Glasgow CITY COUNCIL

Physical Education
Physical Activity
School Sport

PEPASS

together inspiring success

Have you thought about the connection to and impact on other areas of learning through PE?

Mental, Emotional, Social, Physical (MESP)

Safe
Healthy
Achieving
Nurtured
Active
Respected
Responsible
Included

I am aware of and able to express my feelings and am developing the ability to talk about them.
HWB 0/1/2/3/4-01a

By applying knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.
HWB 2-30a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
HWB 0/1/2/3/4-02a

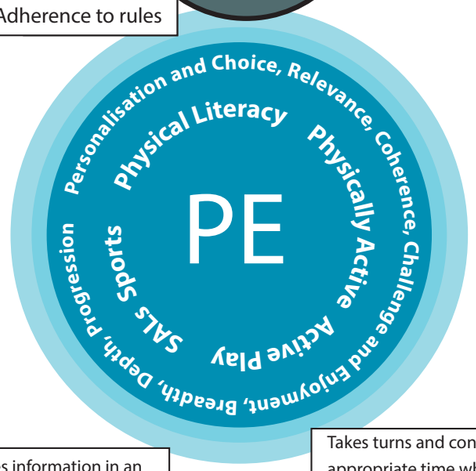
I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.
HWB 0/1/2/3/4-15a

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.
HWB 0/1/2/3/4-10a

Source
(Links to Curriculum for Excellence Experiences & Outcomes)

School & Beyond

Life-long participation
Competition
Healthy active habits
Fair play
Teamwork
Honesty
Respect for themselves and others
Adherence to rules



Source
(Links to Glasgow Counts Progression Pathway)

Maths & Numeracy

Data Handling & Analysis – know the most effective way to gather data for a particular purpose

Time – express time in a variety of formats

Angles & Symmetry – Know quarter, half, full turns clockwise & anti-clockwise

Numeracy – copy and count movement

2D and 3D shape – know properties of 2D and 3D shapes

Measurement – Length; measure and estimate distance

Transformation – Use the language of direction to describe and direct

Other curricular areas

Skills in Technologies
-Curiosity and problem-solving, a capacity to work with others and take initiative
-Critical thinking through exploration and discovery within a range of learning contexts

Source
(Links to Curriculum for Excellence principles & practice)

Skills in Sciences
Inquiry and investigative skills
-ask questions and hypothesise
-plan and design procedures
-use practical analytical techniques
-review and evaluate results to identify limitations and improvements
Analytical thinking skills
-being open to new ideas, linking and applying learning
-thinking creatively and critically
-making predictions, generalisations and deductions

Expressive Arts
-be creative and express themselves in different ways
-develop important skills, both those specific to the expressive arts and those which are transferable
-experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation

Skills in Social Studies
-observing, describing and recording
-comparing and contrasting to draw valid conclusions
-interacting with others and developing an awareness of self and others
-developing and using maps in a variety of contexts

Outdoors

Exploration of environment
Exploration of own abilities
Agility
Interest and intrigue
Balance
Greater access
Assessing risk
Imagination
Coordination

Literacy

Organises information in an appropriate way
Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts
Shows respect for the views of others and offers own viewpoints
Creates texts for a range of purposes and audiences
Uses knowledge of sight vocabulary/tricky words to read words in context
Builds on the contributions of others, e.g. by asking or answering questions, clarifying points or supporting others' opinions or ideas
Recognises common words in texts

Source
(Links to Education Scotland draft benchmarks in Literacy & English)