

PE in a Primary setting

What can High Quality Primary PE look like in a primary school environment

Darren Grover

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Darren has a passion for developing new and innovative ways to engage others to seek healthy, active and forward-thinking lifestyles.

Darren has a wealth of experience in the grassroots game coaching from under 8 to senior, currently working within an EPPP Boys academy as a YDP Coach.



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Bring theory to life

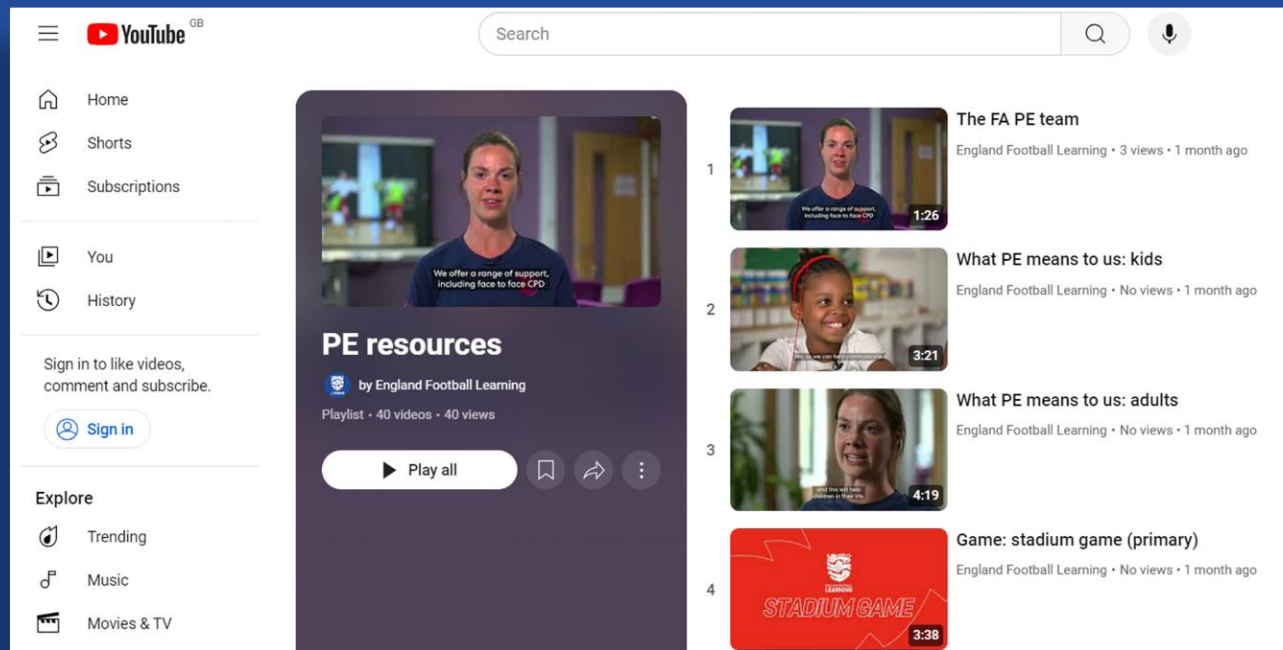
Useful Links & Signposting

England Football's Online PE CPD	<p>England Football's Online PE CPD for Teachers course is designed to increase confidence in the delivery of engaging, inclusive, high-quality Physical Education lessons through the invasion game of football.</p> <p>The online modules will offer some practical examples of implementing a progressive and holistic PE curriculum alongside some hints and tips on delivering High-Quality Teaching and Learning in PE lessons. This will be done through a variety of media, including expert knowledge from the England Football Learning PE Team as well as links to articles, videos and resources.</p> <p>It is delivered entirely online and can be completed at your own pace, in your own time.</p>	https://learn.Englandfootball.com/courses/PHYSICAL-EDUCATION/online-pe-cpd-for-teachers
England Football Learning Youtube Playlists	<p>Whether you're looking for new ideas for training, tips for match-day, or just some simple games, and session ideas for the kids during self-isolation, you're in the right place.</p> <p>We've put all our best drills, top-tips and tutorials together in one place, so you can easily find new ways to inspire your players with coaching ideas, straight from the England camp. Everything is free to access, and everything comes with that official FA seal of approval.</p> <p>This is your destination for everything football coaching – make sure to subscribe for all the latest FA session plans, guides and interviews.</p>	https://www.youtube.com/@EnglandFootballLearning/playlists
The FA Community	<p>A Free community where you can connect with other professionals and those with an interest in coaching / delivering High quality sessions. Access to many resources including videos, games, session plans, blogs and many more.</p>	https://community.thefa.com/
The FA Play Phase Course (4 – 6 Year olds)	<p>Play Phase is all about giving children aged four to six the best possible start. This is both in terms of their development and their first steps into football. The learning offer includes five e-learning modules, a learning journal, and a playbook of resources. In addition, we will signpost you towards our social community for specific blogs and Q&A sessions, our website for articles and sessions, and CoachCast for a Play Phase-specific podcast.</p>	https://learn.Englandfootball.com/courses/football/play-phase

