

SMITHYCROFT

SECONDARY SCHOOL

PHYSICAL EDUCATION

BROAD GENERAL EDUCATION

TEACHER GUIDE



BROAD GENERAL EDUCATION

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@SMITHYCROFTPE

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SMITHYCROFT PE & DANCE JOURNEY

- YOU ARE NOW AIMING TO COMPLETE LEVEL 4 AND PREPARE FOR THE SENIOR PHASE.
- AS WELL AS COVER A RANGE OF ACTIVITIES DURING CORE PE TIME, YOU WILL NOW WORK THROUGH A LEVEL 4 SPORT & RECREATION COURSE.
- CHOSEN SUBJECTS REQUIRE A HIGHER DEGREE OF DEDICATION AND YOU WILL VISIT THE DEPARTMENT AT THE FOLLOWING TIMES:

NATIONAL PE - 3 PERIODS

NATIONAL DANCE - 3 PERIODS

SQA LEADERSHIP - 3 PERIODS

SQA MENTAL HEALTH & WELLBEING - 3 PERIODS

S3 CORE PE (SPORT & REC) - 4 PERIODS.

S3

S4

The path from BGE to the Senior Phase!

PE & DANCE PERFORMANCE FOCUS & PATHWAY

- WORK THROUGH A RANGE OF ACTIVITIES TO DEVELOP YOUR PERFORMANCE.
- CHALLENGE YOURSELF TO REACH THIRD LEVEL AND GET READY FOR LEVEL 4!
- GET READY TO PICK YOUR SUBJECTS.
- HERE ARE SOME OPTIONS:

NATIONAL PE

SQA LEADERSHIP

NATIONAL DANCE

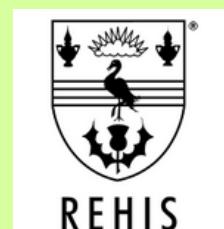
SQA MENTAL HEALTH AND WELLBEING

S2

S1

PE & HFT HWB PROGRAMME

- WORK THROUGH 3 TOPICS OF HEALTHY BODIES, HEALTHY MINDS, HEALTHY DIET AND AIM TO BUILD A STRONGER COMMUNITY!
- GAIN SQA QUALIFICATIONS IN MENTAL HEALTH, LEADERSHIP AND COOKING.
- WORK WITH LOCAL ORGANISATIONS TO ENHANCE YOUR SKILLS.
- CREATE A STRONG FOUNDATION TO MOVE ONTO THE NEXT LEVEL!



BGE ACTIVITY OVERVIEW

SMITHYCROFT PE & DANCE CURRICULUM MODEL

S1 HWB PROGRAMME	4 PERIODS ACROSS A MORNING SPLIT INTO 3 DISCRETE SESSIONS
S2 CORE	3 SEPARATE SESSIONS PER WEEK
S3 CORE	4 PERIODS PER WEEK SPLIT INTO TWO DOUBLE PERIODS

SMITHYCROFT PE & DANCE S1-S3 ACTIVITIES 5 WEEKS

FITNESS	VOLLEYBALL
GYMNASICS	BASKETBALL/NETBALL
PICKLEBALL/BADMINTON	FOOTBALL
ATHLETICS	3 WEEKS
	SUMMER GAMES
	SOCIAL DANCE

PLANNING, ASSESSING, TRACKING AND MODERATING IN THE BGE

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- OUR BGE CURRICULUM PLANNING TAKES FULL ACCOUNT OF THE DESIGN PRINCIPLES, CONTEXTS AND ENTITLEMENTS IDENTIFIED IN CFE. IT INVOLVES A CONSISTENT APPROACH TO PLANNING THE CURRICULUM, LEARNING, TEACHING AND ASSESSMENT.
- LEARNERS ENGAGE IN A VARIETY OF CHALLENGING ACTIVITIES WITH A FOCUS ON PARTICULAR E'S & O'S AND BENCHMARKS AT EACH STAGE. TEACHERS HAVE CONTENT AUTONOMY WITHIN LESSONS TO CREATE A QUALITY LEARNING EXPERIENCE THAT LINKS TO PRIOR LEARNING, SUPPORTS AND CHALLENGES INDIVIDUALS AND PROVIDES CLEAR NEXT STEPS IN THEIR LEARNING JOURNEY.

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- EACH BGE YEAR GROUP IS PROVIDED WITH THREE TRACKING PERIODS PER ACADEMIC YEAR. TO INFORM THESE TRACKING PERIODS TEACHERS REGULARLY TRACK LEARNER PROGRESS IN RELATION TO SPECIFIC E'S & O'S AND STORE THIS INFORMATION ELECTRONICALLY.
- TEACHERS CONSIDER WHAT LEARNERS CAN 'SAY, MAKE AND DO' WITH THE SUPPORT OF FORMATIVE ASSESSMENT STRATEGIES AND OBSERVATION TO MAKE HOLISTIC JUDGEMENTS.
- TO SUPPORT NEXT STEPS IN LEARNING, LEARNERS WILL EXPERIENCE END OF BLOCK PRACTICAL ASSESSMENTS. THESE PIECES OF EVIDENCE ARE STORED ELECTRONICALLY AND PROVIDE TRANSPARENCY BETWEEN CLASS TEACHER AND LEARNER.

