



PE SCHOLAR

# Physical Education Concept Curriculum

Learning Through PE

# Welcome

- Introductions
  - Liz Durden-Myers
  - Will Swaites
- In the chat please:
  - Introduce yourself (where are you from / age range taught)
  - How did you hear about this event?
  - What are you looking for from this session?

# A Concept Curriculum Approach



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# Before Lockdown

# Impact of lockdown

33% of students have poor body confidence issues (Youth Sport Trust, 2019)	At least one-third of children have experienced an increase in mental health issues including stress, loneliness and worry.
92% of students suffer from exam stress (Youth Sport Trust, 2019)	More than one-third say they are more worried (38%), sadder (37%) or more stressed (34%)
47.7% of young people meet in the Chief Medical Officers guidance of 60 minutes physical activity per day (Sport England, 2019)	Amongst girls, 24% of those aged 11-14 and 50% of those aged 15-18 reported that COVID-19 and lockdown has had a negative impact on their mental health.
51% of students strongly agreed to enjoying sport (Sport England, 2019)	42% of girls aged 15-18 feel stressed or worried. Their key concerns are uncertainty about school and education (76%), loneliness and isolation (51%) and a lack of freedom and independence (44%).
Almost 1 in 5 children are overweight or obese when they start primary school, rising to 1 in 3 when they start secondary school (RCPCH, 2020)	The majority of children under 16 (93%) have continued to do something to stay active during lockdown but the amount of activity they are doing has fallen
- 1 in 10 children suffer with a mental health disorder (Mental Health Foundation, 2019)	The number of children meeting the Chief Medical Officer's guidelines (of taking part in sport or physical activity for an average of 60 minutes or more every day) has dropped from 47% to 19%.
88% of businesses believe school leavers are not prepared for work (British Chamber of Commerce, 2014).	43% are doing less than half an hour of activity and a worrying 7% are doing nothing. (The Impact of Covid-19 Restrictions on Children and Young People – Youth Sport Trust)

# What's the problem?

- Relevance of content
- Enjoyment
- Obsessed with performance
- Elitist
- Teachers rewarding ability and performance
- Lost Curriculum time - since 2012, 38 percent of schools have cut timetabled PE curriculum time.
- Fitness for Life philosophy V Fitness for Performance

# Potential of PE

- 33% of students have poor body confidence issues (Youth Sport Trust, 2019), **so let's teach self-esteem and self-worth.**
- 92% of students suffer from exam stress, **so coping skills, resilience and mental health units are a must.**
- Inactivity and childhood obesity are higher than ever, **so planning and delivering units of work on diet and long-term benefits of exercise are essential.**
- Competition for jobs is tougher now **so why not teach employability skills, leadership, communication and interpersonal skills?**
- Students are not enjoying PE and are rates of participation post 16 hugely decline **so change their experiences of physical activity.**

**All through physical activity and a concept-driven approach.**

# What's the potential solution – A Concept-Driven Approach

- A Concept-driven approach to curriculum design is one that moves away from subject-specific content and instead emphasises “big ideas” that span multiple subject areas. (Erickson, 2008)
- - Deliver a ‘life lesson’ through physical activity
- - Replace sport specific lesson objective with concept
- - Reward progression and attitude over performance and ability
- - Prepare all for life through physical activity
- - Better meet our Departments ‘Why’

# CURRICULUM MAP

LEARNING THROUGH PE






















Head / Thinking Me  
Knowledge / Cognitive Domain



Heart / Social Me  
Attitudes / Affective Domain



Hands / Physical Me  
Skills / Physical Domain

YEAR	FOCUS	SCHEME OF WORK CONCEPTS				PHYSICAL LITERACY
Yr 7	Personal Development	The Value of Physical Education 	Self-Worth 	Resilience 	Inter-personal skills 	Exploring Potential Consolidating Potential Maximising Potential
Yr 8	Health and Wellbeing	Mental Health and Wellbeing 	Physical Health and Wellbeing 	Social Health and Wellbeing 	Diet and Nutrition 	
Yr 9	Leadership Skills	Attitudes and Behaviours 	Effective Teams 	Self-Reflection 	Power of Positivity 	
Yr 10	Aspirations and Employability	Employability 	Fulfilling Potential 	Emotional Intelligence 	Redefining Competition 	
Yr 11	Supporting Mental Health and Managing Pressure	Mental Health Awareness 	Dealing with Stress 	Value of Physical Activity 		