Useful Links & Signposting

Barclays Girls Football in Schools Partnerships	<p>Barclays Girls' Football School Partnerships by England Football (BGFSPs) is a nationwide scheme that aims to mainstream football in schools for girls. Supported by the Youth Sport Trust the initiative will create a network of 300 BGFSPs by 2024, each with a dedicated education expert with knowledge and understanding of education and girls' football in their local area.</p> <p>This website provides a space for teachers and school staff to access free exclusive digital resources, CPD and much more to give girls equal access to football in schools by 2024.</p>	<p>www.girlsfootballinschools.org</p> <p>www.girlsfootballinschools.org/curriculum-delivering-videos.php</p>
Premier League Primary Stars	<p>Premier League Primary Stars is a national curriculum-linked education programme using the appeal of the Premier League and professional football clubs to inspire children to learn, be active and develop important life skills.</p>	<p>www.plprimarystars.com</p>
EE Playmaker	<p>EE Playmaker by England Football is our free online entry-level football course perfect for anyone interested in taking a more active role in grassroots football.</p> <p>There are five modules in total and you don't need any previous football experience or qualifications before signing up. In fact, all you need is an FA Number (FAN) and a laptop, tablet or mobile device. Then you're good to go.</p>	<p>https://learn.EnglandFootball.com/courses/football/ee-playmaker</p>
Disney Shooting Stars	<p>Girls aged 5-11 can now unlock their imaginations with the magic of Disney inspired Shooting Stars at school!</p> <p>Designed to be delivered at breakfast club, lunchtime or even after school, girls can unlock their inner superheroes and get lost in the magic of Disney storytelling all whilst getting physically active, developing fundamental movement, speaking, and listening skills.</p> <p>Through this training, school staff will learn how to call in the help of Disney smash hits such as Frozen, Aladdin, Toy Story, The Incredibles, Guardians of the Galaxy, and Avengers to support girls to develop their physical literacy and introduce them to basic football skills via the power of play.</p>	<p>https://learn.EnglandFootball.com/courses/PHYSICAL-EDUCATION/disney-inspired-shooting-stars</p>
England Football Learning Coaching Disabled Footballers	<p>Our disability coaching courses focus on considerations for running disability-friendly forms of the game. Fantastic resources for supporting those with SEND needs, with multiple ideas and activities which can be applied to PE Lessons</p>	<p>Disability Coaching Courses England Football Learning</p>

For the games we played along with other suggestions please visit the link below



[PE resources - YouTube](#)

Part 1

Part 2

Holistic Development

Learning Through Games

High Quality Teaching & Learning in PE

Mapping a PE Curriculum

Learning Objectives:

Develop a basic knowledge, understanding and application of:

- PE being more than just physical and technical/tactical development of pupils.
- Learning domains and The FA 4 Corner Model.

Using games to embed learning across all 4 corners.

Learning Objectives:

Develop a basic knowledge, understanding and application of:

- Using a Learning Through Games approach to create a fun and engaging PE environment.
- Using games with a clear purpose linked to the aims and objectives of your curriculum to promote holistic development (4 Corner Model).
 - How games can be used in a variety of combinations to form your lesson structure.

Learning Objectives:

Develop a basic knowledge, understanding and application of:

- Managing difference in PE lessons
- Embedding Assessment for Learning (AfL) strategies into your PE lessons
- Creating a positive learning environment

Learning Objectives:

Develop a basic knowledge, understanding and application of:

- The PE National Curriculum and your own school values
- Developing physical literacy and football skills
- Designing your curriculum map to consistently deliver high-quality PE

The Why

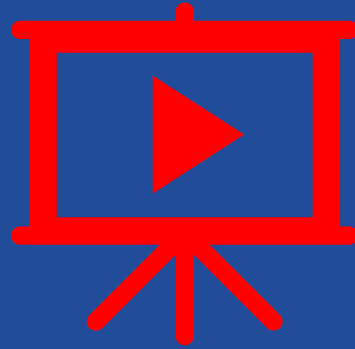
The How

The What

What are the children saying?

