The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1; and under the **Curriculum Objectives** and **Key Elements** in columns 2, 3, and 4 and **Learning Outcomes** (at the bottom of the page). Additional suggestions/guidance appears in plain text. *All examples are in italics.* All of the illustrations offered aim to relate this strand to Life and Work contexts.

<table>
<thead>
<tr>
<th>Developing pupils’ Knowledge, Understanding and Skills</th>
<th>Objective 1 Developing pupils as individuals</th>
<th>Objective 2 Developing pupils as contributors to society</th>
<th>Objective 3 Developing pupils as contributors to the economy and environment</th>
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</thead>
<tbody>
<tr>
<td>Pupils should have opportunities to:</td>
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<tr>
<td>♦ increase their knowledge, understanding and skills through frequent and regular participation in a balanced programme of Athletics, Games (invasion, fielding/striking and net/wall), Gymnastics, Swimming Dance and Outdoor Education;</td>
<td>Make decisions about what they want to achieve and how to improve the quality of their work, for example analysing their strengths and identifying areas for improvement. <em>(Key Element: Personal Understanding)</em></td>
<td>Work with others to solve problems in a range of practical situations, for example, by listening to others and responding to and building constructively on their ideas and views, understanding the need for rules. <em>(Key Element: Citizenship)</em></td>
<td>Develop through practical tasks, their personal skills in preparation for future education/training/employment, for example, using initiative, enterprise, creativity and skills in problem-solving, decision-making, leadership and co-operation. <em>(Key Element: Employability)</em></td>
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<tr>
<td>♦ practise, refine and develop skills and specific techniques (eg. using strategies, tactics, choreographic and/or compositional principles) and use these with consistency;</td>
<td>Develop positive relationships and respect for the differing capabilities of others through participation in a range of competitive and co-operative physical activities, for example, show respect for and empathise with peers in a range of group activities within school and with other schools. <em>(Key Element: Mutual Understanding)</em></td>
<td>Explore issues related to Cultural Understanding: Participate in physical activities from other cultures, for example, <em>Tai Chi</em>, kabaddi, tchoukball, korfbal. <em>(Key Element: Cultural Understanding)</em></td>
<td>Explore issues related to Economic awareness: Participate in and evaluate the benefits of a range of low-cost sports and physical activities, for example, walking, jogging, swimming. <em>(Key Element: Economic Awareness)</em></td>
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<tr>
<td>♦ experience, monitor and understand a range of short-term effects of exercise on the body systems including cardiovascular and musculo-skeletal systems;</td>
<td>Experience and evaluate the health and fitness benefits of a range of different physical activities, including their physical, social and psychological well-being for example, feeling energetic, enjoyment, increased self-esteem, positive self-image. <em>(Key Element: Personal Health)</em></td>
<td>Explore issues related to Media Awareness: Explore the increasing influence of the media on sport, for example, investigate and discuss which sports receive the greatest media coverage, the impact of sporting celebrity endorsement/advertising, and sponsorship deals. <em>(Key Element: Media Awareness)</em></td>
<td>Explore issues related to Education for Sustainable Development: Investigate how the school grounds and local community promotes outdoor activities, while improving the environment, for example, more or a greater range of after/before school clubs, secure bike storage to promote cycling to school, more cycle lanes, playground markings. <em>(Key Element:)</em></td>
</tr>
<tr>
<td>♦ monitor and evaluate their own activity levels over a period of time and plan how they can fulfil the activity recommendations for health;</td>
<td>Develop positive sporting behaviour and a sense of fair play, for example: <em>know how to conduct themselves in sporting competitions, accept</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All examples are in italics.
• develop their knowledge of safe practices and procedures when taking part in sport and physical activity
• develop the skills and capabilities required to analyse and improve their own and others’ work
• develop the skills and capabilities required to work effectively with others in tasks which require cooperation, creativity, problem solving, planning and team work.

| Authority and decisions of referees, judges and umpires.  
(Key Element: Moral Character) |
| Explore issues related to Ethical Awareness:  
Develop awareness of ethical issues associated with physical activities, for example, local opportunities for girls and women or specific target groups to participate in sport and/or physical activity on a regular basis, the use of drugs to enhance performance, the use of child labour in the production of branded sport goods.  
(Key Element: Ethical Awareness) |

| Learning outcomes:  
The learning outcomes require the demonstration of skills applying knowledge and understanding about Physical Education.  
Pupils should be able to:  
• take responsibility for their own safety in relation to warming-up and cooling-down, injury prevention and clothing and equipment;  
• work independently to plan, undertake and evaluate a personal physical activity programme to meet current health recommendations;  
• research and manage information effectively, using Mathematics and ICT where appropriate; for example, the short term effects and health benefits of regular and frequent participation in physical activity  
• show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;  
• demonstrate creativity and initiative when developing ideas and following them through;  
• work effectively with others;  
• demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;  
• communicate effectively in practical, oral, visual, written and ICT formats, showing clear awareness of audience and purpose. |

| Education for Sustainable Development). |

NB: Teachers may develop activities that combine many of the statutory requirements, provided that, **across the Key Stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Elements**) are met.