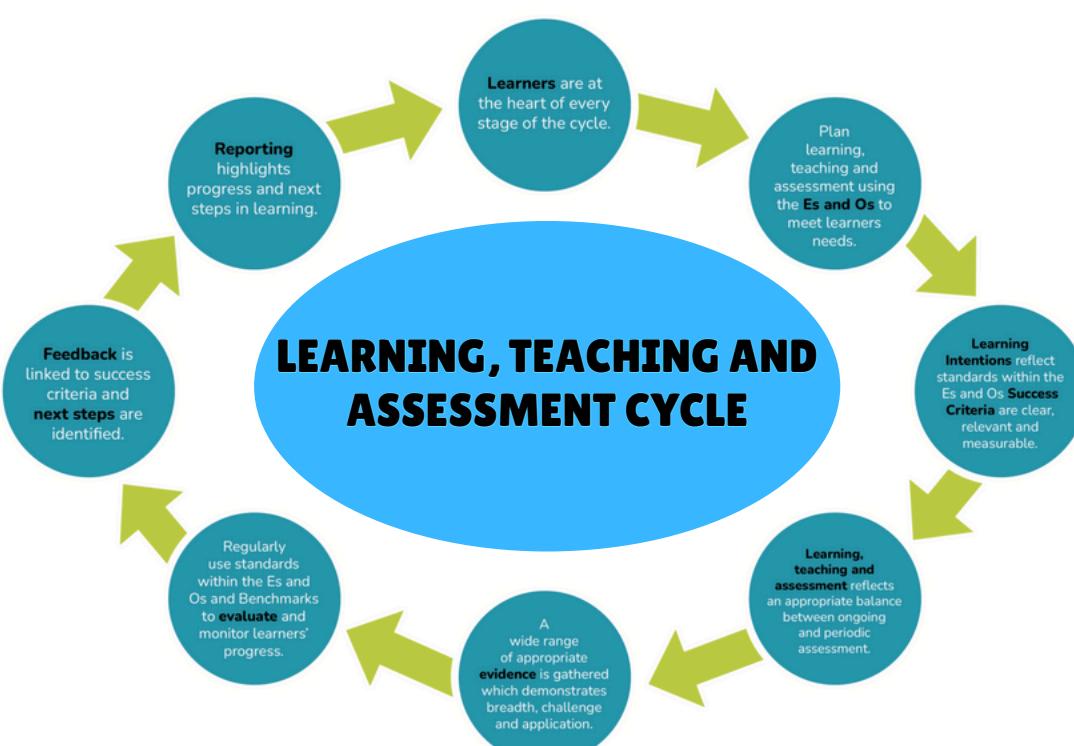
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- OUR BGE CURRICULUM ASSESSMENTS ARE BASED ON PLANNED LEARNING. THIS PROVIDES A DESCRIPTION OF WHAT THE TEACHER WANTS LEARNERS TO KNOW AND UNDERSTAND BASED ON THE NATIONAL GUIDANCE. NATIONAL GUIDANCE IS USED TO DEFINE LEARNING INTENTIONS AND SUCCESS CRITERIA WHICH THEN FORMS THE BASIS OF THAT PLANNED LEARNING.
- LEARNERS EXPERIENCE A VARIETY OF ASSESSMENT APPROACHES ACROSS THEIR ACTIVITIES TO ENSURE DEMONSTRATION OF THE 'I CAN' STATEMENTS FOR SUCCESS.
- TEACHERS SHOULD USE ONGOING FORMATIVE ASSESSMENTS, PEER AND SELF ASSESSMENT METHODS, AS WELL AS HIGH-QUALITY SUMMATIVE ASSESSMENTS PER ACTIVITY.

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- OUR BGE MODERATION ACTIVITIES ARE COMPLETED PRIOR TO EACH TRACKING PERIOD. TO COMPLETE THIS PROCESS WE ENGAGE IN REVIEW OF PRACTICAL PERFORMANCES THAT DEMONSTRATE A SPECIFIC SAL AT A SPECIFIC LEVEL.
- THIS IS SUPPORTED BY EDUCATION SCOTLAND VIDEO MATERIAL AS WELL AS RECORDED MATERIAL FROM OUR LEARNERS. STAFF THEN REVIEW, DISCUSS AND AGREE ON THE LEVEL.
- ADDITIONAL MODERATION ACTIVITIES ARE COMPLETED CITY WIDE WITH ALL PE PRACTITIONERS AGREEING ON A PRACTICAL LEVEL IN LINE WITH NATIONAL GUIDANCE.

LEARNING, TEACHING AND ASSESSMENT CYCLE



SMITHYCROFT PE & DANCE

BGE TRACKING RATIONALE

CLASS TEACHERS COMPLETE ONGOING, HOLISTIC JUDGEMENTS OF LEARNER PROGRESS THROUGHOUT ACTIVITIES.

WITH LEARNERS BEING OUR EVIDENCE, STAFF UTILISE A BGE PERFORMANCE CRITERIA TO ESTABLISH A RECORD OF PROGRESS THROUGH THE SIGNIFICANT ASPECTS OF LEARNING. THIS ALLOWS CLASS TEACHERS TO REACH A VALID AND ROBUST ASSESSMENT JUDGEMENT THAT FEEDS INTO THE WHOLE SCHOOL TRACKING AND MONITORING SYSTEM.