We asked Year 1 – 3 pupils about their PE Experience

[What PE means to us: kids - YouTube](#)



Holistic Development in PE



Holistic Development

- ❑ Consider PE learning outcomes and objectives beyond the technical, tactical and physical. Remember, you do not need to focus on all four corners in one lesson
- ❑ Use PE to embed, develop and highlight your own school's values and ethos.
- ❑ Use the FA 4 Corner Model to check and challenge the development areas you're focusing on in that lesson.
- ❑ Use different games to help develop students across the four corners.
- ❑ Make holistic development explicit to pupils and highlight its benefits beyond the PE lesson.
- ❑ Remember the needs of your pupils may not always be around their technical ability, consider developing skills like leadership, sharing or problem solving.



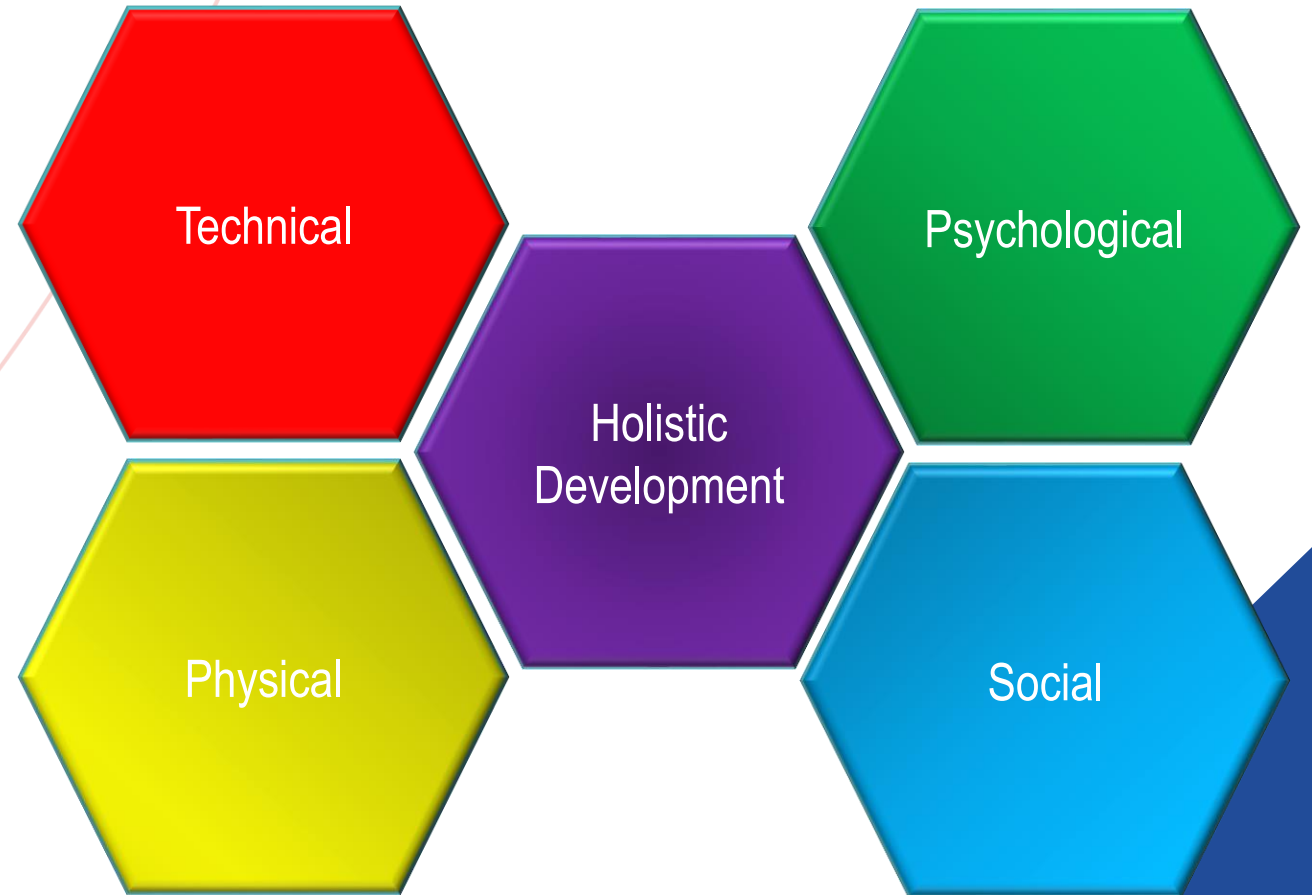
FA 4 Corner Model

As Teachers we know that Children have many strengths and areas they can develop.