LEARNING THROUGH PE

## PERSONAL DEVELOPMENT

Students will build a connection with PE, through a 'Value of PE' SOW, understanding the important part it can play in their life now and in the future. 'Resilience', 'Self-Worth' and 'Inter-Personal Skills' schemes of work will also provide students with knowledge and tools to prepare them for life through PE.

## HEALTH AND WELLBEING

Students will gain an understanding of the key terms related to 'Mental, Physical and Social Health'. Students will also understand the positive connection between PE and these aspects of health whilst gaining tools for maintaining them. A 'Diet and Nutrition' scheme of work will also enable students to make informed decisions about what they consume and the impact it might have on their PE lessons, academic performance and long-term health.

## LEADERSHIP SKILLS

Students will experience the true power of sport and physical activity when it comes to developing their leadership skills. Schemes of work including 'Attitudes and Behaviours of a Leader', 'Effective Teams', 'Self-reflection' and 'Power of Positivity' will support students to understand their own leadership qualities and experience what makes an effective leader.

## ASPIRATIONS & EMPLOYABILITY

Through sport and physical activity, Students will prepare for the world of work and their future careers. 'Employability', 'Fulfilling Potential', 'Emotional Intelligence' and 'Redefining Competition' schemes of work will challenge students to demonstrate and self-reflect on their own strengths whilst also identifying and improving their areas of development truly preparing them for a life after school.

## MENTAL HEALTH & MANAGING PRESSURE

Students will acquire a deeper understanding about mental health and stress. They will connect this knowledge to their PE lessons and transfer the management tools gained to other areas of their lives. Through a 'Value of Physical Activity' students will embed their understanding of the long-term impact physical activity has on their lives to support life-long participation and the on-going journey to nurture physical literacy.

## PERSONAL DEVELOPMENT

### BLOCK 1

#### THE VALUE OF PE

- Value of PE
- Positive Approaches to PE
- Leading by Example
- Physical PE
- Mental & Emotional Health
- Sport, PE and Physical Activity
- PE & Cognitive Function
- Physical Literacy
- Health Related Fitness

### BLOCK 2

#### SELF WORTH

- Self-worth
- Confidence
- Attitudes
- Body Image
- Integrity
- Passiveness vs Assertiveness
- Asking for Help
- Identity
- Social Media Influence

### BLOCK 3

#### RESILIENCE

- Remaining Positive
- Growth Mindset
- Embracing Failure
- Black Box Thinking
- Marginal Gains
- Persistence
- Embrace Change
- Be a 'Doer'
- Self-Confidence

### BLOCK 4

#### INTER-PERSONAL SKILLS

- Teamwork
- Communication
- Leadership
- Followership
- Active Listening
- Conflict Resolution
- Responsibility

# Year 7 Unit 1 - The Value of PE



## The Value of PE

Students will understand the value and importance of studying physical education throughout their secondary school education.



## Positive Approaches to PE

Students will gain an understanding of positive approaches to PE to ensure they get the most from their curriculum.



## Leading by Example

Students will be able to identify and have a deeper understanding of the logical and methodical side of PE.



## Physical PE

To understand the relationship between skill and ability and how this will impact their overall PE performances.



## Mental & Emotional Health

Students will gain an insight to and an understanding of how PE can support their mental & emotional health.



## Sport, PE & Physical Activity

Students will gain an understanding of the fundamental differences between Sport, PE & Physical Activity.



## PE & Cognitive Function

Students will understand the impact of regular Physical Activity on cognitive function and attainment.



