

Here are the titles of each strand of Me in PE.

How can I make progress in PE?



Here you can see the main Alive values that you will need to demonstrate in this strand of Me in PE.

alive
We value ourselves

Cognitive Me

The cognitive domain refers to tactics, mental capacity, decision making and analysis/evaluative skills.

Beginning (1,2)	Developing (3,4)	Secure (5,6)	Advanced (7,8) Advanced + (9)
<ul style="list-style-type: none"> Apply simple fundamental movement skills in an activity. Use simple tactics, strategies and ideas. Outline what is good and what needs improvement in a performance. Organise equipment and communicate instructions to others. Take risks and leave from obstacles. Follow simple rules/instructions in physical activity. 	<ul style="list-style-type: none"> Compare performance identifying strengths and areas for improvement. Make suggestions on how to improve their own and other's performance. Confidently leads small group activities. Make informed choices about engaging in physical activity. Suggests ways of making activity more challenging. Make connections between different ideas and concepts. 	<ul style="list-style-type: none"> Analyse own performance with a critical eye and create a plan to improve. Suggests how different tactics and ideas can be applied in different activities. Demonstrate levels of engagement and consistency in performance. Suggests alternative ways to solve problems. Reflects and acts on feedback. Compare performance against personal goals and demonstrate improvement. 	<ul style="list-style-type: none"> Use and adapt advanced tactics, rules and ideas in different situations. Reflects on choices made outlining what worked well, what could have been better and why. Demonstrate effective decision making, particularly in pressured situations. Plan how to make an activity harder to provide challenge. Set clear goals and track targets and can evaluate progress towards them.

alive We can review
alive We can contribute
alive We are resilient
alive We are organised
alive We can communicate
alive We are interdependent
alive We are creative

alive
We value ourselves

Physical Me

The physical domain refers to the physical literacy and development of fundamental movements of the body.

Beginning (1,2)	Developing (3,4)	Secure (5,6)	Advanced (7,8) Advanced + (9)
<ul style="list-style-type: none"> Use fundamental simple skills such as throwing, catching, running with some control and success. Demonstrate a self-aimed or through instruction. Perform simple skills in isolation with some control and accuracy. 	<ul style="list-style-type: none"> Demonstrate simple skills in more complex situations (pressured practice) with control and accuracy. Choose, lead and combine skills with control and coordination. Apply fundamental movement skills with some success across a range of different activities. Apply simple tactics to activities and games. 	<ul style="list-style-type: none"> Perform more complex skills with control, accuracy and fluency, understanding the concept of attack as demonstrating a skillful performance. Change tactics, strategies and skills to suit changing competitive situations. Adapt to choose, lead and combine skills and techniques in different situations. Demonstrate accurate and fluent skills and techniques. 	<ul style="list-style-type: none"> Choose, lead and combine advanced skills and techniques in a range of situations with reciprocal control and coordination. Change skills to suit different situations having a highly influential effect in competitive situations. Assess a range of extra-curricular opportunities to extend and develop skills and techniques.

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Healthy Me

The healthy domain refers to the choosing of healthy behaviours and attitudes, which contributes to the development of a healthy, active lifestyle.

Beginning (1,2)	Developing (3,4)	Secure (5,6)	Advanced (7,8) Advanced + (9)
<ul style="list-style-type: none"> Complete short periods of exercise and can sustain effort in an activity for a short time without stopping. Is engaged with the activity for themselves. Describe their own exercise on the basis of what they think is important. Can perform work independently as part of a group. 	<ul style="list-style-type: none"> Can sustain activity for longer periods of time. Participate in extra-curricular activities. Understands why it is important to exercise regularly. 	<ul style="list-style-type: none"> Is committed and participates in a variety of extra-curricular activities and competitive games. Understands and demonstrates the short- and long-term effects of exercise and how they contribute to a healthy, active lifestyle. 	<ul style="list-style-type: none"> Make appropriate decisions and choices to attend community clubs in own time. Demonstrate endurance and physical fitness by remaining active for sustained periods of time concerning health and fitness. Understand the benefits of training to improve fitness and use the benefits of training to improve fitness and encourage others to adopt healthy behaviours.

