Physical Education Intent – Five Year Plan

Dixons Broadgreen Academy PE department instilled a love for lifelong participation of physical activity by developing students overall physical confidence:

- Develop their knowledge and implementation of rules, strategies and tactics
    - Know what – declarative knowledge
- Motor competence – knowledge and range of movements that become increasingly sport and physical activity specific.
    - Show how – procedural knowledge
- Healthy participation – Character development and knowledge of safe and effective participation.
    - Grow – Know when and why - conditional knowledge

A conceptual approach is used to offer students an alternative to the traditional sport and skill development approach to the PE curriculum. The sport and physical acitivty now become the vehicle by which concepts are delivered and developed. Physical activity remains at the heart of all lessons. However, the concepts allow students an opportunity to engage in relevant and meaningful learning that can build a stronger connection with PE and life long participation.

Note – Two main concepts will be thread through all cycles: -

- Resilience – Students will develop an understanding of the term 'resillience' and be encouraged to demonstrate this concept in PE and other aspects of school life.
- Decision making – Students will identify the problems, collaborate and plan possible solutions. Students will develop their understanding of how to learn from the past and make better choices that will lead to more effective or consistent outcomes.

Five Year Plan

Year 7 – Core PE – Exploring motor competence			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	Confidence	Motor Competence	Motor competence
Skills	Students will understand what confidence is and work on building and improving confidence through participation in Sport and physical activity. Students will focus on developing such characteristics as confidence, self-organisation, diligence, courage and kindness. Boys – Basketball, Swimming, Pickleball, Football Girls – Football, Swimming, Pickleball/Table Tennis, dance	Students will understand how PE can develop their competence across a wide variety of activities. Students will develop their motor competence through a variety of team and individual sports. Developing on from cycle 1 student will focus on developing such characteristics as resilience and perseverance. Boys – Table Tennis, HRF, Badminton, Dance, Swimming. Girls – Swimming, Basketball, HRF, Netball/handball	Students will understand how PE can develop their competence across a wide variety of activities. Developing on from cycle 1 and 2 students will focus on developing such characteristics as ambition, reflection and determination. Boys –Athletics, Striking & Fielding, Handball, Swimming. Girls – Swimming, athletics, striking and fielding, Badminton
Progression	Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.

Link to BTEC TECH SPORT: Y7 PE introduces students to the skills, knowledge and behaviours needed for BTEC Sport, including teamwork, communication, fitness, performance improvement, and understanding how sport helps develop confidence and resilience.	Learn and use key sporting words and rules. Take part in activities that help develop confidence and practical skills. Understand why warm-ups and cool-downs are important. Begin to reflect on performances and identify ways to improve	Learn about different types of sport and training. Develop skills through a range of team and individual activities. Understand how practice helps improve performance. Continue to use sport-specific vocabulary and apply it in lessons.	Understand how determination and reflection can help improve performance. Learn about personal fitness and the skills needed for different sports. Apply skills in competitive situations and challenges. Recognise the importance of warm-ups, cool-downs and safe participation
Year 8 – Core PE - Exploring Personal Development			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	Knowledge and Understanding	Communication	Intrapersonal Skills
Skills	Students will gain an understanding of physical, mental and social benefits through participation in physical activity. Students will focus on characteristics such as curiosity, diligence, and perseverance. Boys – Basketball, Swimming, Pickleball, Football Girls – Football, Swimming, Pickleball/Table Tennis,	Students will understand a range of verbal, non-verbal communication techniques, conflict resolution and develop an understanding of providing and receiving feedback through a variety of team and individual sports. Students will focus on developing such characteristics as teamwork, Prudence, respect and self-organisation. Boys – Table Tennis, HRF, Badminton, Dance, Swimming. Girls – Swimming, Basketball, HRF, Netball/handball	Students will begin to reflect their own behaviour, understand how to demonstrate patience, cope with pressure and what constitutes a good work ethic. Students will focus on characteristics such as kindness, reflection, prudence and justice. Boys –Athletics, Striking & Fielding, Handball , Swimming. Girls – Swimming, athletics, striking and fielding, Badminton
Progression	Introduce advanced skills - lay-up, spin, smash – pull, smash. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	Develop advanced skills – Smash – pull, patterns of play in Badminton, working at higher intensities. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	Develop advanced skills – Drive phase, jump shot (HB), pacing. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.
Link to BTEC TECH SPORT: Y8 PE helps students develop the knowledge, skills and personal qualities needed for BTEC Sport. Students learn about the benefits of physical activity, communication,	Learn about the physical, mental and social benefits of taking part in sport and physical activity. Use key sporting vocabulary during lessons. Develop curiosity, perseverance and a positive attitude to learning. Understand the importance of fitness and healthy lifestyles.	Develop effective communication skills through team and individual activities. Learn how to give and receive feedback to help improve performance. Build teamwork, respect and self-organisation skills.	Reflect on personal performance and behaviour in sport. Develop patience, determination and a strong work ethic. Learn how to cope with challenges and perform under pressure. Understand how personal qualities can support success in physical activity

