**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%28BMT%29)[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.
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| **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 performanceHWB 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.
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| **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.
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