**Ms V’s E’s and O’s most suited to PE**

I am currently teaching in Garnock Academy and have taken some time to list the E’s and O’s that I think I ‘hit’ whilst I am delivering my curriculum. Please understand that at Garnock we deliver some PE focused elective choices in S1 and S2. I deliver a girls health and fitness magazine for the 2 periods every week in S1 and a first aid elective for a double period every week in S2. In addition, I am involved with the delivery of the sports leader level 1, Level 2 and Dance leadership alternative courses in S4, S5 and S6.

I hope my E’s and O’s list may help you in 2 ways:

1. It’s a list of the E’s and O’s most appropriate to PE, Leadership, First Aid and a girls Health Magazine elective that I created.
2. I have given you examples of when I think I ‘hit’ on the specific E’s and O’s mentioned.

For your interest:

There are 51 Health and Wellbeing E’s and O’s. I believe I cover approx 33 of them during my delivery time.

There are 19 Expressive Arts E’s and O’s, I have still to type these up, but I understand I cover approx 8 of them during my delivery time.

There are 13 Numeracy across learning E’s and O’s. I think I cover approximately 12

There are 24 Literacy across learning E’s and O’s. I think I cover approximately 20 of them (this is mainly through my electives blocks, which both include 1 period of theory and one period of practical each week)

Like you, I am currently working on how best to evaluate and assess how these are delivered, however, I hope they provide some direction for those of you that haven’t started looking at how to apply them in the PE context. Assessment is for learning and I only assess a proportion of the work we cover in class.

Health and Well being Experiences and Outcomes hit in core PE/sports and dance leadership/Girls magazines and First Aid Electives/extracurricular opps

Mental and emotional wellbeing and Social wellbeing

|  |  |  |
| --- | --- | --- |
| HWB No and level | Description | Example of when it is used |
| 4a | I understand that my feelings and reactions change depending on what is happening within and around me. This helps me to understand my own behaviour and the way others behave | Fair play in sport and activities |
| 5a | I know that friendships, caring, sharing, FAIRNESS, EQUALITY, and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. | Fair play in sport and activities |
| 6a | I understand the important of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. | Relaxation, Yoga and massage in schools programme via girls magazine and during sleep focus |
| 7a | I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss | Relaxation, Yoga and massage in schools programme via girls magazine and during Judes sleep programme. |
| 8a | I understand that people can feel alone and can be misunderstood and left out by others. I am learning to give appropriate support. | Fair play/inclusion in sport and activities. |
| 10a | I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. | Fair play/inclusion in sport and activiites |
| 11a | I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. | Every day lessons and Leadership lessons |
| 12a | Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. | Out of school trips such a Dalry dance competition, rowing club, EK skate park, Sports and Dance leadership course. |
| 13a | Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community | Sports leaders and seniors who help out with extracurricular or class time activities. |
| 14a | I value opportunities I am given to make friends and be part of a group in a range of situations | Every day lessons |

Health and Well being Experiences and Outcomes hit in core PE/sports and dance leadership/Girls magazines and First Aid Electives/extracurricular opps

Physical wellbeing, planning for choices and changes

|  |  |  |
| --- | --- | --- |
| HWB No and level | Description | Example of when it is used |
| 15a | I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. | Girls Magazine, First Aid Elective,  |
| 16a | I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. | First aid elective (possibly leadership awards) |
| 17a | I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. | First Aid Elective (possibly leadership awards) |
| 18a | I know and can demonstrate how to travel safely | Walking and cycling activity blocks |
| 19 a 3 | I am developing the skills and attributes which I will need for learning, life and work. I am gaining an understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. | S2 and S3 Leadership blocks, First aid elective new skills, girls magazine new skills, everyday lessons class rules. |
| 19a 4 | Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. | S4, 5 and 6 leadership awards |
| 20a | I am investigating different careers, occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests in my future life | S4, 5 and 6 leadership awards do this already. Idea to have an S1, S2 and S3 Careers week where the focus of the two lessons is on careers that use skills we learn in PE. These should be ACTIVITY based lessons where we use orienteering and team building to find clues and solve puzzles that lead to the answers. |

Health and Well being Experiences and Outcomes hit in core PE/sports and dance leadership/Girls magazines and First Aid Electives/extracurricular opps

