



**Secondary Initial Teacher Education
PGCE Physical Education
Terms 1 & 2 Programme
2019**

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General Information

Lecturer/Academic Tutor contact details

- Liz Durden-Myers (e.durdenmyers@bathspa.ac.uk) Mobile: 07525 215749
- Lou Riddoch (l.riddoch@bathspa.ac.uk) Mobile: 07967 142474

Course Venues

- University-based Professional Studies (PS) sessions - Culverhay Campus, Rush Hill, BA2 2QL
- PE subject sessions - Norton Hill School, Midsomer Norton BA3 4AD
- Situated Learning sessions - Wellsway School, Keynsham BS31 1PH and Norton Hill School, Midsomer Norton BA3 4AD

Parking

- Parking at the Culverhay Campus and at both schools is for staff only. Please ensure you arrive in good time at all venues to access parking in the surrounding roads. Car shares are highly recommended.

Welcome

Many congratulations to all of you for gaining a place on the PGCE PE programme at Bath Spa University. This year we received over 150 applications for the PE course so do please value the exciting and challenging opportunity you have been given. A very warm welcome from both of us and we look forward to getting to know you and supporting you during your time at university and during your school placements.

This may well be the most challenging yet rewarding year of your life! As well as accessing support from us, you will undoubtedly be of huge support to each other. Your school training mentors will also play a key role in your success, helping you to develop and make progress during your time on placement.

We have high expectations and expect the very highest professional standards at all times. To that end we expect our students to be punctual, active participants who are conscientious and courteous at all times whether at university or on placement. In return you can also expect the highest of standards from your lecturing team with research and experience informed lectures and personalised support and mentorship that will help you grow into outstanding teachers.

We are proud to be part of the education and training of the next generation of teachers and we are excited by the journey you are about to embark upon. You have the potential to change the course of history by changing and informing the lives of hundreds of children. Not least by sharing your passion for physical education and promoting engagement in physical activity for life. We both wish you every success as you take on the challenges of your PGCE year and your subsequent career in Physical Education, inspiring the young people of the future.

Liz and Lou

Term One – Intended Learning Outcomes

By successful completion of Term 1, you will be able to:

1. Reflect on and develop your own teacher identity
2. Engage with a wide range of approaches to Teaching and Learning (T&L) – referred to as ‘pedagogy’
3. Consider some of the signature pedagogies around teaching Physical Education as a secondary school subject
4. Develop learning outcomes, activities and assessment strategies that support pupil progress within a lesson (and later on, over a series of lessons)
5. Begin to identify how you might evidence your practice against the Teachers’ Standards
6. Critically reflect on appropriate literature and scholarship to inform your practice as you conduct your research for Assignment 1
7. Be fully prepared to undertake your first teaching placement (AP1)

Assessment

The course is assessed formatively and summatively against two sets of standards:

1. The Teachers' Standards outlined by The Department for Education and Skills (DfES)
2. Level 6 and 7 criteria for Masters Level assignments outlined in the Assignment Handbook

QTS Assessment

Your progress against the Teacher Standards will be summatively assessed at 4 strategic points throughout the year through Training Assessment Forms (TAFs) which can be found on your online Professional Learning Practice Portfolio or 'PLPP' (Abyasa Pro).

- TAF 1 - November 2019
- TAF 2 - December 2019
- TAF 3 - March/April 2020
- TAF 4 – June 2020

Meeting the requirements laid out in these standards will result in you being awarded Qualified Teacher Status (QTS).

A summary of the Teacher Standards can be found below:

- S1: Set high expectations, which inspire, motivate and challenge pupils
- S2: Promote good progress and outcomes by pupils
- S3: Demonstrate good subject and curriculum knowledge
- S4: Plan and teach well-structured Lessons
- S5: Adapt teaching to respond to the strengths and needs of all pupils
- S6: Make accurate and productive use of assessment
- S7: Manage behavior effectively to ensure a good and safe learning environment
- S8: Fulfil wider professional responsibilities

PGCE Assessment

Your progress against Masters Level criteria will be summatively assessed via 3 Assignment submissions, described in detail in the Assignment Handbook. Meeting criterion 7.1 and 7.2 will result in you being awarded a Post Graduate Certificate in Education (PGCE), equating to 60 credits at M Level.