## Physical Literacy

Students will gain an understanding of what is meant by the term Physical Literacy and how this will help them to develop physically.



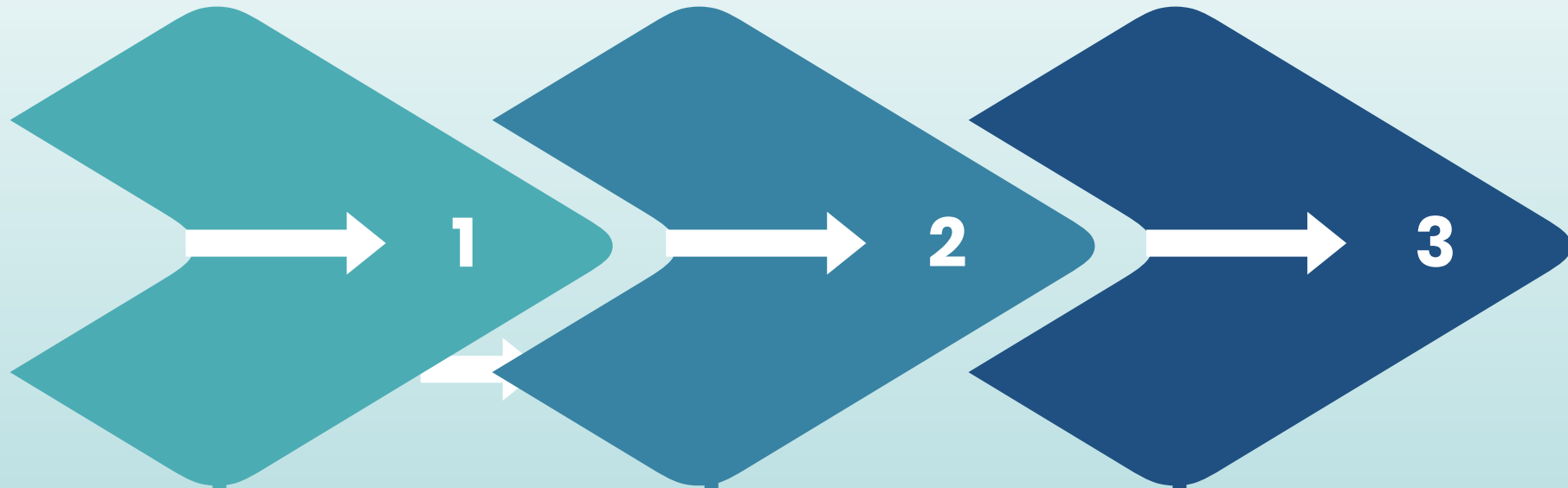
## Health Related Fitness

Students will be able to apply knowledge of health-related fitness and understand its importance outside of PE lessons.



# AQUIRE CONNECT TRANSFER

LEARNING THROUGH PE



## AQUIRE

One mistake, we as teachers can make is assuming that students come into our lesson with the same level of knowledge or that common concepts, such as resilience, need little explanation. This is not always true.

For the concept to be taught effectively, it must be acquired and fully understood by students. We are enabling students to make meaning of individual concepts. This might be through definitions, examples and non-examples.

## CONNECT

Once students have understood what is meant by the concept, we can then encourage them to make connections and understand the relationships between different concepts and the physical activity we are engaging in. This will enable a deeper level of thinking and learning.

Using questioning is a good way to connect a concept to the lesson.

## TRANSFER

The final stage of the Learning Transfer Mental Model is transfer. Here we encourage students to apply their understanding of a concept and apply it to a different and more complex or unfamiliar context.