Physical education, physical activity and sport – movement skills and competencies, co-operation and competition and Evaluating and Appreciating

|  |  |  |
| --- | --- | --- |
| HWB No and level | Description | Example of when it is used |
| 21a 3 |  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 | S1 Gymnastics block |
| 21 a 4 | As I encounter **a variety** of challenges and contexts for learning, I am encouraged and supported to demonstrate my **ability to select and apply a wide range of complex movement skills** and strategies, creatively, accurately and with **consistency** and control | S2 choice block (gymnastics ?) |
| 22a 3 | I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. | S1 football block, S1 and S2 fitness block.S2 Choice block |
| 22a 4 | I can organise my time to practice, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness. | S3 performance choice block (dance, netball, football or S3 fitness block |
| 23a 3 | 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 | S1 Basketball block |
| 23a 4 | Whilst learning together, and in leadership situation, I can: experience different roles and take responsibility in organising a physical event – contribute to a supportive and inclusing environment – demonstrate behaviour that contributes to fair play. | S2 Leadership choice block (games making, dance, netball or volleyball) |
| 24a 3 | I can analyse and discuss elements of my own and others work, recognising strengths and identifying areas where improvements can be made. | S1 badminton block |
| 24a 4 | I can: observe closely, reflect, describe and analyse key aspects of my own and others performances. – Make informed judgements, specific to an activity.- monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. |  |

Health and Wellbeing Experiences and Outcomes hit in core PE/sports and dance leadership/Girls magazines and First Aid Electives/extracurricular opps

Physical activity and sport and physical activity and health

|  |  |  |
| --- | --- | --- |
| HWB No and level | Description | Example of when it is used |
| 25a 3 | I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community | Extra curricular clubs and visits such as rowing, ek skate park, gymnastics, kayaking, dalry dance. Girls magazine elective  |
| 25a 4 | I continue to enjoy daily participation in moderate to vigorous physical activity and sport and can demonstrate my understanding that it can: - contribute to and promote my learning – develop my fitness and physical and mental wellbeing – develop my social skills, positive attitudes and values – make an important contribution to living a healthy lifestyle | Extra curricular clubs – but we should probably have an S3/S4 Benefits of PA and sport block where pupils have a set of challenges to achieve that will help consolidate this information |
| 26a 3 | I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond. | Same as 19a and 20a Idea to have an S1, S2 and S3 Careers week where the focus of the two lessons is on careers that use skills we learn in PE. These should be ACTIVITY based lessons where we use orienteering and team building to find clues and solve puzzles that lead to the answers. |
| 26a 4 | I can explain the role of sport in cultural heritage and have explored the opportunites available to me to participate in school sport and sporting events. I make use of participation and performance pathways that allow me to continue and extend my sporting experience in my place of learning and beyond | As above for an S3 Orienteering Careers week S4, 5 and 6 leadership awards do this already |
| 27a 3 | I can explain wby I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity | Judes sleep programme and S1 homework month taskS1 Girls magazine elective |
| 28a 3 | I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. | S1 Girls magazine elective |
| 28a 4 | I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss policies and inform my own health choices | Currently do no hit this Experience |

Health and Wellbeing Experiences and Outcomes hit in core PE/sports and dance leadership/Girls magazines and First Aid Electives/extracurricular opps

Substance misuse and Relationships, sexual health and parenthood

|  |  |  |
| --- | --- | --- |
| HWB No and level | Description | Example of when it is used |
| 38a  | I understand the positive effect that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, social and legal consequences of the misuse of substances. | S2 first aid elective (reasons for being unconscious, factors affecting asthma and allergies) |
| 39a 2/3 | I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. | S2 first aid elective (coping with friends who may be unconscious at a party due to alcohol or drugs) |
| 40a 2 | I know that alcohol and drugs can affect people’s ability to make decisions | S2 first aid elective (drunk/dug driving and the accidents they can cause) |
| 41a 2 | I can identify the different kinds of risks associated with the use and misuse of a range of substances. | S2 first aid elective (drowning, unconscious casualty, epilepsy, falling leading to breaks, strains and soft tissue injuries |
| 42a  | I know the action I should take in the management of incidents and emergencies related to substance misuse. | S2 first aid elective (treatment of the casualty) |
| 43a  | I understand the impact that ongoing misuse of substances can have on a person’s health, future life choices and options. | S2 First aid elective (careers using first aid; doctors, police and nurses having to break the news to families affected my substance misuse) |
| 44b 2 | I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.  | S1 girls magazine elective (Sleep topic inc massage in schools and the social benefits of being physically active in the benefits of PA topic) |
| 45a | I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. | S1 massage in schools (Girls magazine elective) |
| 47a 2 | I recognise that how my body changes can affect how I feel about myself and how I may behave. | S1 Girls magazine elective (self esteem topic and the importance of wearing a sports bra topic) |

Literacy for all and how I hit the experiences and outcomes in core PE/sports and dance leadership/Girls magazines and First Aid Electives