FURTHERMORE, PLANNING, TRACKING, MONITORING AND ASSESSMENT ACTIVITIES WILL COME FROM THE FOLLOWING:

- LEARNERS CONVERSATIONS - ALL LEARNERS HAVE REGULAR CONVERSATIONS AND ENGAGE IN ACTIVE DISCUSSION REGARDING THEIR KEY STRENGTHS AND AREAS FOR DEVELOPMENT.
- VIDEO EVIDENCE - ALL STAFF WILL GATHER PERFORMANCE EVIDENCE OF LEARNERS PERFORMING A SAL WITHIN THAT BLOCK OF ACTIVITY. THIS WILL SUPPORT DEPARTMENT JUDGEMENTS AND MODERATION.
- MINI ONE-OFF PERFORMANCES - ALL LEARNERS COMPLETE A MINI ONE-OFF PERFORMANCE. THIS WILL BE COMPLETED IN THE FINAL PRACTICAL LESSONS OF THE BLOCK. THIS MIRRORS FUTURE PATHWAY EXPERIENCES. THE CRITERIA USED TO GENERATE EVIDENCE IS THEN GRADED USING THE FOLLOWING SYSTEM:

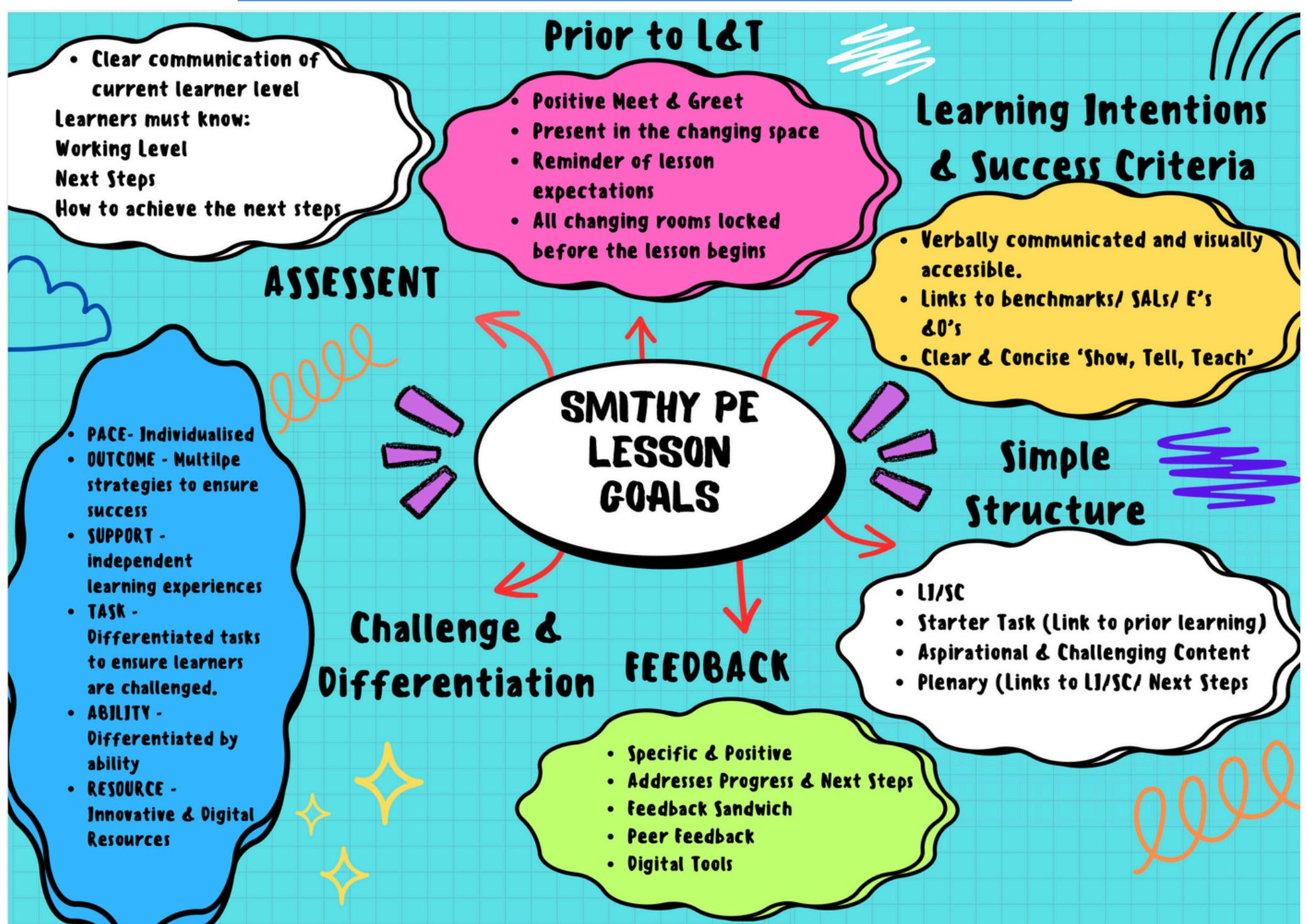
(1) BLUE - DURING PE LESSONS THE LEARNER 'CONSISTENTLY' DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.

(2) GREEN - DURING PE LESSONS THE LEARNER 'USUALLY' DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.

(3) YELLOW - DURING PE LESSONS THE LEARNER 'OCCASIONALLY' DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.

