the most appropriate strategy when solving familiar and unfamiliar movement challenges. * Creates movement sequences with precision, independently and with others. * Demonstrates flair, originality and imagination with increasing refinement. |  |
| **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 3-22a  I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.  HWB 3-23a  I can analyse and discuss elements of my own and others’ work, recognising strengths and identifying areas where improvements can be made.  HWB 3-24a | * Is self-motivated and demonstrates self-direction and positive effort in practice and performance environments. * Uses a range of critical and creative thinking skills to assist in planning and setting goals to improve performance, for example, negotiation and review. * Maximises the factors that enable, and minimises the factors that impede participation in daily physical activity. * Shows an understanding that we play a role in encouraging others. * Demonstrates self-reliance and self-worth through engaging in challenging tasks. * Demonstrates the value of positive relationships while working and learning with others. * Constructs/co-constructs criteria to evaluate personal and group performance. * Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance. * Takes the initiative to celebrate, value and build on achievements as part of the learning journey. * Initiates and adopts coping strategies in response to the outcomes of competition, for example, self-talk. * 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. * Shows an increasing commitment to learning. * Plans and manages learning that satisfies personal needs and interests. * Initiates appropriate strategies to address self-control for successful and enjoyable performance. * Identifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success. * Leads with confidence and respect, taking account of theviews of others. Encourages others to lead whereappropriate. * Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. * Uses negotiation skills when working with others in a variety of movement challenges. * Modifies rules, equipment and scoring systems to enhance individual and group enjoyment of physical activity through fair play and etiquette. * Takes account of the views of others and responds appropriately, for example, asking and answering questions, clarifying or summarising points, building on ideas, challenging opinions and encouraging others to explore/expand upon ideas. * Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately and confidently in practice and performance environments, for example, role of umpire/referee. |  |
| **Physical Fitness**  **Physical Fitness** | **Stamina**  **Speed**  **Core Stability and Strength**  **Flexibility** | I am developing and sustaining my levels of fitness HWB 3-22a  I am developing and sustaining my levels of fitness  HWB 3-22a | * Takes responsibility for sustaining moderate to vigorous physical activity that provides challenge. * Measures heart rate, pays attention to breathing rate and ability to talk, in order to monitor body’s reaction to physical activity. * Explains why some cultural and social factors influence participation in physical activity. * Creates, implements and monitors personal goals for sustaining moderate to vigorous physical activity * Demonstrates stamina in physical activity to support successful performance. * Moves at different speeds and changes direction quickly with precision. * Accelerates quickly from a stationary position in response to movement challenges, for example, moves quickly to close down opponent. * Demonstrates the use of speed (with body parts and/or equipment) with precision and control, for example, arm pull phase in front crawl. * Creates, implements and monitors personal goals to improve speed. * Demonstrates speed in physical activities for successful performance. * Demonstrates the use of balance, postural control and the links to core stability. * Demonstrates the use of force (with body parts and/or equipment) with precision and control, for example, absorbing force when tackling an opponent in rugby. * Creates, implements and monitors personal goals to improve core stability and strength. * Demonstrates core stability and strength in physical activities for successful performance. * Performs a range of effective, dynamic movements specific to physical activities. * Explains the benefits associated with flexibility to everyday life. * Creates, implements and monitors personal goals to improve flexibility. * Demonstrates flexibility in physical activities to support successful performance. |  |