teamwork, fitness and performance improvement. They also develop important employability skills such as leadership, organisation, resilience and self-reflection, which are key areas studied in BTEC Sport.		Understand how communication can affect success in sport	
Year 9 – Core PE – Exploring Character Development			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	Emotional Intelligence	Sporting Values	Power of positivity
Skills	Students will develop their understanding of how to recognise, express and regulate emotions through a variety of team and individual sports. Students will focus on characteristics such as respect, reflection and growth mind set. Boys – Basketball, Swimming, Pickleball, Football Girls – Football, Swimming, Pickleball/Table Tennis,	Students will learn how to demonstrate respect and fair play in sport and sporting etiquette. Students will focus on characteristics such as justice, curiosity, resilience and prudence. Boys – Table Tennis, HRF, Badminton, Swimming. Girls – Swimming, Basketball, HRF, Netball/handball	Students will develop their understanding of perspective, how to handle criticism and the importance of a positive attitude. Students will focus on characteristics such as growth mind set, perseverance, courage and ambition. Boys –Athletics, Striking & Fielding, Handball , Swimming. Girls – Swimming, athletics, striking and fielding, Badminton
Progression	The use of sport specific strategies and tactics and how they effect in game decisions. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	The use of sport specific strategies and tactics and how they effect in game decisions. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	The use of sport specific strategies and tactics and how they effect in game decisions. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.
Link to BTEC TECH SPORT: Y9 PE helps students develop the knowledge, skills and personal qualities needed for BTEC Sport. Students learn how emotions, attitudes and sporting values can influence performance, while continuing to build teamwork, communication and leadership skills. They also develop resilience, self-reflection and the	Learn how emotions can affect performance in sport and physical activity. Use sport-specific vocabulary, tactics and strategies during lessons. Develop respect, self-reflection and a growth mindset. Understand how making good decisions can improve performance	Learn the importance of respect, fair play and positive sporting behaviour. Develop resilience and good decision-making in competitive situations. Apply tactics and strategies to improve individual and team performance. Recognise the values that help people succeed in sport and everyday life	Understand the power of positive thinking and self-belief in sport. Learn how to respond positively to feedback and challenges. Develop perseverance, ambition and courage when faced with difficult tasks. Use sport-specific tactics and strategies to improve performance under pressure

