

# Welcome everybody! While we wait to start.....

Please choose a picture that you think represents a facet of Physical Education. This could be curriculum, teaching and learning or outcomes etc. Can you explain your choice?





# High Quality Teaching of Physical Education

Alex Ogden  
Education Manager PE and School Sport

 [alex.ogden@yorkshiresport.org](mailto:alex.ogden@yorkshiresport.org)

 @AlexOgden25



# Welcome everybody! While we wait to start.....

Please choose a picture that you think represents an outcome for children through Physical Education. Can you explain your choice?



# Content of the session

- The Big Picture – PE, OFSTED and EIF
- Characteristics of a High Quality PE curriculum
- Ingredients of an outstanding PE lesson
- Final messages



**Justify your own curriculum**  
**Communicate WHY you are doing it**





## Quality of education

### Intent:

- Is a clear vision & purpose of PE understood, relevant & meaningful to students?
- Are students prepared for their future lives? (health, happiness & employability)
- Is social disadvantage addressed?
- Is the offer rich, varied and flexible?

### Implementation:

- Are individual student needs serviced?
- Is feedback given to help students progress?
- Is assessment used to inform teaching?
- Is teaching engaging, exciting and innovative?

### Impact:

- How do you capture holistic learning & progress?
- What have students learned?
- What is in place to support most disadvantaged & SEND?
- Are students ready for their next stage?

## Behaviour and attitudes

- Is the environment safe, calm & productive
- Are clear routines in place?
- Are all students motivated to learn and engaged?

## Personal development

- Do you support diverse aspects of life? (for example through school trips, visits & clubs)
- Do you connect with community clubs?
- Do you develop SMSC, Fundamental British values, promote equality & an inclusive environment?
- Do you develop character, confidence, resilience and mental health?
- Do all students know how to keep physically healthy & maintain an active lifestyle?
- Do most students engage in extra-curricular clubs?

## Leadership and management

- Is there a culture & ethos of physical activity?
- Do staff engage in wellbeing activities?
- Do parents and the community support your offer?
- Is appropriate safeguarding & risk assessment complete?

# PESSPA

**Physical  
Education**

**Physical  
Activity**

**School  
Sport**

**PHYSICAL LITERACY**



# KS1 PE Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

# KS1 PE Curriculum

Pupils should develop **fundamental movement** skills, become increasingly competent and confident and access a **broad range** of opportunities to extend their **agility, balance and coordination**, individually and with others. They should be able to engage in **competitive** (both against self and against others) and **co-operative** physical activities, in a range of increasingly **challenging** situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

# Key stage 2

Schools are not required by law to teach the example content in [square brackets].

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



# Key stage 2

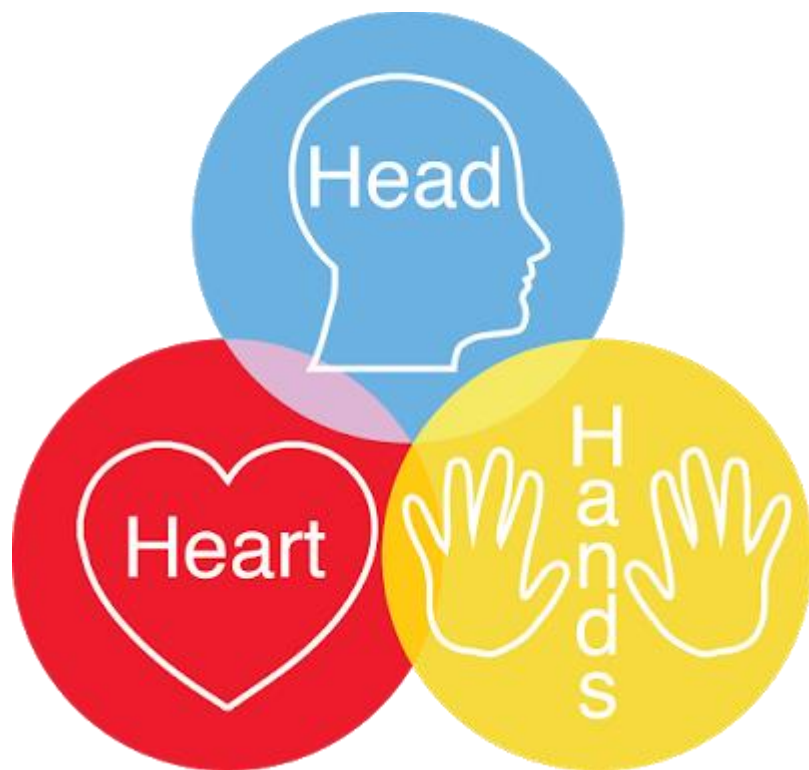
Schools are not required by law to teach the example content in [square brackets].