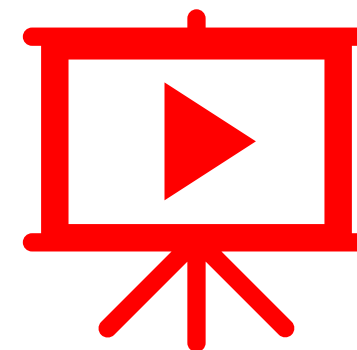
We should consider various domains of learning (Cognitive, Affective & Psychomotor)

It is vital we meet the **needs** of the student and not just 'teach the sport' as well as considering '**what makes sense to them**'

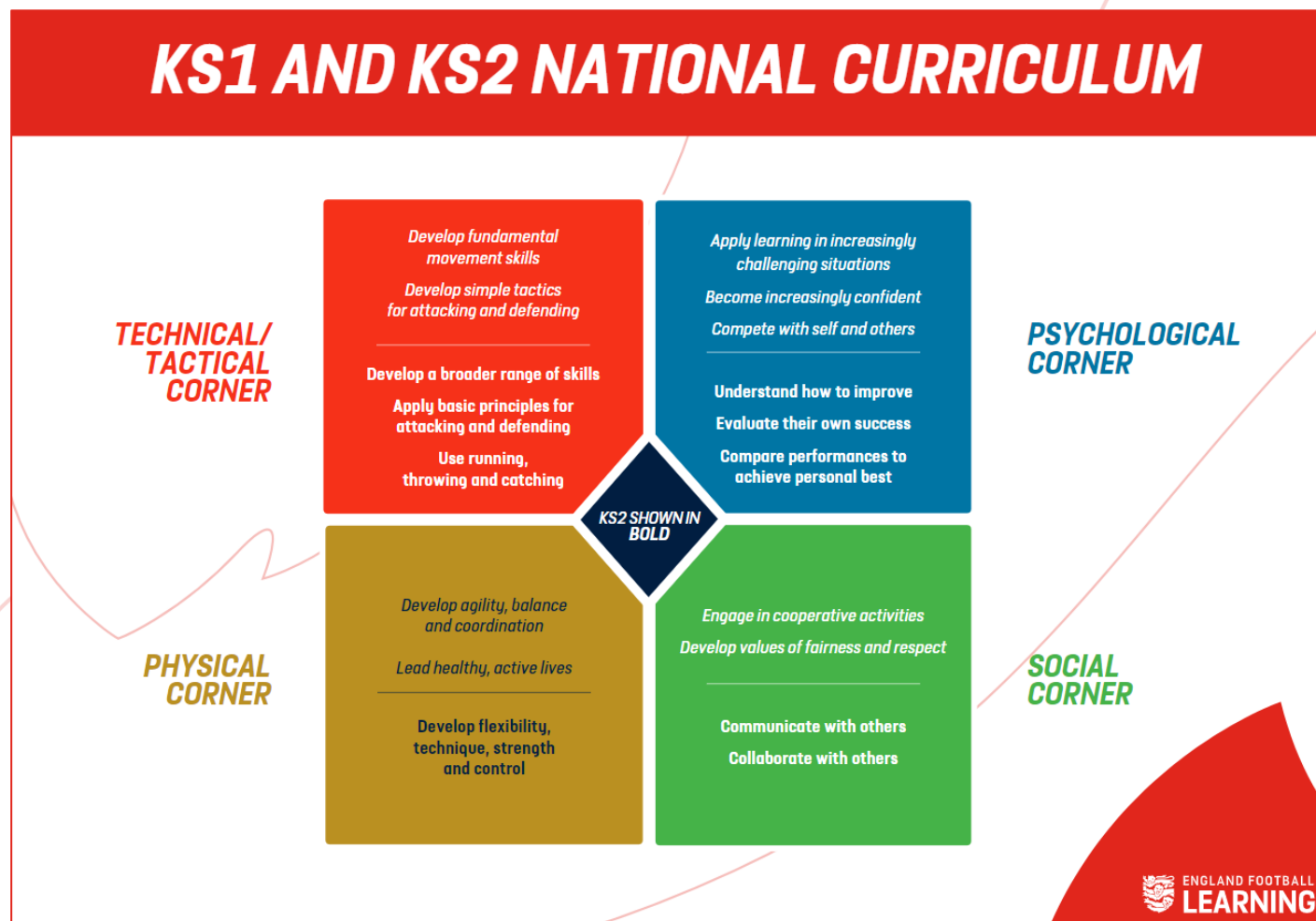
Traditional PE vs What PE could be...