ability to apply tactics and strategies, preparing them for future study of sports performance, fitness, coaching and personal development in BTEC Sport.			
Year 10 – Core PE – Exploring leadership and performance			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	Effective teams	Attitude and behaviours	Health and Well-being
Skills	Application of knowledge and skills in a performance. Students will develop their understanding of different role within sports, embrace collaborations, communications and understand conflict resolution. Students will focus on characteristics such as teamwork, diligence, self-organisation and ambition. Rotation - Pickleball, Fitness, Dodgeball, Dance	Application of knowledge and skills in a performance. Students will understand what the importance of positive attitude, honesty, commitment and positivity and how this can affect themselves and others around them. Students will focus on characteristics such as prudence, integrity and perseverance. Rotation - Football, Fitness, Badminton, Basketball.	Application of knowledge and skills in a performance. Students will develop and understanding of social and mental health and the importance activity plays in day-to-day life. Students will focus on characteristics such as kindness, reflection and ambition. Rotation – Striking and fielding, Handball, Netball, Athletics When summer exams start student are given a choice of topic areas in activities.
Progression	Applying the 3 pillars consistently in a performance. Demonstrating character development within PE and whole school.	Applying the 3 pillars consistently in a performance. Demonstrating character development within PE and whole school.	Applying the 3 pillars consistently in a performance. Demonstrating character development within PE and whole school.
Link to BTEC TECH SPORT: Year 10 PE supports many of the key areas studied in BTEC Tech Award in Sport. Students develop practical performance skills while improving teamwork, communication, leadership and self-management. They also explore how attitudes, behaviours and health influence sporting performance and participation. These experiences help prepare students for BTEC Sport units focused on performance, personal	Learn how effective teams work and why different roles are important in sport. Develop communication, collaboration and problem-solving skills during performance Build teamwork, self-organisation, diligence and ambition. Apply skills and knowledge consistently in a range of sporting activities.	Understand how positive attitudes and behaviours can influence performance and relationships. Develop perseverance, integrity and responsibility through sport. Apply feedback to improve individual and team performance. Demonstrate commitment and resilience in challenging situations.	Learn about the importance of physical, mental and social well-being. Understand how regular physical activity supports a healthy lifestyle. Develop kindness, reflection and ambition through participation in sport. Make informed choices about physical activity and personal health.

development, fitness and working effectively with others in sport and physical activity.			
Year 11 – Core PE – Being active for life			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Fulfilling potential**	**Engagement Post 16**	**Remaining Active**
Skills	Application of knowledge and skills in a performance. Students will understand the term employability and demonstrate skills such as managing time, teamwork and communications and commitment to development.	Application of knowledge and skills in a performance. Students will develop and understanding the roles of competition and being socially active and how it links to maintaining health and enjoyment. Students will focus on characteristics such as self-organisation, confidence, growth mindset and courage.	Application of knowledge and skills in a performance. Students will consider and reflect on personal habits to physical activity. Looking at different motivating factors that might work for them. Students will focus on characteristics such as reflection, determination and curiosity.
Progression	Applying the 3 pillars consistently in performance. Demonstrating character development within PE and whole school.	Applying the 3 pillars consistently in performance. Demonstrating character development within PE and whole school.	Applying the 3 pillars consistently in performance. Demonstrating character development within PE and whole school.
Link to BTEC TECH SPORT: Year 11 PE builds on the knowledge, skills and personal qualities developed throughout Key Stage 3 and 4. Students strengthen their understanding of employability skills, lifelong participation in sport and physical activity, and the importance of maintaining health and wellbeing. They continue to develop teamwork, communication, self-management and reflective skills, all of which are key components of success in the BTEC Tech Award in Sport and future sporting, educational and career pathways.	Develop skills that are important for education, employment and future careers. Learn how teamwork, communication and commitment contribute to success in sport and beyond. Apply knowledge and skills effectively in a range of sporting activities. Build confidence, responsibility and independence through participation.	Understand the benefits of staying physically active beyond school and into post-16 education or employment. Learn how sport and physical activity support health, wellbeing and enjoyment. Develop self-organisation, confidence, courage and a growth mindset. Apply skills and knowledge consistently in both individual and team activities.	Reflect on personal activity levels and identify ways to remain active throughout life. Understand the factors that motivate people to participate in physical activity. Develop determination, curiosity and self-reflection. Make informed choices about healthy and active lifestyles