Within the Subject Studies element of Term 1, where pedagogy in Physical Education will be explored, assessment is formative and will include:

- Self-Assessment of Subject Knowledge development through updating of your Subject Knowledge Audit
- Peer and AT feedback from peer-teaching session
- Verbal feedback from AT during Subject Studies sessions
- Verbal feedback from teachers during Situated Learning teaching episodes

Key Texts / Recommended Reading

Physical Education

- Bailey, R. (2001). *Teaching physical education. A handbook for primary and secondary school teachers*. London: Kogan Page.
- Bailey, R. & Kirk, D. (Eds) (2008). *The Routledge physical education reader*. London: Routledge.
- Capel, S., & Whitehead, M. (Eds) (2013) *Debates in Physical Education*. Abingdon/Oxon: Routledge.
- Capel, S., & Whitehead, M. (Eds) (2013) *Learning to Teach PE in the Secondary School*. London: Routledge.
- Ennis, C. D. (2006) Curriculum: Forming and Reshaping the Vision of Physical Education in a High Need, Low Demand World of Schools. *Quest* Vol. 58, Iss. 1, p.41-59
- Frapwell, A. & Caldecott, S. (2011). *In Deep: Learning to Learn in Physical Education*. Leeds: Coachwise.
- Kirk, D. (2010) *Physical Education Futures*. New York: Routledge.
- Penney, D., Brooker, R., Hay, P. & Gillespie, L. (2009). Curriculum, pedagogy and assessment: Three message systems of schooling and dimensions of quality physical education. *Sport, Education and Society*, 14 (4), 421-442.

Physical Literacy

- Durden-Myers, E. J. (2018) *Physical Literacy A Guide for Educators*. Scholarly. UK.
- Whitehead, M. E. (Eds) (2010) *Physical Literacy: Throughout the Lifecourse*. London: Routledge.
- Whitehead, M. E. (Eds) (2019j) *Physical Literacy Across the World*. London: Routledge.

Assessment

- Assessment Reform Group (1999). *Assessment for learning: Beyond the black box*. University of Cambridge, Faculty of Education.
- Black, P. et al., (2002). *Inside the black box: assessment for learning in the classroom*. Kings College, London.
- Casbon, C., & Spackman, L. (2005). *Assessment for learning in physical education*. Leeds: Coachwise on behalf of Baalpe.

Coates, B. (2001). *Assessment. Planning for key stage 3 physical education*. Pearson Publishing.

Department for Education and Skills (2004). *Pedagogy and practice: Teaching and learning in secondary schools. Unit 12: assessment for learning*. DfES Publications.

Fautlet, M., & Savage, J. (2008). *Assessment for learning and teaching in secondary schools*. Exeter. Learning Matters.

Hay, P. & Penney, D. (2013) *Assessment in Physical Education: A sociocultural Perspective*. London, Routledge.

Inclusion

Association for Physical Education. (2007). *Every Child Matters: Measuring moments of progress and inclusive assessment in physical education*. Leeds: Coachwise.

You should also ensure that you regularly read other relevant educational literature such as the Times Education and the Guardian Education supplements along with any other subject specific reading lists, which have been provided.

PGCE Secondary PE Programme Overview

Term 1 weekly programme will be as follows:

Monday	University Professional Studies	Culverhay
Tuesday	School Professional Studies	PS School
Wednesday	Situated Learning	Wellsway/Norton Hill
Thursday	Subject Day	Norton Hill School
Friday	Directed Study or Subject Knowledge sessions	Various Venues

- Professional Studies activities are detailed in the Professional Studies Programme
- Some dates/activities may be subject to change due to circumstances beyond our control and additional sessions may be added as required. In addition, there may be occasions when the BET and/or WWA, and/or School Direct programme may vary.
- Detailed timings for each day can be accessed via Google Calendar.

Date	Focus and Session	Location
Week 1 Induction 2-6 September		
Induction Week	Induction Programme Tues 3/Wed 4/Thurs 5 – PRP1 Tutorials (LR/LDM)	Newton Park Campus
Week 2 9-13 September		
Monday 9 Sept	UPS: SEND and Planning SEND in PE (LR) / Planning in PE (LDM)	Culverhay
Tuesday 10 Sept	SEND and Professional Studies	Newton Park
Wed 11 Sept	SEND ‘Immersion Day’ – visit local Special School (LR)	Threeways School
Thursday 12 Sept	Introduction to practical delivery through Netball (LR) Models-based Practice (LDM)	Norton Hill School
Friday 13 Sept	Supported Self- Study	
Week 3 16-20 September		
Monday 16 Sept	UPS: Differentiation and Behaviour Management Differentiation in PE (LR) Introduction to Teaching Hockey (Claire Westgate)	Culverhay Ralph Allen School
Tuesday 17 Sept	School-based Professional Studies	PS Schools
Wed 18 Sept	Situated Learning 1 (observing and supporting lessons)	Wellsway School or Norton Hill School
Thursday 19 Sept	Physical Literacy (LDM) Introduction to Teaching Rugby (Ian Smith)	Norton Hill School
Friday 20 Sept	Supported Self-Study	
Week 4 23-27 September	School-based Professional Studies	PS School