Pupils should continue to apply and develop a **broader range** of skills, learning how to use them in different ways and to **link** them to make actions and sequences of movement. They should enjoy **communicating, collaborating and competing** with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to **evaluate** and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play **competitive games, modified** where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

# Education through the Physical



afPE poster

pupil  PROGRESS

Assessment in PE

## Head



1. Knowledge
2. Understanding
3. Analysis
4. Feedback
5. Responsibility
6. Rules

## Heart



1. Communication
2. Leadership
3. Respect
4. Resilience
5. Effort
6. Confidence

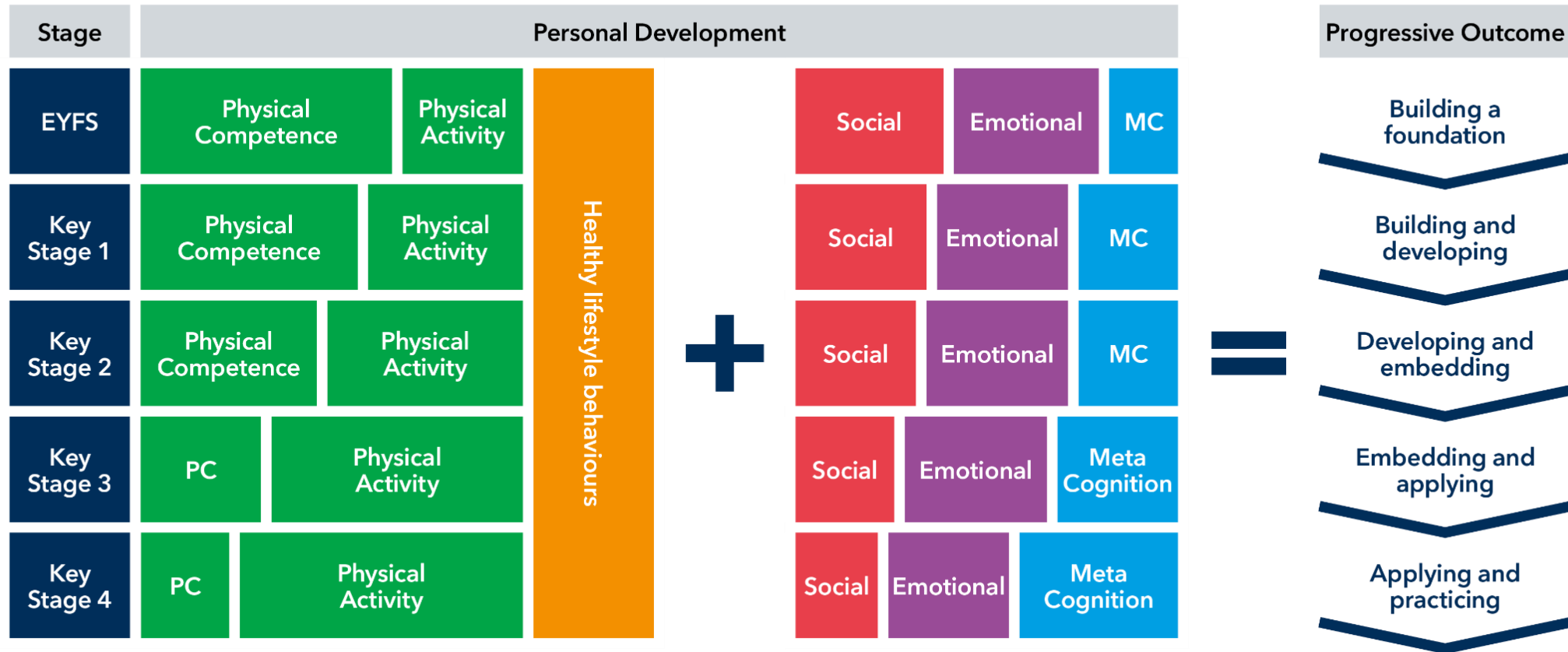
## Hands



1. Physical Ability
2. Fitness Levels
3. Competitive
4. Technique
5. Tactics
6. Problem Solving

Written by the PE community

# National Curriculum Blueprint





# Wellbeing through PE

## Intent

- Wellbeing learning outcomes

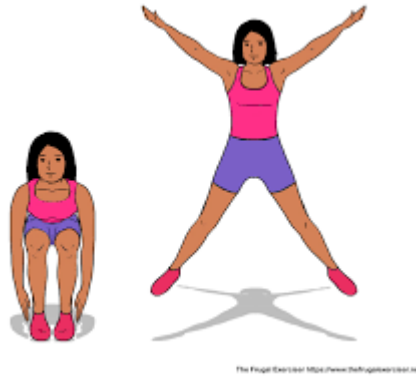
## Implementation

- Learning Environment
- Curriculum
- Pedagogy

## Impact

- Identify and use tools to gauge pupils subjective wellbeing

# Vowel =

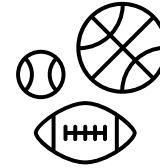


# Consonant =



# We love Physical Education!

# Ingredients of an outstanding PE lesson





# Other tips

- Arriving already changed-maximises time and promotes good preparation
- Use music to support engagement, behaviour and encourage movement. Music really does contribute positively to the atmosphere within lessons
- Environment- Be prepared and resourced. Use outside where possible but consider the physical environment i.e. the weather, is it safe for your task design? Are pupils able to learn at their optimum? Aiming for 100% engagement
- Subtle use of screen time/ footage for instant feedback
- Celebrate every single moment of success small or large!

# The Inclusion Spectrum

- **Open** - Everyone does the same activity with no adaptations to environment or equipment