Year 10 (BTEC TECH SPORT)			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Component 1: Preparing Participants to Take Part in Sport and Physical Activity** . Students will investigate the different types of sport and physical activity provision, including public, private and voluntary sectors. They will explore the needs of different participants, barriers to participation and methods to increase participation. Students will examine sports equipment, clothing and technology, evaluating their benefits and limitations. They will also learn how to plan, adapt and deliver effective warm-ups for different participants and activities in preparation for the Pearson Set Assignment.	**Completion of Component 1 Assessment. Introduction to Component 2: Taking Part and Improving Other Participants' Sporting Performance.** Students will explore the components of physical and skill-related fitness and understand how they contribute to successful sporting performance. They will analyse fitness requirements across different sports, investigate the roles and responsibilities of officials, and develop knowledge of rules and regulations. Students will begin planning and evaluating drills and conditioned practices designed to improve sporting performance.	**Component 2 Development and Practical Assessment Preparation.** Students will develop their ability to improve performance through demonstrations, teaching points, coaching feedback and the delivery of sport-specific drills. They will participate in practical sport, apply tactics and strategies in competitive situations, and prepare evidence for Component 2 assessment. Students will begin practical filming and collection of evidence for Component 2, including performance, officiating and coaching activities.
Skills	Recall and apply knowledge of different types of sports provision, including public, private and voluntary sectors. Identify barriers to participation and suggest suitable strategies to increase participation in sport and physical activity. Analyse the needs of different participant groups and justify suitable activities and provisions. Evaluate the use of sports equipment, clothing and technology in enhancing participation and performance. Plan, organise and lead warm-ups appropriate for different activities and participants. Develop research, presentation and communication skills when investigating participation in sport. Gather, select and present evidence in preparation for the Component 1 Pearson Set Assignment.	Apply Component 1 knowledge to vocational scenarios and assessment tasks. Develop understanding of the components of fitness and their impact on sporting performance. Identify fitness requirements for different sports and performers. Analyse strengths and areas for improvement in sporting performance. Develop knowledge of rules, regulations and officiating requirements across a range of sports. Plan practices and drills designed to develop specific skills and fitness components. Use sporting terminology accurately in written and verbal responses. Respond to exam-style and assessment-style questions using evidence and justification.	Demonstrate practical skills effectively within a chosen sport or activity. Plan and deliver drills to improve the performance of other participants. Apply coaching points, demonstrations and feedback to support skill development. Analyse performance strengths and weaknesses and suggest appropriate improvements. Develop leadership, communication and organisation skills when coaching others. Perform, officiate and coach within competitive and conditioned practices. Collect and present practical evidence for Component 2 assessment. Begin filming practical performances, coaching and officiating activities in line with assessment requirements. Reflect on performance and use feedback to improve future practice.

Progression	Move from recall knowledge to application in different scenarios. Develop understanding and application of participation and provision in sport.	Move from recall knowledge to applications and analysis Apply knowledge to assessment scenarios whilst developing knowledge of fitness and performance.	Apply physical training content to their strengths and weaknesses. Demonstrate practical performance, coaching and leadership skills through assessed Component 2 activities and practical evidence collection.
Link to FE	Introduction to vocational sport studies. Develops knowledge of sports participation, provision and barriers, providing a foundation for Level 3 BTEC Sport, A Level PE and sport-related careers such as coaching, leisure management and community sport development.	Develops understanding of fitness, performance and training methods that are explored further in Level 3 BTEC Sport and A Level PE. Builds analytical and evaluative skills required for external assessments and future sport science and coaching pathways.	Preparation for Level 3 practical and coursework-based study through coaching, performance analysis and leadership. Practical evidence collection and filming mirror the vocational assessment methods used in Post-16 Sport qualifications and support progression into coaching, fitness and sports development pathways.