Listening and talking, reading, writing,

|  |  |  |
| --- | --- | --- |
| literacy No and level | Description | Example of when it is used |
| 01a  | I can regularly select subject, purpose, format and resources to create texts of my choice and am developing my own style. |  |
| 02a | When I engage with others, I can make relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my tole and use contributions to reflect on, clarify or adapt thinking |  |
| 04a | As I listen or watch I can: - identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements – identify and discuss similarities between different types of text – use this information for different purposes. | S2 first Aid elective from video clips of text on boardS1 girls magazine from text and website on computersAll classes when pupils are given any verbal task and have to then carry out their role. |
| 05a | As I listen or watch I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. |  |
| 06a | I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience | S1 girl’s magazine during the production of each of their own articles.S2 first aid elective during the production of their Fact Files for each ailment/condition or injury. |
| 07a | I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. | Don’t currently do in electives but would like to use a post it note summary of each video or text we read or analyse |
| 08a | To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. | S1 girls magazine – using colour, headings, source references, pictures etc to catch and hold the interest of the reader. |
| 09a | When listening and talking with others for different purposes I can: - communicate, ideas and opinions – explain processes – identify issues raised, summarise finding or draw conclusions | Every day lessons |
| 10a | I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. | Everyday lessonsS2, s3, s4 leadership blocks and awards |
| 11a | I can identify sources to develop my range of reading | S1 magazine elective and S2 first aid elective – further reading to help pupils create their articles or fact files. |
| 13 a | I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding | Debbies fan’s – currently not in use! Need to adopt in my lessons. |
| 15a | I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts using my own words as appropriate. |  |
| 16a | To show my understanding across different areas of learning I can: - identify and consider the purpose, main concerns or concepts and use supporting detail – make inferences from key statements – identify and discuss similarities and differences between different types of text. |  |
| 20 a | I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. |  |
| 21 a | I can use a range of strategies and resources and spell most the words I need to use including specialist vocabulary, and ensure that my spelling is accurate. |  |
| 22a | As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make keaning clear, showing straight forward relationships between paragraphs. |  |
| 23a | Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading+ |  |
| 24a | I can consider the impact and layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. |  |
| 25a | I recognise when it is appropriate to quote from sources and when I should put points in my own words. I can acknowledge my sources appropriately. |  |
| 26a | By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. |  |

Numeracy for all and how I hit the experiences and outcomes in core PE/sports and dance leadership/Girls magazines and First Aid electives

Number, money and measure; information handling;

|  |  |  |
| --- | --- | --- |
| Numeracy No and level | Description | Example of when it is used |
| 3b 3 | I can continue to recall number facts quickly and use them accurately when making calculations | Being the score keeper in a team event |
| 8a 3 | I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in every day contexts. |  |
| 9a  | 3 When considering how to spend money, I can source, compare and contrast different contracts and services, discuss their advantage and disadvantages, and explain which offer best value to me4 I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debat and lead a responsible lifestyle | Sports leaders and dance leaders do to an extent in 4th level when organising their tournament or event.May link in with careers orienteering event discussed earlier. |
| 9b | 3 I can budget effectively, making use of technology and other methods, to plan for future expenses.4 I can source information on earning and deductions and use it when making calculations to determine net income. |  |
| 10a 2 | 2 I can use and interpret electronic and paper based timetables and schedules to plan events and activities, and make time calculations as part of my planning. | S1 and S2 leadership blocks (working out how long each practice should take) |
| 10a 3 | 3 Using simple time periods, I can work out how long a journey will take, the speed travelled at or distance covered, using my knowledge of the link between time, speed and distance | S1 athletics block working out speed travelled using distance covered and time taken. |
| 10a 4 | I can research, compare and contrast aspects of time management as they impact on me | S3 and S4 leadership tasks (timekeeper role and leader role responsible for setting time) |
| 10b 2 | 2 I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use | P7 transisitonsS1 Athletics and fitness block and everyday lessons |
| 10c 2 | 2 Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. | S1 and S2 Athletics and fitness blocks and preparation of 5k or Garnock Mad Mudder events |
| 11a 3 | I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate an area or volume when required. | S1 and S2 Athletics |
| 20 a 3 | I can work collaboratively making appropriate use of technology to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. | S1 girls magazine (obesity rates and health problems in Scotland graphs and charts)S2 first aid elective (class accident rates over summer holidays, the number of deaths each year resulting from different types of accidents etc)S1 PE homework task |
| 20 b 2 | I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate , organise and communicate the results in an appropriate way | S1 girls magazine elective – top 10 fitness fads  |