Holistic Development in KS1/KS2



[Holistic child development - YouTube](#)



Learning Through Games



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Learning Through Games

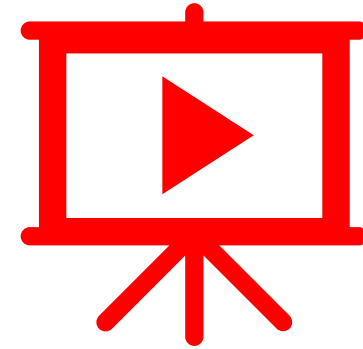


- ❑ Remember, games are not just matches; they are fun and engaging activities that allow children to explore in a safe way. Try and make some of your lessons more game-like.
- ❑ A clear purpose for the game will help shape how children find solutions within it. Link your purpose to the National Curriculum and the needs of your pupils.
- ❑ STEP is a great tool for managing differences, but it's also a great way to help shape the game. Encourage pupils to find new solutions by using the STEP framework.
- ❑ Provide plenty of opportunities for children to explore and find solutions. Think about how you can reduce or remove waiting times to increase involvement.
- ❑ Use different combinations of games based on the needs of the pupils. Some may be ready for a more challenging game than others.

Learning Through Games

Some benefits of a Quick Start Games

- Minimal Teacher Set up
- Prepares Students for purpose of the lesson
- Maximum Participation
- Self-regulated
- Ownership of activity
- Promotion of independence
- Freedom to work within a framework
- AFL can take place
- Targeted intervention can occur
- Allows time to set up next activity to ensure pace in lesson
- Allows children to practice skills and techniques

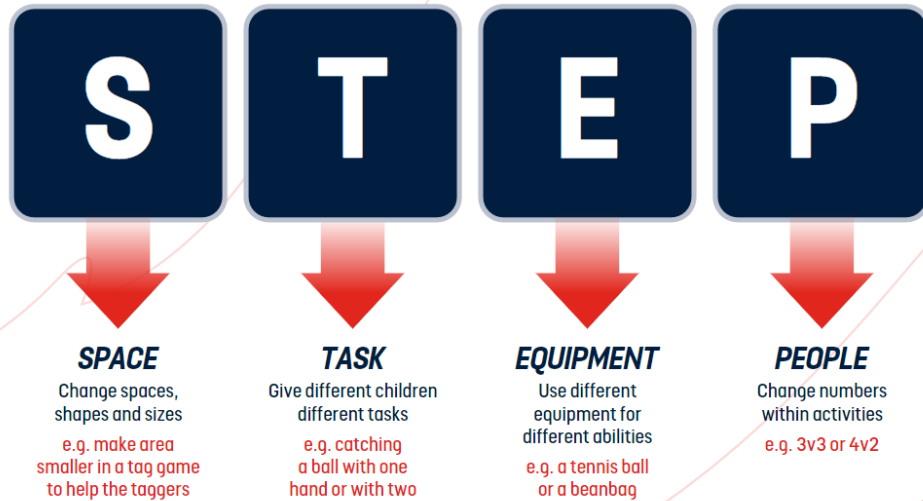


[Learning through games](#)

Ways to Adapt lessons

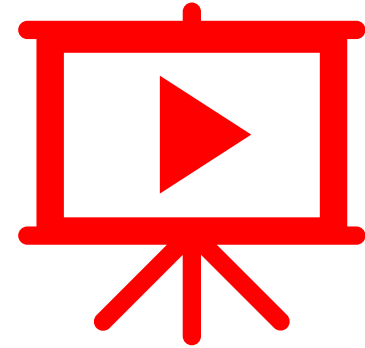
THE STEP* PRINCIPLE

To challenge and support individuals and groups



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[STEP framework \(Youth Sports Trust, 2002\)](#)

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High Quality PE in schools



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High Quality Teaching and Learning

- ❑ Pre-plan the use of parallel activities and differentiated learning outcomes
- ❑ Use the STEP framework, along with student voice and choice, to reflect and make changes as the lesson unfolds
- ❑ Use resources and strategies which are effective in the classroom within PE, such as think, pair, share, two stars and a wish, or talk partners
- ❑ Keep pupil engagement high by ensuring AfL strategies are fresh and sharing ideas with colleagues
- ❑ Reflect on how to recreate positive learning environments from your classroom within PE settings



Who can we listen to?