Year 11 (BTEC TECH SPORT)			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Component 2: Taking Part and Improving Other Participants' Sporting Performance** Students will develop a detailed understanding of the components of fitness and their importance within a variety of sporting activities. They will explore the relationship between fitness and performance, examining how different sports place specific physical demands on performers. Students will investigate a range of fitness tests, including how they are carried out, the data they produce and how results can be used to identify strengths and areas for improvement. Alongside theoretical learning, students will continue to develop their practical performance, coaching and leadership skills. They will analyse performance within their chosen sport, provide feedback to others and use training methods and principles to support performance improvement.	**Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity** Students will develop an in-depth understanding of all components of fitness and how they contribute to successful sporting performance. They will study fitness testing, training methods and the principles of training, exploring how these can be used to improve performance for different participants. Students will learn how to interpret participant profiles and fitness data, identify areas for development and justify appropriate training recommendations. They will examine the body's short and long-term responses to exercise and understand how training programmes can be adapted to meet the needs of individuals. Students will begin applying their knowledge to vocational and exam-style scenarios.	**Component 3 Consolidation and Examination Preparation** Students will deepen their understanding of fitness, training methods, fitness testing and training principles through the application of knowledge to increasingly complex scenarios. They will evaluate training programmes, analyse participant needs and make justified recommendations to improve sporting performance. Students will develop confidence in responding to synoptic assessment tasks that require them to combine knowledge from across the course. Learning will focus on applying theoretical concepts to realistic sporting situations, using evidence to support decisions and demonstrating understanding through extended written responses.

Skills	Accurately identify, define and explain the components of fitness. Distinguish between physical and skill-related components of fitness and apply them to a range of sports. Select and carry out appropriate fitness tests, following correct procedures and recording results accurately. Interpret fitness test data to identify strengths and areas for improvement. Analyse the fitness requirements of different sports and physical activities. Apply training principles and methods to practical sporting situations. Communicate findings using appropriate sporting terminology. Demonstrate practical leadership, officiating and performance skills within a range of activities.	Apply knowledge of fitness components, fitness testing and training methods to vocational scenarios. Analyse participant profiles and identify suitable methods for improving performance. Interpret and evaluate fitness test results using evidence. Compare the effectiveness of different training methods for achieving specific goals. Explain the body's responses and adaptations to exercise and training. Make justified recommendations based on participant needs. Develop examination technique through structured written responses. Use accurate technical language when explaining sporting and fitness concepts.	Apply knowledge and understanding to unfamiliar sport and fitness scenarios. Evaluate training programmes and suggest modifications to improve effectiveness. Justify decisions using evidence from fitness testing, training principles and participant needs. Synthesize knowledge from across Components 2 and 3 when solving problems. Analyse strengths, weaknesses and barriers to performance. Demonstrate effective communication, leadership and coaching skills. Provide constructive feedback and evaluate the impact of coaching interventions. Reflect on personal performance and identify strategies for improvement. Complete practical performance, coaching and officiating tasks to an assessed standard. Produce and organise practical evidence for Component 2 assessment.
Progression	Develop knowledge of fitness, performance and practical improvement strategies, moving from understanding concepts to applying them within sport.	Apply knowledge of fitness testing, training methods and training principles to participant scenarios, developing analytical and evaluative skills.	Confidently synthesise knowledge from across the qualification to evaluate performance, justify training recommendations and respond effectively to external assessment tasks.
Link to FE	Develops the practical performance, coaching and leadership skills required for Level 3 BTEC Sport, A Level PE and sports coaching pathways.	Builds advanced knowledge of fitness, training and performance analysis, providing a strong foundation for Post-16 Sport, Exercise Science and Public Services courses	Develops the analytical, evaluative and application skills required for success in Level 3 qualifications, apprenticeships and careers within the sport, fitness and leisure industries.
Year 10 - BTEC TECH DANCE (Performing Arts)			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Component 1: Exploring the Performing Arts**	**Completion of Component 1 Assessment. Introduction to Component 2: Developing**	**Component 2 Development and Practical Assessment Preparation.**