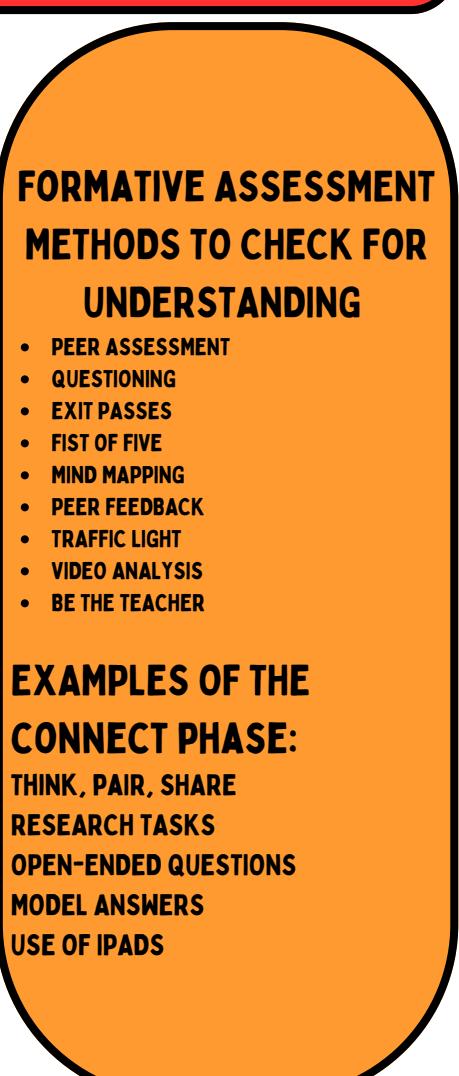
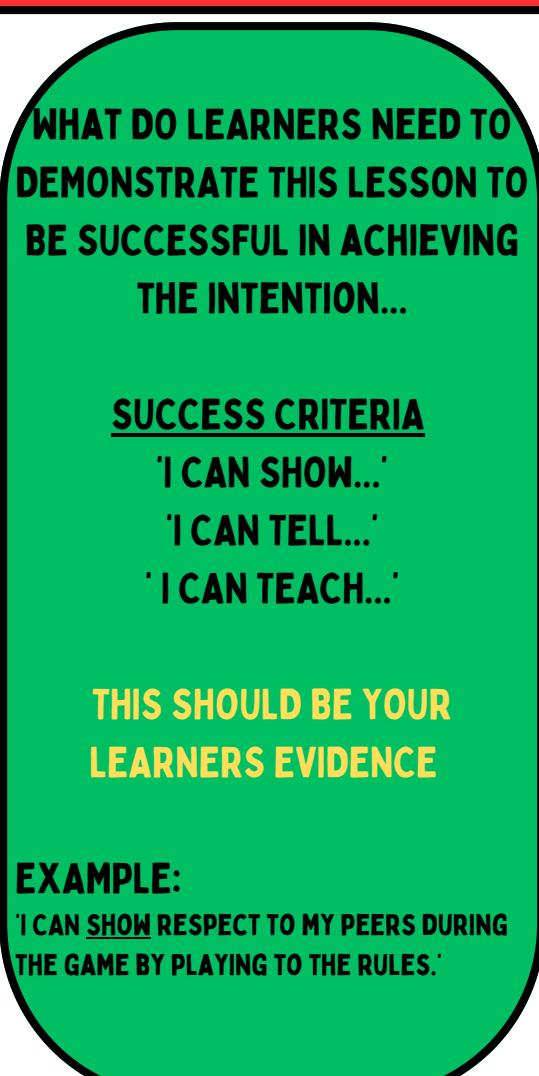
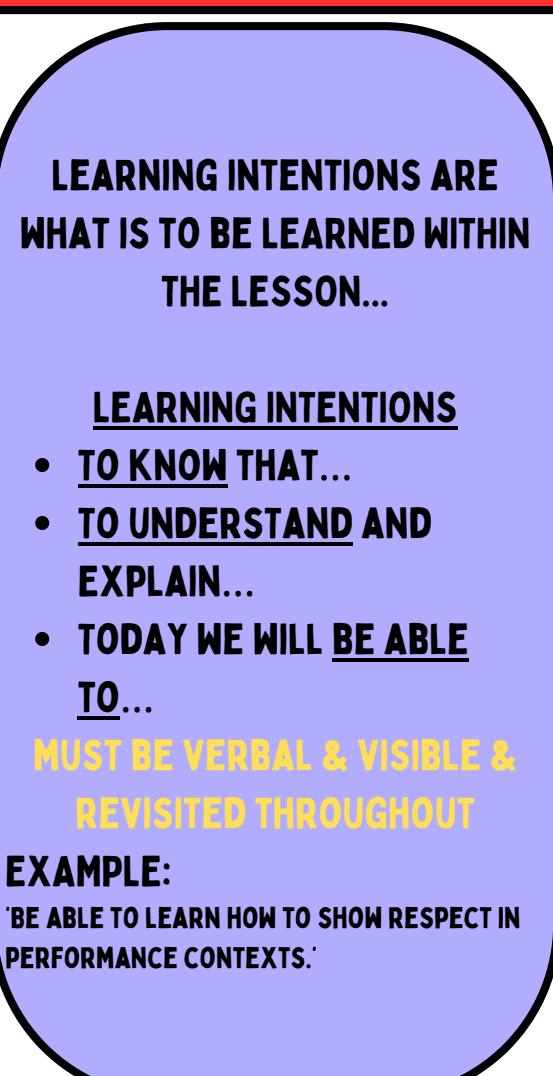
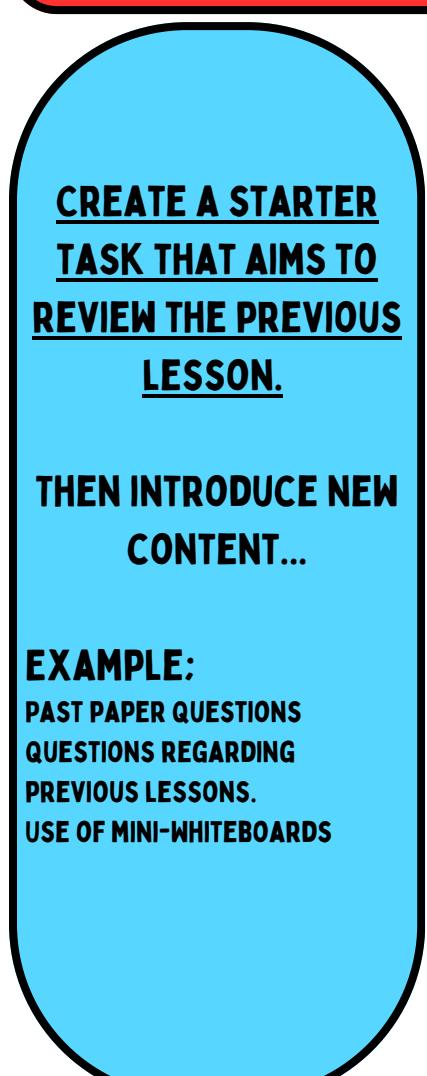
(4) RED - DURING PE LESSONS THE LEARNER 'NEVER' DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.