- **Modified** - Everyone does the same activity but the rules/equipment/area are adapted to promote the inclusion of all individuals regardless of ability
- **Alternate/Separate** - planned different activity away from the main group for individual or group
- **Parallel** – working in ability groups at their own pace



# STTEP Principle



**SPACE** - reduce or increase the size of the learning space



**TIME** - allow for more or less time to complete the task



**TASK** - adapt the task to support the individual



**EQUIPMENT** - modify equipment to allow for greater success



**PEOPLE** - consider groupings e.g similar ability or role model to support tasks

@PEchurchprim1  
@NiallO7Brien





# Reflections

Please write in the chat box :

1. One thing that made you think
2. One thing you are going to find out more about
3. One immediate action that you will take away





# Final messages

- View the new EIF as an opportunity
- Focus on the needs of your pupils and staff – due diligence
- Move away from sport specific curriculums and focus on skill development and application
- Expose children to a range of activities
- A High Quality PE curriculum should align with your schools overarching curriculum philosophy.
- Be an advocate for PE – bend the ear of your senior leaders and governors to start a conversation around the whole school impact of PE
- Ensure the curriculum and lessons are as inclusive as possible
- Develop knowledge and awareness of your staff on High Quality approaches such as the STTEP principle and planning for wellbeing

# Resources



- [Definitions of PE, School Sport and Physical Activity](#)
- [Designing your curriculum](#)
- [Head, Heart and Hands](#)
- [High Quality PE outcomes](#)
- [Safe Practice in PE](#)

## [Primary PESSPA resources](#)

[#ThisIsPE](#)



Alex Ogden

**Development Manager Education and School Sport**

M: 07795 305791

W: [www.yorkshiresport.org](http://www.yorkshiresport.org)

E: alex.ogden@yorkshiresport.org



@AlexOgden25