	Students will investigate professional dance works, practitioners and performance styles. They will explore how choreographers, dancers and production teams contribute to successful performances. Students will analyse key features of different dance genres, including contemporary, street dance and musical theatre, while developing an understanding of the creative process used by professionals.	**Skills and Techniques in the Performing Arts.** Students will begin learning and reproducing professional dance repertoire, focusing on technical skills, physical performance, interpretative abilities and safe dance practice. Students will study rehearsal processes and begin documenting their progress through reflective logs.	Students will continue refining their technical and expressive performance skills through rehearsal and performance of repertoire. They will focus on performance quality, timing, spatial awareness, musicality and communication with an audience. Students will prepare practical evidence and complete assessment work for Component 2.
Skills	Identify and describe key features of professional dance works and styles. Investigate the roles and responsibilities of performers, choreographers and production staff. Use appropriate dance terminology when analysing performances. Compare different approaches to choreography and performance. Develop research, presentation and communication skills. Gather, organise and present evidence for the Pearson Set Assignment.	Develop technical dance skills including posture, coordination, balance and control. Accurately reproduce movement material from professional repertoire. Develop expressive and interpretative skills. Understand safe working practices and injury prevention. Maintain rehearsal logs and reflect on progress. Use feedback to improve performance quality.	Demonstrate technical accuracy and performance skills in practical assessments. Apply stylistic qualities appropriate to the chosen repertoire. Refine timing, rhythm and musicality. Evaluate personal strengths and areas for development. Respond positively to feedback and rehearsal targets. Prepare and present practical assessment evidence to an assessed standard.
Progression	Move from understanding and analysing professional performance to applying this knowledge in practical contexts. Develop investigative and evaluative skills through the study of professional works.	Progress from observation and analysis to practical application of dance techniques and repertoire. Develop reflective practice and independence within rehearsals.	Apply technical, expressive and evaluative skills within assessed performance work. Demonstrate increasing confidence, accuracy and creativity through rehearsal and performance.
Link to FE	Provides an introduction to vocational performing arts study through the exploration of professional practice, supporting progression to Level 3 Performing Arts, Dance and Musical Theatre courses.	Develops practical technique, rehearsal discipline and reflective practice required for Post-16 Dance and Performing Arts qualifications.	Builds performance experience, evaluative skills and professional working practices needed for further study and careers within the performing arts industry.

Year 11 - BTEC TECH DANCE (Performing Arts)			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Component 2: Developing Skills and Techniques in the Performing Arts** Students will consolidate and refine their performance skills	**Component 3: Responding to a Brief** Students will receive a Pearson-set brief and work collaboratively to develop a	**Component 3 Consolidation and External Assessment Preparation** Students will finalise and perform their completed

	through rehearsals and practical performance of selected dance repertoire. They will focus on technical competence, performance quality, stylistic interpretation and professionalism within rehearsals. Students will complete practical and written evidence for Component 2 assessment.	workshop performance. They will generate ideas, research stimuli, plan movement material and participate in creative decision-making. Students will explore choreography, rehearsal processes and performance preparation while responding to client requirements.	response to the Pearson-set brief. They will evaluate creative decisions, justify choreographic choices and reflect on the effectiveness of their final performance. Learning will focus on synoptic application of knowledge and skills developed throughout the qualification.
Skills	Perform repertoire with technical accuracy and confidence. Demonstrate effective use of body control, timing and coordination. Apply stylistic qualities appropriate to performance material. Respond to feedback to improve technical and expressive performance. Maintain accurate rehearsal records and evaluations. Complete Component 2 assessment requirements.	Interpret and respond creatively to a performance brief. Generate, develop and refine choreographic ideas. Work collaboratively with others during planning and rehearsals. Apply problem-solving and decision-making skills within creative tasks. Use rehearsal techniques to improve performance quality. Prepare supporting logs and process documentation.	Perform confidently within a group workshop performance. Evaluate the strengths and effectiveness of creative decisions. Justify choreographic and performance choices using appropriate terminology. Demonstrate communication, leadership and organisation skills. Apply knowledge from all components in a synoptic context. Reflect critically on the creative process and final outcomes.
Progression	Develop practical performance skills to an assessed standard, applying technical and interpretative knowledge consistently.	Move from performing existing repertoire to creating original responses to vocational briefs. Develop collaborative and creative problem-solving skills.	Confidently synthesise knowledge, understanding and practical skills from across the qualification to produce and evaluate a completed performance project.
Link to FE	Develops advanced performance, rehearsal and evaluative skills required for Level 3 Performing Arts, Dance, Musical Theatre and related vocational pathways.	Builds creative, collaborative and project-management skills valued within further education and the performing arts industry.	Prepares students for the demands of post-16 coursework, practical assessments, auditions and professional performance environments by developing independence, creativity and reflective practice.