LESSON EXPECTATIONS



HOW TO CONSTRUCT YOUR LI & SC...

TO CREATE A PURPOSE TO LEARNING, THERE MUST BE A CLEAR INTENTION AND CLEAR STEPS TO ACHIEVE THE INTENTION.



S1 HWB ASSESSMENT CRITERIA

SIGNIFICANT ASPECTS OF LEARNING	LEVEL 3 EXEMPLIFICATION VIDEO	LEVEL 4 EXEMPLIFICATION VIDEO
BALANCE & CONTROL		
DECISION MAKING		
RESPONSIBILITY & LEADERSHIP		
STAMINA		
CONFIDENCE & SELF-ESTEEM		
PROBLEM SOLVING		

CLASS TEACHERS SHOULD BE UTILISING THE CRITERIA PROVIDED IN THE DEPARTMENT ONEDRIVE SYSTEM.

THE DOCUMENT IS TITLED:

S1 BGE PERFORMANCE CRITERIA

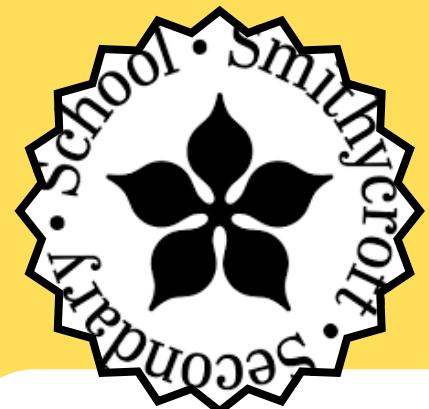
HERE IS A SNAP SHOT OF THE DOCUMENT FOR LEVEL 3 & LEVEL 4

S1 BGE PERFORMANCE CRITERIA SHEET		LEVEL 3						
Task Name	Assessment Standard	Principles	Practices	Principles	Practices	Principles	Practices	Principles
Balance & Control		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						
Decision Making		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						
Responsibility & Leadership		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						
Stamina		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						
Problem Solving		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						
Confidence & Self-Esteem		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						

S1 BGE PERFORMANCE CRITERIA SHEET		LEVEL 4						
Task Name	Assessment Standard	Principles	Practices	Principles	Practices	Principles	Practices	Principles
Balance & Control		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						
Decision Making		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						
Responsibility & Leadership		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						
Stamina		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						
Problem Solving		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						
Confidence & Self-Esteem		• 1.20m down and control of all 4 limbs. • 1.20m transfer my weight to one limb. • 1.20m transfer my weight to two limbs.						

S1 QUALIFICATIONS

LEADERSHIP SKILLS FOUNDATION (ACCREDITED AWARD)- YOUNG LEADERS	YOUNG LEADERS BOOKLET (ASSESSMENT ON ONEDRIVE)	AT LEAST 10 COMPLETE LEADERSHIP CHALLENGES	
MENTORS IN VIOLENCE PREVENTION (M.V.P) SCOTLAND - MENTOR TRAINING	CORE SESSION 1 - EXPLORING GENDER STEREOTYPES (RESOURCES ON ONEDRIVE)	CORE SESSION 2 - EXPLORING THE BYSTANDER THEORY (RESOURCES ON ONEDRIVE)	
MENTAL HEALTH & WELLBEING QUALIFICATION (LEVEL 4)	UNIT 1 - UNDERSTANDING MENTAL HEALTH (ASSESSMENT ON ONEDRIVE)	UNIT 2 - INFLUENCES ON MENTAL HEALTH AND WELLBEING (ASSESSMENT ON ONEDRIVE)	UNIT 3 - COPING STRATEGIES AND BUILDING RESILIENCE (ASSESSMENT ON ONEDRIVE)



S1 HWB TARGETS BENCHMARKS

THIRD LEVEL



HEALTHY BODY, HEALTHY MIND, HEALTHY DIET

CONFIDENCE & SELF ESTEEM

I **CAN** work effectively with others to build on my achievements and can celebrate others success'.