Week 5 30 - 4 October		
Monday 30 Sept	UPS: Continuous Assessment and Effective Feedback Assessment in PE (LDM) / Feedback in PE (LR)	Culverhay
Tuesday 1 Oct	School-based Professional Studies	PS Schools
Wednesday 2 Oct	Situated Learning 2 (observing/supporting & teaching warm ups)	Wellsway School or Norton Hill School
Thursday 3 Oct	Inclusion Festival Training (Beth Jones) Peer Teaching (LR/LDM)	Norton Hill School
Friday 4 Oct	Inclusion Festival (BJ/LR)	Bath University STV
Week 6 7-11 October		
Monday 7 Oct	UPS: Literacy & Numeracy AP1 Briefing and Assignment 2 Introduction	Culverhay
Tuesday 8 Oct	School-based Professional Studies	PS Schools
Wednesday 9 Oct	Situated Learning 3 (observing, supporting & teaching lessons)	Wellsway School or Norton Hill School
Thursday 10 Oct	Introduction to Teaching Dance (Debbie Morris) Peer Teaching (LR/LDM)	Norton Hill School
Friday 11 Oct	Introduction to Teaching Gymnastics (LR)	Kingdown School
Week 7 14-18 October	Observation/planning week in Schools Preparation for Assessed Phase 1	Placement School
Week 8 21 –25 October	Assessed Phase 1	Placement School
Week 9 28 – 1 November		
Monday 28 October	F.A. Secondary Teachers' Course PRP2 (LR/LDM)	Norton Hill School
Tuesday 29 Oct	Practical session (tbc) & Peer Teaching (LR/LDM) PRP2 (LR/LDM)	Norton Hill School
Wednesday 30 Oct	PRP2 (LR/LDM)	Culverhay
Thursday 30 and Friday 1	Directed Study Preparation for AP1	
Weeks 10-16 4/11-16/12	AP1 7 weeks	