Department
for Education

"PE provides pupils with the generic **skills, knowledge and understanding** they need to **become physically literate**, and at the same time gives them most of their regular experiences of sport. When taught well, PE enthuses and inspires pupils to participate fully and **develop a life-long love of physical activity, sport and exercise.**"

"We believe that PE experiences should be planned and progressive and should act as the foundation stones for **lifelong engagement in physical activity and healthy lifestyles.**"

"PE develops pupils' **competence and confidence** to take part in a range of **physical activities that become a central part of their lives**, both in and out of school. A high quality PE curriculum enables all pupils to **enjoy and success in many kinds of physical activity.**"



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3 Key messages



Teach and inspire people to be healthy

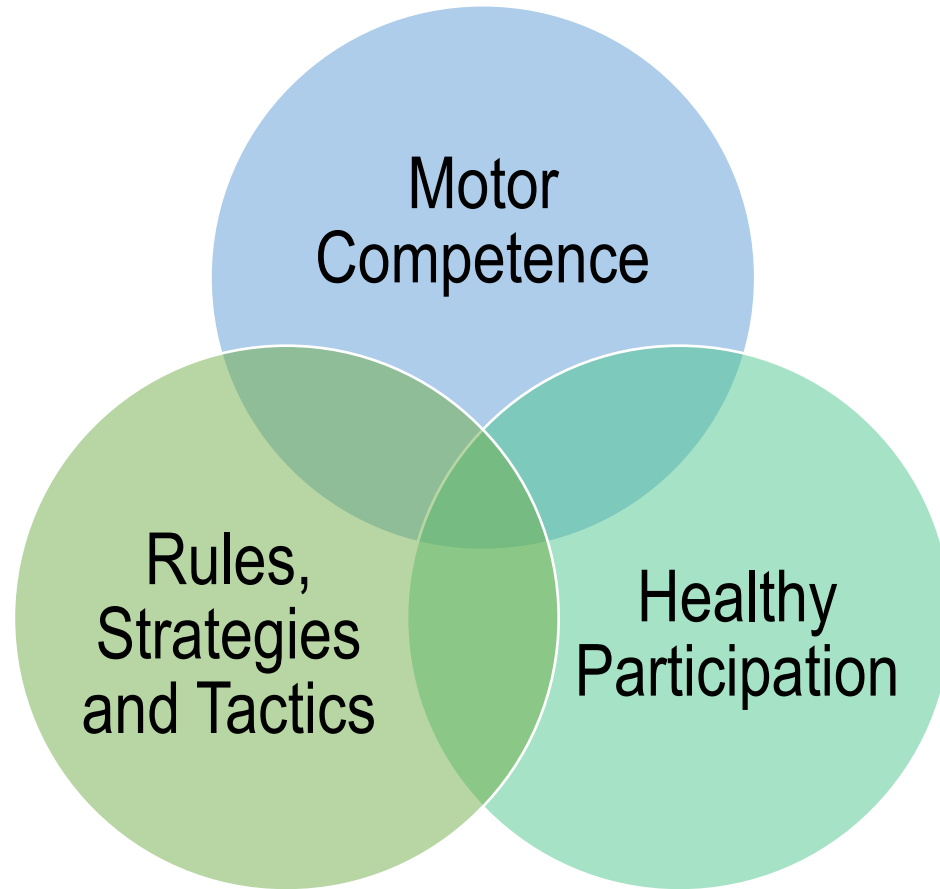


Support the development of 'Physical Literacy'



Create life-long participants in Physical Activity

Progression in PE – Ofsted Review March 2022



Activity Levels in PE

“Where improvement was needed, teachers interrupted student learning and took too long to introduce new tasks.”