SOCIAL CONTEXT

I **CAN** evaluate the role of food in social and cultural contexts.
I **CAN** apply appropriate eating and drinking behaviours in different settings.

RESPONSIBILITY & LEADERSHIP

I **CAN** lead with confidence and respect, listening to other people's opinions'.

I **CAN** use different strategies to control my emotions before, during and after performance.

LINKING FOOD & HEALTH

I **CAN** demonstrate an understanding of dietary advice by preparing foods to meet specific health needs.

Example: Obesity/ High Blood Pressure

PROBLEM SOLVING

I **CAN** choose and carry out the best strategy to overcome a variety of challenges.

INDIVIDUAL NEEDS

I **CAN** identify factors that cause energy imbalance and the consequence this has.

DECISION MAKING

I **CAN** make decisions under pressure to improve my performance and choices.

PRINCIPLES OF FOOD SAFETY AND HYGIENE

I **CAN** list the conditions for bacterial growth.
I **CAN** explain the correct storage of food.

STAMINA

I **CAN** maintain a high level of performance for the duration of the game.
I **CAN** take my pulse rate before, throughout & after my performance/ workout to monitor my effort levels.

SUSTAINABILITY

I **CAN** explain factors that influence food choices and its impact on health.
Example: Media/ Peer Pressure/ Sustainability

BALANCE & CONTROL

I **CAN** show good control of my body by moving different parts of my body at the same time.
I **CAN** transfer my weight to help perform a skill.
Example - Underarm Serve in Volleyball.

ALL LEARNERS MUST KNOW THEIR LEVEL AND NEXT STEPS IN LEARNING



S1 HWB TARGETS BENCHMARKS

FOURTH LEVEL



HEALTHY BODY, HEALTHY MIND, HEALTHY DIET

CONFIDENCE & SELF ESTEEM

I **CAN** encourage others to be part of an effective group.
I **CAN** push myself to build on my achievements and celebrate others.

SOCIAL CONTEXT

I **CAN** explain how perception impacts on food choices.
I **CAN** evaluate the diversity of food and the impact it has on health.

RESPONSIBILITY & LEADERSHIP

I **CAN** lead with confidence and respect, listening to other people's opinions'.
I **CAN** understand strengths of my teams or others to create tactics to be successful in an activity.

LINKING FOOD & HEALTH

I **CAN** identify the main feature of food and health policy and the impact it has on individuals and community.

PROBLEM SOLVING

I **CAN** consistently choose and carry out the best strategy to overcome a variety of challenges with quality.
I **CAN** explain how certain strategies can apply to more than one activity.

INDIVIDUAL NEEDS

I **CAN** adapt and prepare dishes for specific diet related conditions.
Example: Food Allergies

DECISION MAKING

I **CAN** consistently make the right decisions under pressure.

PRINCIPLES OF FOOD SAFETY AND HYGIENE

I **CAN** apply my knowledge of food hygiene to minimise bacterial growth when preparing food.

STAMINA

I **CAN** show an understanding of what Stamina is and how it can impact my performance.
I **CAN** consistently maintain a high level of performance for the duration of the game/performance context.

SUSTAINABILITY

I **CAN** identify and explain different influence on consumer choice.
Example: Social Justice/ Environment/ Food Security

BALANCE & CONTROL

I **CAN** consistently show good control of my body by moving different parts of my body at the same time.
I **CAN** transfer my weight to help perform a skill and generate power.
Example - Pickleball forehand drive.

ALL LEARNERS MUST KNOW THEIR LEVEL AND NEXT STEPS IN LEARNING

S2 ASSESSMENT CRITERIA

SIGNIFICANT ASPECTS OF LEARNING	LEVEL 3 EXEMPLIFICATION VIDEO	LEVEL 4 EXEMPLIFICATION VIDEO
RHYTHM & TIMING		
FOCUS & CONCENTRATION		
CREATIVITY		
DETERMINATION & RESILIENCE		
SPEED		
FLEXIBILITY		

CLASS TEACHERS SHOULD BE UTILISING THE CRITERIA PROVIDED IN THE DEPARTMENT ONEDRIVE SYSTEM.

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S1 BGE PERFORMANCE CRITERIA

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S1 BGE PERFORMANCE CRITERIA SHEET		LEVEL 3							
Pupil Name:		Badminton/Pickleball	Fitness	Gymnastics	Basketball/Netball	Volleyball	Football	Summer Games	Social Dance
Definiteness & Resilience	<p>Insert the number that correlates with learner performance.</p> <p>■ BLUE - DURING PE LESSONS THE LEARNER CONSISTENTLY DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.</p> <p>■ GREEN - DURING PE LESSONS THE LEARNER CONSISTENTLY DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.</p> <p>■ ORANGE - DURING PE LESSONS THE LEARNER CONSISTENTLY DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.</p> <p>■ RED - DURING PE LESSONS THE LEARNER NEVER DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.</p>	1 CAN use different strategies to help the learner achieve success. For example: If the learner is having difficulty with a task, the teacher can provide support and encouragement. If the learner is not putting in effort and not giving up, the teacher should praise and encourage them.							
Communication		+ 1 CAN use appropriate language and gestures to demonstrate verbal and non-verbal communication.							
Creativity		+ 1 CAN create a series of movements on their own or with a partner. For Example: Hand Stand + Star Jump.							
Rhythm & Timing		+ 1 CAN perform a movement in time with the correct timing. For Example: Hand Stand + Star Jump.							
Speed		+ 1 CAN move on their own or expand speed, with control and accuracy. For Example: Hand Stand + Star Jump.							
Flexibility		+ 1 CAN perform a range of effective movements specific to the activity. For Example: Lunges for a sit-up.							