PE Subject Sessions

Session Title/Venue	Planning to teach PE lessons - Culverhay
Day/Date/Time	Monday 9th September 2019 pm
Session leader	Liz Durden-Myers
Session overview	How to specifically plan a basic PE practical lesson to conform with National Curriculum requirements
Learning outcomes	<ul style="list-style-type: none"> ● To demonstrate your understanding of the importance of planning in PE ● To be able to begin planning a basic PE lesson and medium term plan ● To develop your confidence in using the planning proformas
Session content	<ul style="list-style-type: none"> ● Use of a prepared PowerPoint relating to PE planning issues ● Familiarisation with the BSU lesson planning template, also considering the medium term planning template ● Collaborative group work tasks ● Working with the current PE curriculum
Key Reading/Resources	Arthur, J. & Capel, S. (2015) <i>How Planning and Evaluation Support Effective Learning and Teaching</i> . In S. Capel and M. Whitehead (eds) <i>Learning to Teach Physical Education in the Secondary School</i> . Routledge. London.
Pre-session task	Research completed lesson plans and bring two or three examples to the session that you think are effective and appropriate be prepared to explain why.
Follow up study	To reflect on the content of at least one observed PE lesson to identify the effective elements of planning that were present within it
Link to PS	Planning sessions delivered in UPS and SPS
Specific Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	SEND in PE - Culverhay
Day/Date/Time	Monday 9th September 2019 pm
Session leader	Lou Riddoch
Session overview	This session will allow you to consider the specific issues of disability and special educational needs in PE lessons
Learning outcomes	<ul style="list-style-type: none"> ● to demonstrate your understanding of the needs of pupils with SEND in PE ● to develop some practical strategies to plan for an inclusive PE lesson ● to develop your confidence in planning for and delivering an inclusive PE lesson
Session content	<ul style="list-style-type: none"> ● Consideration of specific challenges when planning for pupils with SEND in PE lessons ● the use of the STEP principle in the teaching of PE ● the identification of the Inclusion Spectrum ● the use of a TA to support pupils with SEND in PE ● evidencing progress of pupils with SEND
Key Reading/Resources	<p>Bailey, R. (2001) <i>Teaching Physical Education. A Handbook for Primary & Secondary School Teachers</i> Ch 7 p117-p138</p> <p>Capel, S. & Piotrowski, S. (2000) <i>Issues in Physical Education</i> Routledge. Ch 3 p.49-p62</p>
Pre-session task	Preparation for the PS session on SEND
Follow up study	<p>Research Threeways School website http://www.threeways.co.uk/</p> <p>Research Fosse Way School website http://www.fossewayschool.co.uk/</p>
Link to PS	<p>SEND sessions delivered in UPS and SPS</p> <p>Visit to Threeways School</p>
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	SEND 'Immersion day' – Threeways School, Bath
Day/Date/Time	Wednesday 11 th September 2019 (all day)
Session leader	Lou Riddoch, Matt Knibbs and Specialised PE staff at Threeways
Session overview	This session will provide you with the opportunity to spend a day in a Special School with a particular focus on the teaching of PE
Learning outcomes	<ul style="list-style-type: none"> ● To develop an understanding of the needs of pupils with a range of SEND and how they learn ● To develop some practical strategies to support the pupils and overcome barriers to learning ● To develop the confidence to communicate with and support pupils with SEND to maximise their potential
Session content	<p>BSTs will have a tour of the campus and meet many of the staff and pupils within the school.</p> <p>There will be the opportunity to observe PE lessons and to support and work with small groups as required. Opportunities may arise to lead part of a lesson.</p>
Key Reading/Resources	Bailey, R. (2001). <i>Teaching physical education. A handbook for primary and secondary school teachers</i> . Chapter 7 p118-124
Pre-session task	Research Threeways School website http://www.threeways.co.uk/
Follow up study	Reflection and evaluation of all aspects of this day following the plenary session at the end of the school day
Link to PS	The specific topic area to be covered in SPS and UPS for this week
Specific Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Introduction to practical delivery through Netball – Norton Hill
Day/Date/Time	Thursday 12 th September 2019 am
Session leader	Lou Riddoch
Session overview	This session will provide you with the opportunity to explore the principles of practical delivery through netball
Learning outcomes	<ul style="list-style-type: none"> ● To identify practical strategies to ensure a safe and effective teaching environment ● To identify strategies to motivate and inspire pupils within lessons ● To identify the use of questioning to develop pupils' knowledge and understanding
Session content	Delivery of a sample lesson - use of a single and double drive to outwit an opponent in order to receive a pass. BSTs identify 'top tips' that contribute to the delivery of an outstanding PE lesson
Key Reading/Resources	Capel, S & Whitehead, M (2010) Physical Education in the Secondary School. Chapter 6 (Lesson Organisation & Management)
Pre-session task	List every possible factor that could contribute to the delivery of an 'outstanding' PE lesson. Rank order the top 5 factors. Bring to the session.
Follow up study	Create your own 'top tips' sheet for teaching an 'outstanding' PE lesson
Link to PS	Planning lessons (PS & subject specific sessions)
Specific Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Models Based Practice - Norton Hill School
Day/Date/Time	Thursday 12 th September 2019
Session leader	Liz Durden-Myers
Session overview	This session will provide you with an overview of a range of models based practice.
Learning outcomes	<ul style="list-style-type: none"> ● Demonstrate your understanding what models based practice are and how to use them in practice. ● Be able to plan and deliver PE units of work, lessons and episodes that utilise models based practice. ● Develop your confidence in using models based practice within your teaching
Session content	<ul style="list-style-type: none"> ● Overview of models based practice (theory / group work) <ul style="list-style-type: none"> ○ Teaching Games for Understanding ○ Sport Education ○ Health Based Physical Education ○ Cooperative learning ● Plan a range of lesson episodes that exemplify how to use this model in practice. (group / theory) ● Practice delivering lessons using models based practice (practical)
Key Reading/Resources	Casey, A., 2014. Models-based practice: great white hope or white elephant? <i>Physical Education and Sport Pedagogy</i> , 19 (1), pp. 18 - 34.
Pre-session task	Read Casey (2014) Familiarise yourself with the four models identified (TGfU, Sport Education, HBPE and Cooperative Learning)
Follow up study	Each group to provide a one page overview of the model and provide one full lesson plan of the model used in practice. Share this work on the shared google drive.
Link to PS	<ul style="list-style-type: none"> ● Know of and how to select an appropriate teaching approach (including the use of models based practice) when planning physical education.
Specific Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Differentiation in PE – Culverhay									
Day/Date/Time	Monday 16 th September 2019 pm									
Session leader	Lou Riddoch									
Session overview	This session will provide you with the opportunity to explore ways in which differentiation can be used within PE to ensure all pupils make progress									
Learning outcomes	<ul style="list-style-type: none"> ● Demonstrate your understanding of the different methods of differentiation that can be employed ● Explore examples of how you can incorporate differentiation into your planning and teaching ● Develop your confidence in utilising differentiation to ensure all pupils make progress in your lessons 									
Session content	<p>During the session the following methods of differentiation will be considered:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">by task</td> <td style="text-align: center;">by resources</td> <td style="text-align: center;">by assessment</td> </tr> <tr> <td style="text-align: center;">by outcome</td> <td style="text-align: center;">by pace</td> <td></td> </tr> <tr> <td style="text-align: center;">by grouping</td> <td style="text-align: center;">by questioning</td> <td></td> </tr> </table>	by task	by resources	by assessment	by outcome	by pace		by grouping	by questioning	
by task	by resources	by assessment								
by outcome	by pace									
by grouping	by questioning									
Key Reading/Resources	<p>Bailey, R. (2001) Teaching Physical Education p124-131 https://www.dawsonera.com/readonline/9781315042466 Grout, H & Long, G (2009) Improving Teaching & Learning in Physical Education p106-p113 https://www.dawsonera.com/readonline/9780335239641</p>									
Pre-session task	Preparation for the PS session on Differentiation									
Follow up study	Plan a lesson showing evidence of differentiation by outcome, grouping, task and resources									
Link to PS	PS topic for this week in SPS and UPS									
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities 									