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Each section of each strand has descriptions so that you can see what you need to do to move up a section!

alive
We value ourselves

Social Me

The social domain refers to communication, teamwork, behaviour and leadership.

Beginning (1,2)	Developing (3,4)	Secure (5,6)	Advanced (7,8) Advanced + (9)
<ul style="list-style-type: none"> Works cooperatively with others during lessons. Communicates what is good about a performance to others. Can follow simple rules in an activity. Controls overbearing during PE lessons. Demonstrate a positive attitude to learning. Listen to and follow instruction from others. 	<ul style="list-style-type: none"> Communicate and work collaboratively with others consistently. Confidently leads a small group work up or activity. Works with off-tasking lessons. Listen to and respond to feedback from others. Provide feedback that makes others to improve and make further progress. Engage with all activities even when challenging. 	<ul style="list-style-type: none"> Volunteers to take on leadership roles and responsibilities. Needs little support when giving or offering assistance, the rules and expectations for a range of activities. Provides constructive feedback with the 'what, what, well and how, better?' structure. Self-regulate emotions and encourage others to do the same in challenging situations. Supports others in the lesson. 	<ul style="list-style-type: none"> Consistently works independently and willingly without the need for teacher's constant support. Take the initiative to lead in situations that is appropriate without necessarily being designated as so. Actively motivate and encourage. Also communicate. Demonstrate participation.

alive We can contribute
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PROGRESS

You progress through each strand of Me in PE by sections, starting with beginning, developing, secure and then exceeding.

Cognitive Me

The cognitive domain refers to tactics, mental capacity, decision making and analysis/evaluative skills.

Beginning (1,2)	Developing (3,4)	Secure (5,6)	Advanced (7,8) Advanced + (9)
<ul style="list-style-type: none"> • Applies simple fundamental movement skills in an activity. • Uses simple tactics, strategies and ideas. • Outlines what is good and what needs improving in a performance. • Organises equipment and communicates instructions to others. • Takes risks and learns from mistakes. • Follows simple rules/instructions in physical activity. 	<ul style="list-style-type: none"> • Compares performances identifying strengths and areas for improvement. • Makes suggestions on how to improve their own and others' performances. • Confidently leads small group activities. • Makes informed choices about engaging in physical activity. • Suggests ways of making an activity more challenging. • Makes connections between different ideas and concepts. 	<ul style="list-style-type: none"> • Analyses own performance as well as others and can create a plan to improve. • Suggests how different tactics and ideas can be applied in different activities. • Demonstrates levels of imagination and creativity in performances. • Suggests alternative ways to solve problems. • Reflects and acts on feedback. • Compares performances against previous ones and demonstrates improvements. 	<ul style="list-style-type: none"> • Uses and adapts advanced tactics, rules and ideas in different situations. • Reflects on choices made outlining what worked well, what could have been better and why. • Demonstrates effective decision making, particularly in pressurised situations. • Plans how to make an activity harder to provide challenge. • Sets clear goals and SMART targets and can evaluate progress towards them.

Physical Me

The physical domain refers to the physical literacy and development of fundamental movements of the body.

Beginning (1,2)	Developing (3,4)	Secure (5,6)	Advanced (7,8) Advanced + (9)
<ul style="list-style-type: none"> • Uses fundamental simple skills such as throwing, catching, running with some control and success. • Demonstrates a skill/movement when assisted or through instruction. • Performs simple skills in isolation with some control and accuracy. 	<ul style="list-style-type: none"> • Demonstrates simple skills in more competitive situations (conditioned practices) with control and accuracy. • Chooses, links and combines skills with control and coordination. • Applies fundamental movement skills with some success across a range of different activities. • Applies simple tactics to activities and games. 	<ul style="list-style-type: none"> • Performs more complex skills with control, accuracy and fluency. Understands the concept of ACEFACE in demonstrating a skilful performance. • Changes tactics, strategies and skills to suit changing competitive situations. • Able to choose, link and combine skills and techniques in different situations. • Demonstrates accurate and fluent skills and techniques. 	<ul style="list-style-type: none"> • Chooses, links and combines advanced skills and techniques in a range of situations with exceptional control and coordination. • Changes skills to suit different situations having a highly influential effect in competitive situations. • Accesses a range of extra-curricular/community opportunities to extend and develop skills and techniques.