Ofsted (Beyond 2012)

“Powell and others report an average of 35.3 minutes spent in a PE lesson within the ‘working area’ (for example, a school hall, field or swimming pool). This shows that a considerable number of minutes each lesson are being lost to non-physical activity.”

Ofsted (March 2022)

Features of High-Quality PE (Ofsted 2022)

- Teachers know that PE includes clearly defined knowledge that can usefully be categorised into **declarative** (*Know what*) and **procedural** (*Know how*) knowledge. These forms of knowledge in PE are often inextricably linked.
- Teachers know that **PE** is **not synonymous** with **physical activity** or **sport**. They share similarities but also have important differences..
- A strong foundation of **FMS** is developed, starting in the early years. It sequentially develops through transitional activities into more specialised sport and physical activity contexts. **FMS are a precondition to accessing the later**, more specialised movement patterns required for competence in sport and physical activity.
- Teachers make sure that pupils' **movement** is not only efficient and **effective** but intelligent and **context-related**. They make sure pupils have knowledge of **rules**, **strategies** and **tactics** in order to direct and guide successful movement.
- Knowledge of **healthy participation** includes important knowledge of key concepts pertaining to **health**, **participation** and **physical activity**. These are taught systematically, honour the specific learning context and increase in complexity throughout the curriculum.

Mapping a PE Curriculum (and delivering High-Quality Lessons)



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Mapping a *PE Curriculum*



- ☐ Incorporate your school values, National Curriculum, and pupil needs and wants into the design of your curriculum map.
- ☐ Consider your focus across the FA 4 Corner Model, building on knowledge gained in module one.
- ☐ Ensure the building blocks of physical literacy are embedded for all pupils.
- ☐ Design sport-specific content in an age and stage appropriate way.
- ☐ The principles of attacking and defending are the same across KS1 - KS4, however the games and language used will differ.
- ☐ Consider which skills and techniques can support development across multiple sports and activities to help develop fundamental

PE National Curriculum



Department
for Education

Physical education programmes of study: key stages 1 and 2

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].

Published: September 2013

Physical education – key stages 1 and 2

Subject content

Key stage 1

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

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.

Physical education – key stages 1 and 2

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

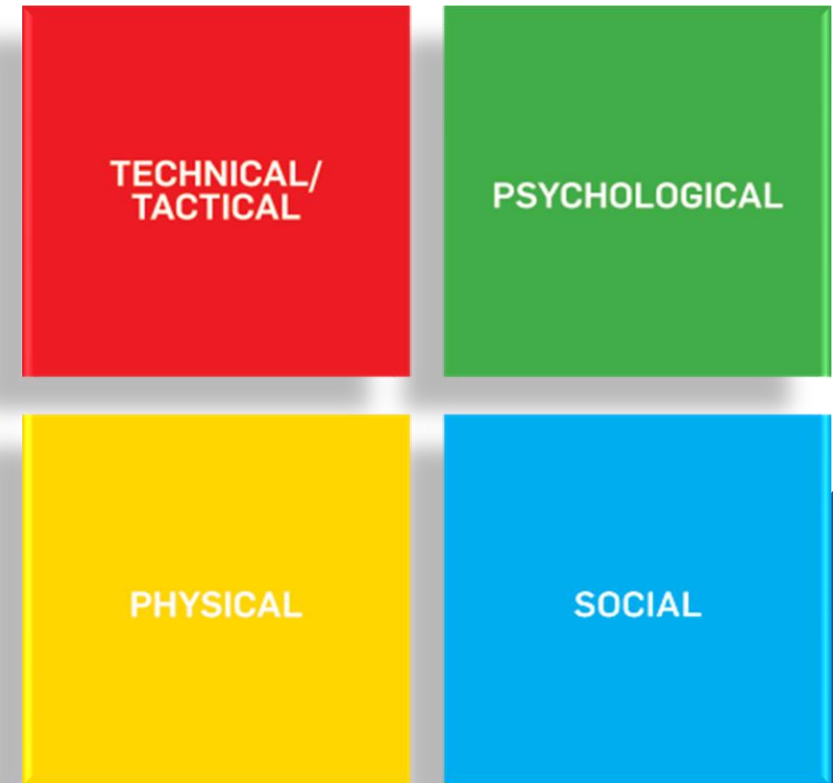


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National Curriculum for PE (KS1)