Session Title/Venue	Situated Learning 1 – Wellsway/Norton Hill
Day/Date/Time	Wednesday 18 th September 2019 (all day)
Session leader	Lou Riddoch and Wellsway & Norton Hill School PE staff
Session overview	This session will provide you with the opportunity to spend the day working alongside members of the PE department, observing lessons and supporting individuals and groups of pupils as required
Learning outcomes	<ul style="list-style-type: none"> ● Develop an understanding of the workings of a PE department in a large secondary academy, with a particular focus on behaviour management and AfL ● Observe and support practical & theoretical PE lessons at KS3, KS4 & KS5 ● Identify and uphold the highest of professional standards, as required by the teaching profession
Session content	BSTs to observe teaching, supporting as appropriate and taking opportunities to work with small groups within the lessons. BSTs also to communicate with PE staff about plans for subsequent weeks
Key Reading/Resources	Capel, S. & Whitehead, M. (2010) <i>Learning to Teach PE in the Secondary School</i> Routledge. Ch 6 p96-p98 and Ch 8 p119- p131
Pre-session task	Research the appropriate website: https://www.wellswayschool.com/ http://www.nortonhillschool.com/
Follow up study	Reflection of observations with a particular focus on: <ul style="list-style-type: none"> ● the use of differentiation to allow all pupils to make progress ● behaviour management strategies and the use of the school's behaviour management policy
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Physical Literacy - Norton Hill School
Day/Date/Time	Thursday 19th September 2019
Session leader	Liz Durden-Myers
Session overview	This session will provide you with an overview of physical literacy
Learning outcomes	<ul style="list-style-type: none"> ● Develop your understanding and awareness of physical literacy ● Be able to consider aspects of physical literacy in your practical delivery. ● Develop your confidence in applying the principles of physical literacy within your practice.
Session content	Theoretical exploration of what physical literacy is and why it is important. Explore how the principles of physical literacy can inform your pedagogy, curriculum and assessment within physical education. Participate in a practical activity to put theory into practice (Multi-skills / fitness).
Key Reading/Resources	<p>Durden-Myers, E. J. & Whitehead, M. E. (2018) Operationalising Physical Literacy: Special Issue. <i>Journal of Teaching in Physical Education</i>. 37(3) pp. 234-236</p> <p>Durden-Myers, E. (2018) <i>Physical Literacy A Guide for Educators</i>. Scholarly, UK.</p> <p>Whitehead, M.E. (2010) <i>Physical Literacy Throughout the Lifecourse</i>. Routledge. London.</p>
Pre-session task	Research what physical literacy is visit the International Physical Literacy Association website (www.physical-literacy.org.uk) read a few blogs, write down the definition and visit sport wales (http://physicalliteracy.sportwales.org.uk/en/) and reflect on this with a paragraph of your thoughts on the concept.
Follow up study	Use the lesson reflection tool to periodically review and assess your lessons to determine whether you think they were holistic / balanced and created a positive learning environment.
Link to PS	Having an understanding and awareness of developments in the physical education profession enables you to become research informed teachers.
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Introduction to teaching Rugby
Day/Date/Time	Thursday 19th September 2019 pm
Session leader	Ian Smith (England Rugby)
Session overview	This session will provide you with an introduction to teaching Rugby at KS3
Learning outcomes	<ul style="list-style-type: none"> ● To identify practical strategies for teaching rugby lessons at KS3 with a particular focus on safety ● To identify strategies to motivate and inspire pupils to develop a passion for rugby ● To develop knowledge and understanding of the rules, regulations and etiquette of rugby
Session content	<ul style="list-style-type: none"> ● Coaching through APES and the Principles of Play ● Use of game Zones and Skill Zones (including Differentiation) ● Tackle (contact with the ground) ● Coaching through CARDS (developing players who are Creative, Aware, Resilient, Decision Makers and Self-Organisers)
Key Reading/Resources	World Rugby 'Rugby Ready' online course https://rugbyready.worldrugby.org/
Pre-session task	Research safe practice in the teaching of rugby in schools Complete Teacher Module of HEADCASE online course https://www.englandrugby.com/participation/playing/headcase
Follow up study	Recommend completion of: <ul style="list-style-type: none"> ● Rugby Ready Practical Course ● Quilter Kids First Rugby - Schools Course (Primary) ● Rugby Union in Secondary Schools Course
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Continuous Assessment in PE – Culverhay
Day/Date/Time	Monday 30 th September 2019 pm
Session leader	Liz Durden-Myers
Session overview	This session will provide you with a range of examples of how to make use of a range of assessment strategies within physical education.
Learning outcomes	<ul style="list-style-type: none"> ● Develop your understanding and awareness of a range of assessment strategies ● Be able to consider aspects of assessment in lessons and medium term planning ● Develop your confidence in applying a range of assessment strategies in your teaching practice
Session content	This session will provide you with a range of examples of how to specifically use assessment strategies within PE. The session will be structured in a workshop style where you will be able to explore a range of strategies and discuss how they relate to the assessment of or for learning.
Key Reading/Resources	<p>Newton, A. & Bowler, M. (2017) <i>Assessment for and of Learning in PE</i>. In S. Capel and M. Whitehead (eds) <i>Learning to Teach Physical Education in the Secondary School</i>. Routledge. London.</p> <p>Killingbeck, M. and Whitehead, M. (2017) <i>Observation in PE</i>. In S. Capel and M. Whitehead (eds) <i>Learning to Teach Physical Education in the Secondary School</i>. Routledge. London.</p>
Pre-session task	Read Newton and Bowler (2017) and summarise what effective assessment is in your own words.
Follow up study	Create an assessment for or of learning resource for students.
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Effective Feedback in PE – Culverhay
Day/Date/Time	Monday 30 th September 2019 pm
Session leader	Lou Riddoch
Session overview	This session will provide you with the opportunity to consider the use of effective feedback in PE
Learning outcomes	<ul style="list-style-type: none"> ● Develop your understanding and awareness of types of feedback ● Share some examples of the use of effective feedback in practical and theoretical PE lessons ● Develop your confidence in giving your own feedback to pupils and providing opportunities for peer feedback in your lessons