Self-reflection questions that transfer the concept to the students past, present or future support the transfer of conceptual learning

(Adapted from Stern, J., et. al, 2021)

# AQUIRE CONNECT TRANSFER EXAMPLES

LEARNING THROUGH PE

## AQUIRE Start of lesson Introduction to lesson concept

<p><b>Definition:</b></p> <p><b>Acquire</b></p> <p>Write in your own words Write the definition in your own words.</p>	<p><b>Example</b> Provide at least one example of the concept.</p>
<p><b>Illustration</b> Draw an illustration of the concept. Ask them to explain this drawing to a peer or the teacher.</p>	<p><b>Non-Example</b> Provide a non-example of the concept.</p>

The Frayer Model

## CONNECT Middle of lesson Questions to connect task to concept

- How are the concept and the concept related skill connected?
- How does the concept related skill impact the concept?
- How might the concept impact your progress in today's lesson?
- What is the importance of the concept and the concept related skill to the activity you have just completed?
- Can you connect the relationship between today's concept to another concept we have covered?
- What would happen if you did not understand/apply the concept?
- What feedback could you give to a peer in order to better understand or demonstrate the concept?

## TRANSFER End of lesson plenary Self-reflection questions

- How can what you have learnt in PE today support you in another class?
- Give an example of a situation in your past where you have used skills discussed in today's lesson
- How did the focus of the lesson benefit you in your PE lesson today?
- Give an example/situation of when in the future you might need to apply what we have covered in today's lesson?
- What impact would not applying or understanding the concept have on your present/future?
- How can your understanding of this concept enable you to succeed in the present/future?

(Adapted from Stern, J., et. al, 2021)



## Physical Literacy

Students will gain an understanding of what is meant by the term Physical Literacy and how this will help them to develop physically.



Students will understand the term physical literacy and apply its meaning to themselves



Students will value the importance of physical literacy.



Students will be able to demonstrate examples of physical literacy and apply how this will help them to develop physically.



## Assessment Opportunities

- Questioning and answering
- Teacher observations
- Peer observations
- Peer discussions and feedback
- Self-reflection

## Acquire Learning & developing

Students should learn the 4 main components of Physical Literacy: **Physical Competence** - an individual's ability to develop movement skills and patterns, and the capacity to experience a variety of movement intensities and durations. **Knowledge and understanding** to value and take responsibility for engagement in PA for life. **Motivation** - a reason or reasons for acting or behaving in a particular way. **Confidence** - the feeling or belief that one can have faith in or rely on someone or something.

Concept based warm up – assign students into small groups to which they all must lead a different part of the warm up. Students can be asked to consider the definitions of physical literacy and discuss its importance in an individual's life.

## Connect Understanding & consolidating

### Class Questions

- How did you develop your physical literacy in the last task?
- How would understanding physical literacy support your progress in today's lesson?
- How are the value of PE and physical literacy connected?
- How could you develop your physical literacy further in the next task?

1. Students can be set a technique or skill to practice. Once practiced, a discussion could be had on how each element of physical literacy was experienced in that task.

2. Have the group take part in a fitness related task (non-competitive) – ensure it involves a level of physical activity, movement and challenge.

## Transfer Applying & reflecting

### Personal Reflection Questions

- How have you developed your physical literacy throughout your journey through PE (primary to now)?
- What importance does your understanding of physical literacy have on your life now?
- How can your understanding of the physical literacy help you remain active in the future?

Qualitative measure: Set different sport specific tasks with varying degrees of collaboration, challenge and competition (e.g., football – perform 10 kick-ups, make 5 passes as a team without being tackled, pass the ball through a target, dribble around a coned course in a set time, etc). Ask the students to reflect on what tasks they enjoyed more and why.

Did they prefer to work with others? Did they enjoy the competitive elements? Did they feel confident and motivated in the more challenging tasks? Connect this to physical literacy and the fact that we all have different preferences when it comes to physical activity.



# For more information

Please visit PE Scholar

- Concept Curriculum
  - <https://www.pescholar.com/store/curriculum-design/physical-education-concept-curriculum/>

Courses

- <https://www.pescholar.com/courses/>



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# Questions / Discussion

Please add any questions in the chat  
or email us at  
[support@pescholar.com](mailto:support@pescholar.com)





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[support@pescholar.com](mailto:support@pescholar.com)