S2 BGE PERFORMANCE CRITERIA SHEET		LEVEL 4							
Pupil Name:		Badminton/Pickleball	Fitness	Gymnastics	Basketball/Netball	Volleyball	Football	Summer Games	Social Dance
Definiteness & Resilience	<p>Insert the number that correlates with learner performance.</p> <p>■ BLUE - DURING PE LESSONS THE LEARNER CONSISTENTLY DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.</p> <p>■ GREEN - DURING PE LESSONS THE LEARNER CONSISTENTLY DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.</p> <p>■ ORANGE - DURING PE LESSONS THE LEARNER CONSISTENTLY DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.</p> <p>■ RED - DURING PE LESSONS THE LEARNER NEVER DEMONSTRATES SUCCESSFUL OBSERVABLE EVIDENCE.</p>	+ 1 CAN consistently demonstrate the correct timing and movements to achieve success. For example: Hand Stand + Star Jump.							
Communication		+ 1 CAN engage and respect other's opinions and ideas during their performance, applying appropriate communication skills in multiple roles.							
Creativity		+ 1 CAN create a precise series of movements, with a high level of skill. For Example: Hand Stand + Star Jump.							
Rhythm & Timing		+ 1 CAN consistently perform a movement in time with the correct timing. For Example: Hand Stand + Star Jump.							
Speed		+ 1 CAN move on their own or expand speed, with control and accuracy. For Example: Hand Stand + Star Jump.							
Flexibility		+ 1 CAN consistently perform a wide range of effective movements specific to the activity. For Example: Lunges for a sit-up.							

S2 FOCUS

S2 TARGETS

BENCHMARKS

THIRD LEVEL

PERSONAL QUALITIES

COMMUNICATION

I CAN listen to and respond appropriately to other opinions and demonstrate verbal and non-verbal communication.

DETERMINATION & RESILIENCE

I CAN understand that achievement comes from putting in effort and not giving up when challenged.
I CAN use different strategies to help me react appropriately to winning and losing.

COGNITIVE SKILLS

CREATIVITY

I CAN create a precise series of movement, on my own or with a group.
For Example: Arabesque > Forward Roll > Star Jump.

PHYSICAL COMPETENCIES RHYTHM & TIMING

I CAN perform a movement/ skill with the correct timing.
For Example: Dive Forward Roll.
I CAN move smoothly from one movement or skill to another. For Example: Catching the ball and passing it to a teammate.

PHYSICAL FITNESS

SPEED

I CAN move my body or equipment quickly, with control and accuracy. For Example: Basketball tip off.

FLEXIBILITY

I CAN perform a range of effective movements specific to the activity. For Example: Lunging for a net shot.

SMITHYCROFT PE

S2 TARGETS

BENCHMARKS

FOURTH LEVEL

PERSONAL QUALITIES

COMMUNICATION

I CAN engage and respect other's opinions confidently during performance, applying non-verbal and verbal communication skills in multiple roles.

DETERMINATION & RESILIENCE

I CAN consistently demonstrate the determination required to achieve success despite the challenges.
I CAN consistently select strategies that help me react appropriately to winning and losing.

COGNITIVE SKILLS

CREATIVITY

I CAN create a precise series of complex movements, with a high level of skill.
For Example: Hand Stand > Forward Roll.

PHYSICAL COMPETENCIES RHYTHM & TIMING

I CAN consistently perform a movement/ skill with the correct timing. For Example: Spiking in Volleyball.
I CAN consistently move smoothly from one movement or skill to another. For Example: Using effective footwork.

PHYSICAL FITNESS

SPEED

I CAN consistently move my body/ equipment quickly, with control and accuracy. For Example: Dribbling with the ball in football.

FLEXIBILITY

I CAN accurately perform a wide range of movements/skills specific to the activity. For Example: Hip flexibility in a gymnastics split jump.

SMITHYCROFT PE

S3 ASSESSMENT CRITERIA

SIGNIFICANT ASPECTS OF LEARNING	LEVEL 3 EXEMPLIFICATION VIDEO	LEVEL 4 EXEMPLIFICATION VIDEO
COMMUNICATION		
RESPECT & TOLERANCE		
CORE STABILITY & STRENGTH		
COORDINATION & FLUENCY		

CLASS TEACHERS SHOULD BE UTILISING THE CRITERIA PROVIDED IN THE DEPARTMENT ONEDRIVE SYSTEM.