Healthy Me

The healthy domain refers to the choosing of healthy behaviours and attitudes which contributes to the development of a healthy, active lifestyle.



Beginning (1,2)	Developing (3,4)	Secure (5,6)	Advanced (7,8) Advanced + (9)
<ul style="list-style-type: none"> • Completes short periods of exercise and can sustain effort in an activity for a short time without stopping. • Is organised with the correct kit for the lessons. • Describes the effects of exercise on the body and can explain why warm-ups are important. • Can perform warm up independently as well as part of a group. 	<ul style="list-style-type: none"> • Can remain active for longer periods of time. • Participates in extra-curricular activities. • Understands why it is important to exercise regularly. • Identifies a range of components of fitness needed to be successful and can demonstrate development in at least 2. 	<ul style="list-style-type: none"> • Is committed and participates in a wide variety of extra-curricular activities and competitive teams. • Understands and demonstrates the short- and long-term effects of exercise and how they contribute to a health, active lifestyle. • Shows an understanding of how to improve health and fitness. • Explains the importance of a balanced lifestyle and the contribution of exercise and nutrition towards it. • Promotes active, healthy lifestyle habits. 	<ul style="list-style-type: none"> • Makes appropriate decisions and chooses to attend community clubs in own time. • Demonstrates resilience and physical fitness by remaining active for sustained periods of time promoting health and fitness. • Understands and uses the principles of training to improve fitness. • Applies understanding of health and fitness by participating in sustained physical activity within and outside of school. • Supports and encourages others to choose healthy behaviours.

Social Me

The social domain refers to communication, teamwork, behaviour and leadership.

Beginning (1,2)	Developing (3,4)	Secure (5,6)	Advanced (7,8) Advanced + (9)
<ul style="list-style-type: none"> • Works cooperatively with others during lessons. • Communicates what is good about a performance to others. • Can follow simple rules in an activity. • Controls own behaviour during PE lessons. • Demonstrates a positive attitude to learning. • Listens to and follows instructions from others. 	<ul style="list-style-type: none"> • Communicates and works collaboratively with others consistently. • Confidently leads a small group warm up or activity. • Assists with officiating in lessons. • Listens to and responds to feedback from others. Provides feedback that enables others to improve and make further progress. • Engages with all activities even when challenging. • Demonstrates fair play, justice and respect and supports other students in the class. • Demonstrates self-control and responsibility. • Controls feelings when winning or losing. 	<ul style="list-style-type: none"> • Volunteers to take on leadership roles and responsibilities. • Needs little support when organising or officiating, is secure in the rules and expectations for a range of activities. • Provides constructive feedback with the 'what went well' and 'even better if' structure. • Self-regulates emotions and encourages others to do the same in challenging situations. • Supports others in their learning and recognises neurodiversity. • Demonstrates high regard for rules and etiquette in competitive games and situations. • Maintains effort even when things are difficult. 	<ul style="list-style-type: none"> • Consistently works independently and interdependently without the need for teacher's continual input. • Takes the initiative to lead in situations that is appropriate without necessarily being designated as so. • Actively motivates and encourages Alive values in others as well as consistently demonstrating them themselves. • Demonstrates positivity and positive learning behaviours when participating.

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	Summative baseline testing on fundamental movement skills. Students are assessed on four strands against criteria. The four strands of 'Me in PE' are: Cognitive, Physical, Healthy and Social. Students have different assessments depending on the activity they are doing. Over the year students will cover, and be assessed in, all of the following curriculum strands; outwitting opponents, identifying and solving problems, accurate replication, exploring and communicating ideas, performing and maximum levels and exercising safely and effectively. Each class will be on a different activity depending on the facility they are in.	Students will be formatively assessed using a range of techniques including; observation, questioning, discussion, peer/self assessment and think-pair-share activities. Students will have a summative assessment before each data drop and their progress over the unit of work will be compared to criteria for each of the assessment strands of Me in PE (Cognitive, Physical, Healthy and Social). Students will have a copy of their Me in PE grid so that they understand what they need to do to improve and make further progress in each strand.
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