Key Stage 3 Programme of Study

Pupils should develop their skills, knowledge and understanding of physical education through **each of the four areas of experience**. Pupils should be taught the programme of study for each area of experience through specific activities selected by the school and pupils, spending enough time on any one activity to make progress in that activity. Pupils should understand the difference between the areas of experience, know what they are trying to achieve and how they are going to be judged in each activity, including their work in different roles. Across all of the areas of experience, pupils should engage in relevant and safe warm-up and cool-down routines and take increasing responsibility for their planning and execution. To minimise risk,

Skills

1. Health, fitness and well-being activities

Pupils should be given opportunities to:

1. engage in frequent and regular physical activity beneficial to their health, fitness and well-being
2. investigate and plan for participation in a range of daily activity opportunities at school, home and in the local community, and find ways of incorporating exercise into their lifestyles
3. try different activities that affect their fitness and find out how appropriate training can improve fitness and performance
4. identify how to eat and drink healthily in order to meet the energy requirements of different activities and levels of performance.

Range

1. **Health, fitness and well-being activities:** activities that are non-competitive forms of exercise and chosen for what they contribute to general health, fitness goals and feelings of well-being.

   Daily physical activity is an important goal for young people and opportunities for this to be achieved may be found not only in lessons, but also before and after school and during the lunchtimes. Finding activities that are enjoyable and sustainable is important if the goals of a healthy and active lifestyle are to be realised. Planning to increase participation in activity might include walking or cycling to school, joining a sports club, or swimming with the family and friends.

pupils should wear appropriate footwear and clothing for taking part in activity safely and remove jewellery because it might cause injury. They should take care to handle equipment and apparatus safely.

2. Creative activities

Pupils should be given opportunities to:

1. create and perform more complex movement patterns, techniques and sequences in their activities
2. use compositional principles when planning and performing their activities
3. describe, analyse and interpret performance, recognising different qualities that contribute to successful performance
4. develop and communicate a variety of imaginative ideas and information
5. listen carefully to others' contributions, considering their ideas and responding aptly
6. vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.

2. **Creative activities:** activities that are composed or choreographed and are generally artistic and aesthetic in nature.

   More complex sequence composition might include variations in speed, shape, level, direction and pathways; combining and linking actions; relationships to partners, apparatus or a musical stimulus.

   The use of compositional principles to enhance performance might include spatial awareness; relationship with others such as working in unison or canon; motif or sequence development.

   The different qualities that contribute to successful performance might include a focus on mood, feelings, variations in rhythm, timing and stimulus, use of light, colour and sound, technical efficiency, tension and focus and communication with the audience.

Skills

3. Adventurous activities

Pupils should be given opportunities to:

1. develop a range of skills and techniques in at least one of the following three types of adventurous activities:
   - outdoor and adventurous activities, *e.g. climbing, canoeing, orienteering*
   - problem-solving or initiative challenges, *e.g. following or designing trails, rope courses*
   - journeys, *e.g. hill walking and camping*
2. plan, undertake and evaluate activities, using what they find out to plan how to improve their next attempts
3. take some responsibility for themselves, others and the learning environment
4. apply and evaluate the principles and practice of rescue and resuscitation
5. listen carefully to the contribution of others, make individual and group decisions to identify problems and suggest alternative approaches.

Range

3. **Adventurous activities:** activities that are underpinned by problem solving and often have an outdoor living and learning focus.

   Participation in outdoor activities provides opportunities to increase awareness of the natural environment and understand the importance of issues such as conservation and sustainable development. Adventurous activities may be pursued in curriculum time, after school, or as part of an out-of-hours residential experience in new and challenging environments away from the local area.

4. Competitive activities

Pupils should be given opportunities to:

1. develop their techniques, skills, strategies and tactics applicable to a variety of competitive activities including sending (*throwing, tossing, bowling*); receiving (*catching, fielding*); striking (*hitting, batting, volleying, serving*); travelling (*with a ball or other equipment*); application of spin; attacking and defending (*possession, progression, scoring and change of possession*); running (*different speeds*); jumping *(for height or length*); and throwing (*for distance*)
2. refine, adapt and apply their skills with consistent control and accuracy under competitive conditions
3. analyse and evaluate the effectiveness of increasingly complex strategies and tactics against a background of changing situations
4. use the information to modify, develop and try out their plans and identify other strategies and tactics that might have been effective
5. adopt an alternative role in their chosen activity, while working with others to apply the rules of an activity and ensure the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship.

4. Competitive activities: activities that are learned for the purpose of competition between an individual, group or team and others. The principles underpinning the application of these types of activity are generally strategic and tactical and involve competing against others.

A variety of activities should be chosen to teach the programme of study, enabling pupils to learn the application of strategies and tactics.

They should engage in these competitive activities against a background of changing situations that can be analysed.

Through their adoption of different roles such as leader, official or performer, pupils could choose to develop these roles in their lessons and competitions.