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S1 BGE PERFORMANCE CRITERIA

HERE IS A SNAP SHOT OF THE DOCUMENT FOR LEVEL 3 & LEVEL 4

S1 BGE PERFORMANCE CRITERIA SHEET		LEVEL 3							
Pupil Name		Badminton/Pickleball	Fitness	Gymnastics	Rounders/Softball	Volleyball	Football	Summer Games	Social Dance
Request 1 Tolerance	Insert the number that corresponds with the learner per performance								
Passes 1 Communication	• 1.100 successfully communicates with the teacher and other learners in a variety of ways.								
Coordination & Fluency	• 1.100 successfully communicates with the teacher and other learners in a variety of ways.								
Core Stability 1 Strength	• 1.100 can carry out a range of movements using a variety of parts of the body. • 1.100 with force and control with the body or with equipment. • 1.100 with force and control with the body or with equipment.								

S1 BGE PERFORMANCE CRITERIA SHEET		LEVEL 4							
Pupil Name		Badminton/Pickleball	Fitness	Gymnastics	Rounders/Softball	Volleyball	Football	Summer Games	Social Dance
Request 1 Tolerance	Insert the number that corresponds with the learner per performance								
Passes 1 Communication	• 1.100 successfully communicates with the teacher and other learners in a variety of ways.								
Coordination & Fluency	• 1.100 successfully communicates with the teacher and other learners in a variety of ways.								
Core Stability 1 Strength	• 1.100 with force and control with the body or with equipment. • 1.100 can carry out a range of movements using a variety of parts of the body. • 1.100 with force and control with the body or with equipment.								

S3 QUALIFICATIONS

SPORT AND RECREATION LEVEL 4	UNIT 1 SKILLS FOR EMPLOYMENT	UNIT 4 - DEALING WITH ACCIDENTS & EMERGENCIES
	UNIT 2 - ASSIST WITH ACTIVITY SESSIONS	
	UNIT 3 - DEALING WITH FACILITIES & EQUIPMENT	UNIT 5 - PERSONAL FITNESS

S3 FOCUS

S3 TARGETS

BENCHMARKS

THIRD LEVEL

PERSONAL QUALITIES

RESPECT & TOLERANCE

I CAN show respect to my peers in performance contexts.
For Example: Respecting decisions of the teacher/ umpire/ teammates.

I CAN listen to others in my class/team & offer suggestions for improvements in a respectful manner.

COGNITIVE SKILLS

FOCUS & CONCENTRATION

I CAN concentrate on the task in hand without being distracted.
For Example: Peers, Audience, External Noise.

PHYSICAL COMPETENCIES COORDINATION & FLUENCY

I CAN move effectively to successfully complete tasks.
For Example: Lay-up in Basketball.

PHYSICAL FITNESS

CORE STABILITY & STRENGTH

I CAN apply force with accuracy and control, with my body or with equipment.
For Example: Overhead clear in Badminton.

I CAN use my core muscles to keep my balance and show control of my body.
For Example: Headstand.

SMITHYCROFT PE

S3 TARGETS

BENCHMARKS

FOURTH LEVEL

PERSONAL QUALITIES

RESPECT & TOLERANCE

I CAN consistently show respect to my peers in performance contexts.

For Example: Respecting decisions of the teacher/ umpire/ teammates.

I CAN consistently listen to others in my class/team & offer suggestions for improvements in a respectful manner.
For Example: Discuss/ Agree strengths.

COGNITIVE SKILLS

FOCUS & CONCENTRATION

I CAN consistently block out distractions around me to enable me to be successful.
For Example: Even when winning or making mistakes.

PHYSICAL COMPETENCIES COORDINATION & FLUENCY

I CAN consistently move effectively to complete tasks to a high standards.
For Example: Striking the ball when on the run.

PHYSICAL FITNESS

CORE STABILITY & STRENGTH

I CAN apply force consistently with accuracy and control, with my body or with equipment.
For Example: Smash in Badminton.

I CAN use my core muscles to keep my balance and show high levels of control over my body.
For Example: Handstand.

SMITHYCROFT PE



RESPONSIBILITY OF ALL 'I CAN' STATEMENTS

S1 – S3



LITERACY

THIRD LEVEL

I CAN contribute to discussions or when working with others, offering ideas, knowledge or opinions.
I CAN apply verbal and non-verbal communication techniques. For example, eye contact, body language and tone.
I CAN communicate in a clear way in a variety of contexts. For example – providing verbal feedback to my partner.

FOURTH LEVEL

I CAN consistently contribute quality to discussions or when working with others, offering ideas, knowledge or opinions.
I CAN consistently apply verbal and non-verbal communication techniques when under pressure. For example, eye contact, body language and tone.
I CAN confidently communicate in a clear way in a variety of contexts. For example – providing verbal feedback to my partner or in a whole class situation.

NUMERACY

THIRD LEVEL

I CAN show quantities as a ratio. For example – Work to rest Ratio during a circuit.

FOURTH LEVEL

I CAN demonstrate effective time management skills. For example – When getting changed at the start/end of lessons, when creating session plans, leading Sport Education tasks.
I CAN contribute to discussions on the role of maths in everyday life. For example – Calculating maximum heart rate or Score Keeping.

DIGITAL LEARNING

THIRD LEVEL

I CAN explore a range of digital technologies to observe and comment on model performers.

FOURTH LEVEL

I CAN confidently use a range of digital technologies to gain information on my performance.

DEVELOPING YOUNG WORKFORCE

THIRD LEVEL

I CAN demonstrate diverse thinking when exploring learning opportunities and pathways.
I CAN understand and consistently demonstrate the behaviours an employer looks for in a good employee.

FOURTH LEVEL

I CAN demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work.
I CAN identify my interests, strengths and skills and use them to make informed choices.