Session content	<ul style="list-style-type: none"> ● Consideration of the different types of feedback (positive/negative, descriptive/evaluative) ● The linking of feedback to the differentiated learning outcomes ● Examples of peer feedback
Key Reading/Resources	Capel, S. & Whitehead, M. (2010) <i>Learning to TEach PE in the Secondary School</i> Routledge. Ch 8 p129-p131 and Ch 10 p160-161
Pre-session task	Preparation for the PS session on Feedback
Follow up study	Create a peer feedback sheet for a chosen lesson/activity. Ensure it is linked to differentiated learning outcomes.
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title	Situated Learning 2 - Wellsway/Norton Hill
Day/Date/Time	Wednesday 2nd October 2019 (all day)
Session leader	Lou Riddoch and Wellsway & Norton Hill School PE staff
Session overview	This session will provide you with the opportunity to plan and deliver warm ups in all lessons.
Learning outcomes	<ul style="list-style-type: none"> ● Develop an understanding of the workings of a PE department in a large secondary academy, with a particular focus on continuous assessment & effective feedback ● Deliver the warm up at the start of all lessons and observe and support practical & theoretical PE lessons at KS3, KS4 & KS5 ● Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
Session content	BSTs to be prepared to lead warm ups in all lessons and to support as appropriate, taking opportunities to work with small groups within the lessons. BSTs to communicate with PE staff to finalise arrangements for teaching the following week
Key Reading/Resources	Capel, S. & Whitehead, M. (2010) <i>Learning to Teach PE in the Secondary School</i> Routledge. Ch8 p119-p133
Pre-session task	Plan a range of warm up activities suitable for all activities and ages, in preparation for delivering at the start of all lessons
Follow up study	Reflection of observations in WR with a particular focus on: <ul style="list-style-type: none"> ● the use of AfL strategies within lessons to facilitate pupil progress ● the effective use of feedback provided by teachers and the provision of opportunities for peer feedback
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Manage accurate and effective use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Peer teaching – Norton Hill
Day/Date/Time	Thursday 3rd October 2019 am
Session leader	BSTs
Session overview	This session provides you with the opportunity to deliver a 20 minute practical session to your peer group in a chosen activity
Learning outcomes	<ul style="list-style-type: none"> ● Display good knowledge and understanding of the process of planning a lesson, incorporating the use of differentiated learning outcomes ● Effectively deliver a 20 minute lesson in a chosen sport/activity ● Display an ability to inspire and motivate your peers
Session content	BSTs will plan and deliver a 20 minute practical session to 12 peers. The session will be filmed to provide you with the opportunity to review and evaluate the session. The sessions provide opportunities for subject knowledge development.
Key Reading/Resources	Capel, S & Whitehead, M (2010) <i>Learning To Teach Physical Education in the Secondary School</i> Routledge. Ch 3 p32-p41
Pre-session task	Create a lesson plan for your 20 minute session and include any additional resources required for the delivery of the lesson
Follow up study	Watch the video of your lesson and complete a self-evaluation, highlighting 'www' and 'ebi'
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Manage accurate and effective use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Inclusion Festival Training – Norton Hill
Day/Date/Time	Thursday 3 rd October 2019 pm
Session leader	Beth Jones (B&NES Sports Partnership Development Manager)
Session overview	This session will provide you with the training you require to deliver an Inclusion Festival to children from local primary and special schools
Learning outcomes	<ul style="list-style-type: none"> ● Work alongside peers to plan a ‘sporting festival’ for pupils with special needs ● Develop an understanding of the specific needs of pupils with special needs in a ‘sporting festival’ environment ● Develop the confidence to work with pupils with special needs to provide them with a one-off exceptional experience
Session content	<ul style="list-style-type: none"> ● Become familiar with the games of Boccia and New Age Curling ● Work in groups to plan a ‘circus’ of fun skill-based activities ● Plan the competition aspect of the festival ● Decide on specific roles (team managers, activity leaders, competition organisers etc)
Key Reading/Resources	<p>TOP Sportsability is a free online resource for schools and offers practical advice to teachers, learning support staff and other sports practitioners.</p> <p>Go to www.topsportsability.co.uk to register and get started for free.</p>
Pre-session task	Register with TOP Sportsability
Follow up study	Work with peers to ensure all plans are in place for the Festival. Produce any resources needed for the Festival.
Links to Teachers’ Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Manage accurate and effective use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Inclusion Festival – Bath University Sports Training Village
Day/Date/Time	Friday 4 th October 2019 (all day)
Session leader	Beth Jones/Lou Riddoch
Session overview	This is an opportunity for you to deliver a School Games event at Bath University Sports Training Village for local children with SEND
Learning outcomes	<ul style="list-style-type: none"> ● To deliver a sports festival based on Boccia and New Age Curling ● To develop knowledge and understanding of the specific needs of children with a variety of special needs in a practical environment ● To motivate and inspire the children to gain maximum benefit and enjoyment from this ‘one-off’ opportunity
Session content	<ul style="list-style-type: none"> ● Team managers will be allocated a group of 6 pupils from one school who they will be with throughout ● Whole group warm up to take place ● Circus of skills set up and delivered by activity leaders ● Competitions set up and led by competition organisers
Key Reading/Resources	School Games Website https://www.yourschoolgames.com/
Pre-session task	Research New Age Curling https://www.yourschoolgames.com/taking-part/our-sports/new-age-kurling/ Research Boccia https://www.yourschoolgames.com/taking-part/our-sports/boccia/
Follow up study	Write a reflective review of the Inclusion Festival experience in your Weekly Review
Links to Teachers’ Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Manage accurate and effective use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Situated Learning 3 at Wellsway/Norton Hill
Day/Date/Time	Wednesday 9 th October 2019 (all day)
Session leader	Lou Riddoch and Wellsway & Norton Hill School PE staff
Session overview	This session will provide you with the opportunity to plan and deliver full lessons in small groups