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

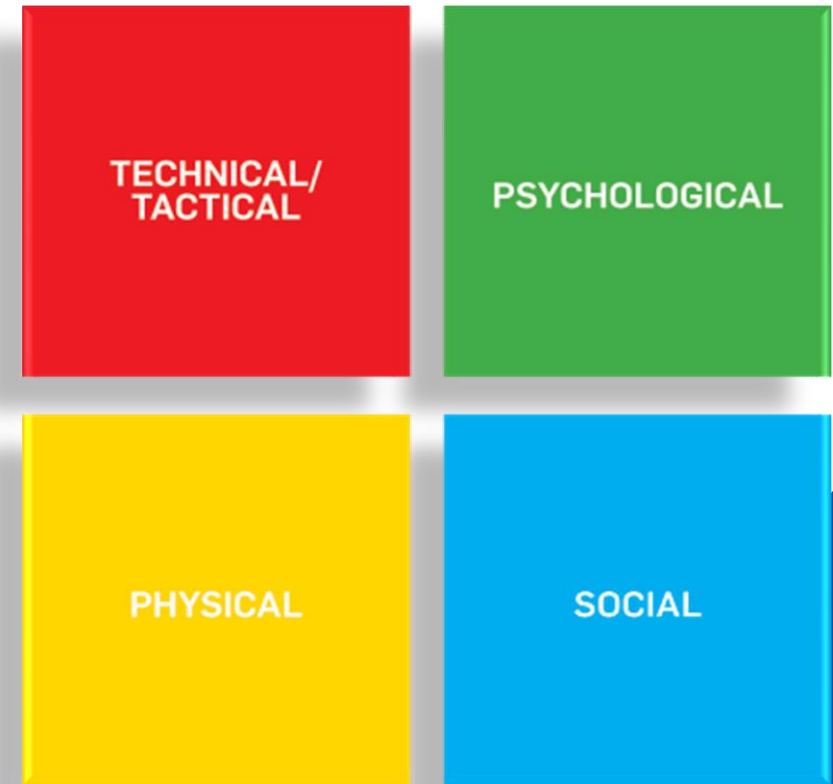
They should be able to engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations.



National Curriculum for PE (KS2)

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.



Planning our lessons (SOW)

How we Teach...



How they play and learn...



When planning a scheme of work, consider if you are using **Rosenshine's principles** **which** emphasise the importance of giving students sufficient time to practise retrieval, ask questions, and get the desired help. Students must not stop after learning the information once, they must continue to rehearse it by summarising, analysing, or applying their knowledge. If you do a one off lesson on a 'skill', do they have the chance to practice and demonstrate this over the course of multiple lessons?

A potentially different approach – Principles of Play which support Invasion games

<https://learn.Englandfootball.com/articles-and-resources/coaching/resources/2022/What-are-the-principles-of-football>



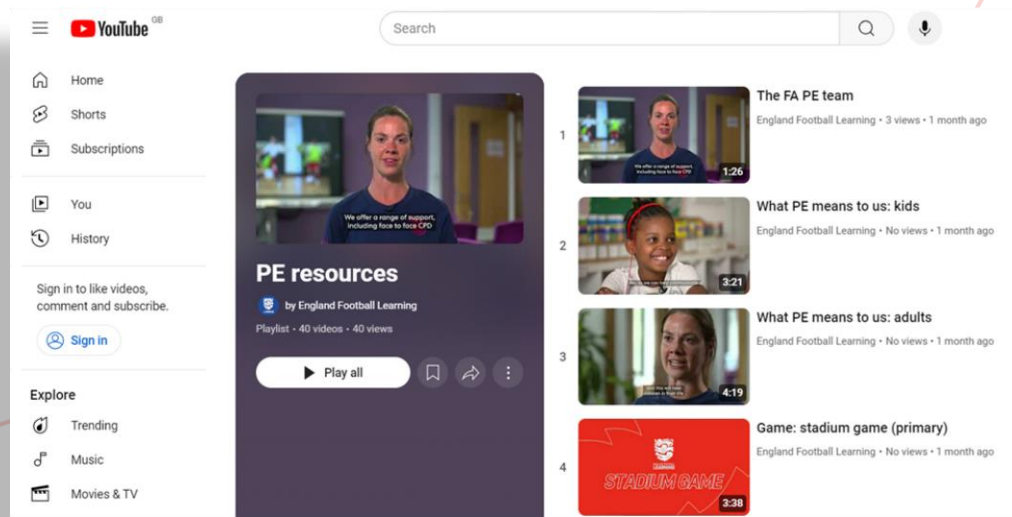
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