Learning outcomes	<ul style="list-style-type: none"> ● Develop an understanding of the workings of a PE department in a large secondary academy, with a particular focus on evidence of pupil progress ● Team teach 2 full lessons and observe and support practical & theoretical PE lessons at KS3, KS4 & KS5 ● Develop the confidence to take full control of a lesson and develop your own teacher identity
Session content	BSTs will team teach at least one lesson, having planned it thoroughly in communication with the class teacher. In all other lessons be proactive in leading warm ups, working with small groups and taking on officiating roles as required.
Key Reading/Resources	Dependent on the lesson/s that are being taught. Reference to planning presentation (Liz Durden-Myers)
Pre-session task	Communicate with class teachers. Work with peers to complete lesson plans and resources for appropriate lessons
Follow up study	Evaluate your lesson and reflect on it in your Weekly Review, identifying strengths and areas for development
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Manage accurate and effective use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Teaching Dance – Norton Hill
Day/Date/Time	Thursday 10 th October 2019 am
Session leader	Debbie Morris
Session overview	This session will provide you with an introduction to teaching Dance at KS3
Learning outcomes	<ul style="list-style-type: none"> ● To identify practical strategies for teaching Dance lessons at KS3 with a particular focus on student led choreography ● To identify strategies to motivate and inspire pupils to enjoy Dance ● To develop knowledge and understanding of the basic elements of Dance
Session content	<ul style="list-style-type: none"> ● How to structure a Dance ● How to develop Choreographic techniques involving music, stimulus and themes. ● Focussing on student led choreography ● Ways to improve student performance
Key Reading/Resources	BBC Bitesize & TES Dance Resources https://www.tes.com/resources/search/?q=dance%20ks3
Pre-session task	Attend the session with 3 varying themes for a Dance idea. Be prepared to discuss how you would develop the Dance
Follow up study	Write a critical reflection about your preparation for teaching Dance in school in your Weekly Review
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Manage accurate and effective use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Peer teaching – Norton Hill
Day/Date/Time	Thursday 10 th October 2019 pm
Session leader	BSTs
Session overview	This session provides you with the opportunity to deliver a 20 minute practical session to your peer group in a chosen activity
Learning outcomes	<ul style="list-style-type: none"> ● Display good knowledge and understanding of the process of planning a lesson, incorporating the use of differentiated learning outcomes ● Effectively deliver a 20 minute lesson in a chosen sport/activity ● Display an ability to inspire and motivate your peers
Session content	BSTs will plan and deliver a 20 minute practical session to 12 peers. The session will be filmed to provide you with the opportunity to review and evaluate the session. The sessions provide opportunities for subject knowledge development.
Key Reading/Resources	Capel, S & Whitehead, M (2010) <i>Learning To Teach Physical Education in the Secondary School</i> Routledge. Ch 3 p32-p41
Pre-session task	Create a lesson plan for your 20 minute session and include any additional resources required for the delivery of the lesson
Follow up study	Watch the video of your lesson and complete a self-evaluation, highlighting 'www' and 'ebi'
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Manage accurate and effective use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	Teaching Gymnastics – Kingdown School
Day/Date/Time	Friday 11th October 2019 (all day)
Session leader	Rosie Brown
Session overview	This session will provide you with the opportunity to develop your knowledge, understanding and experience of teaching Gymnastics at KS3
Learning outcomes	<ul style="list-style-type: none"> ● To identify practical strategies for teaching Gymnastics lessons at KS3 with a particular focus on safe practice ● To develop your confidence to deliver safe and inspiring Gymnastics lessons ● To develop knowledge and understanding of AfL techniques in the teaching of Gymnastics
Session content	<ul style="list-style-type: none"> ● Introduction: Introduction to safety points and warm up. ● Basic shapes: Tuck, pike, straddle, dish, arch, front support and back support. ● Connection/travel Skills: stepping, spinning, jumps, turns, leaps. ● Rolling/rotation Skills: log, forward, backward, cartwheel and teddy bear. ● Balance: points and patches, including headstand and handstand. Partner Balances and group balances. ● Flight: Introduction to flight, squat on/straddle on apparatus, squat through/straddle over and handsprings
Key Reading/Resources	Top Gymnastics Cards - Youth Sports Trust
Pre-session task	Research Safe Practice in the teaching of Gymnastics
Follow up study	Create a peer assessment sheet for use by a non-performer in a lesson of your choice.
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Manage accurate and effective use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	F.A. Secondary Teachers' Award – Norton Hill
Day/Date/Time	Monday 28 th October 2019 (all day)
Session leader	Ben Merry (Regional PE and Coaching in Education Coordinator, FA Education)
Session overview	The course provides a basic introduction to the skills required when planning to deliver KS3 or KS4 Physical Education lessons through the invasion game of football. Course content will introduce learners to the England DNA philosophy whilst creating a positive learning environment through the delivery of arrival activities, technique/skill practices and game-related practices, all designed to accelerate learning.
Learning outcomes	<ul style="list-style-type: none"> ● plays in the Physical Education Purpose of Study at KS3 and KS4 ● To explore the benefits of a Games-based approach to learning ● To increase confidence to plan and deliver high quality PE lessons ● To develop knowledge and understanding of the importance of differentiation within arrival, multi-directional and game-related practice ● To gain understanding of The FA's Playing and Coaching philosophy
Session content	<ul style="list-style-type: none"> ● Creative Curriculum Planning ● Arrival Activities ● Example Lesson activities (multi-directional practices) ● Games Based Learning ● Helping with a school team
Key Reading/Resources	FA Secondary Teachers' Award Handbook (to be provided)
Pre-session task	Register for the FA Teachers' Award (details to follow)
Follow up study	Possible half day follow up session (Ben Merry) - Constraints-Based Approach
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Manage accurate and effective use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

Session Title/Venue	TBC – Norton Hill
Day/Date/Time	Tuesday 29 th October 2019
Session leader	Liz Durden-Myers/Lou Riddoch
Session overview	
Learning outcomes	
Session content	
Key Reading/Resources	
Pre-session task	
Follow up study	
Links to Teachers' Standards	<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Manage accurate and effective use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities

PGCE Acronyms

AC	Action Contract
AL	Advisory Letter
AP	Assessed Phase
APD	Advancing Professional Development
AT	Academic Tutor
BST	Bath Spa Teacher
BSU	Bath Spa University
LT	Lead Trainer
PLPP	Professional Learning Practice Portfolio
PRP	Progress Review Point
PS	Professional Studies
ROPD	Record of Professional Development
SAG	Standards Assessment Grid
SIP	Support and Intervention Plan
SKA	Subject Knowledge Audit
SKU	Skills, Knowledge and Understanding
SPS	Schools-based Professional Studies
SR	Subject Recall
TAF	Training and Assessment Form
TE	Training Evaluation
TM	Training Mentor
UPS	University-based Professional Studies
WR	Weekly Progress Review



Department
for Education

Physical education programmes of study: key stages 3 and 4

National curriculum in England

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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

Subject content Key stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones

and demonstrate improvement to achieve their personal best

- take part in competitive sports and activities outside school through community links or sports clubs.

Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

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Reference: DFE-00188-2013