



PE Concept Curriculum for KS3 & KS4

User Guide

First of all, thank you!

Thank you for your interest in the PE Concept Curriculum. We are incredibly passionate about the impact conceptual learning can have on your students through your physical education lessons.

Time for change

PE has an opportunity like never before to re-examine how we get every child off to the best possible start and lay the foundations for a physically active life. For far too long students (and others) have been put off physical activity because of sport-driven, technique focused and performance obsessed PE lessons. It's time to change! PE is in a unique position in that it can directly influence the health and well-being of an individual for the rest of their lives. We can deliver relevant and meaningful learning that will better prepare them for life and promote positive attitudes towards physical activity.

What is the Concept Curriculum?

A concept is a powerful idea that can replace a performance focused objective and therefore enable all to succeed in their own way. Students can

develop intra and inter-personal skills, gain a better understanding of their body and minds as well as explore the world around them, all through conceptual learning and engaging physical activity. The sport and physical activity become the vehicle for which the concept is delivered and no longer the final destination. Delivered alongside engaging and meaningful physical activities, a concept curriculum can better enable an inclusive environment to ensure that PE also stands for Positive Experiences.

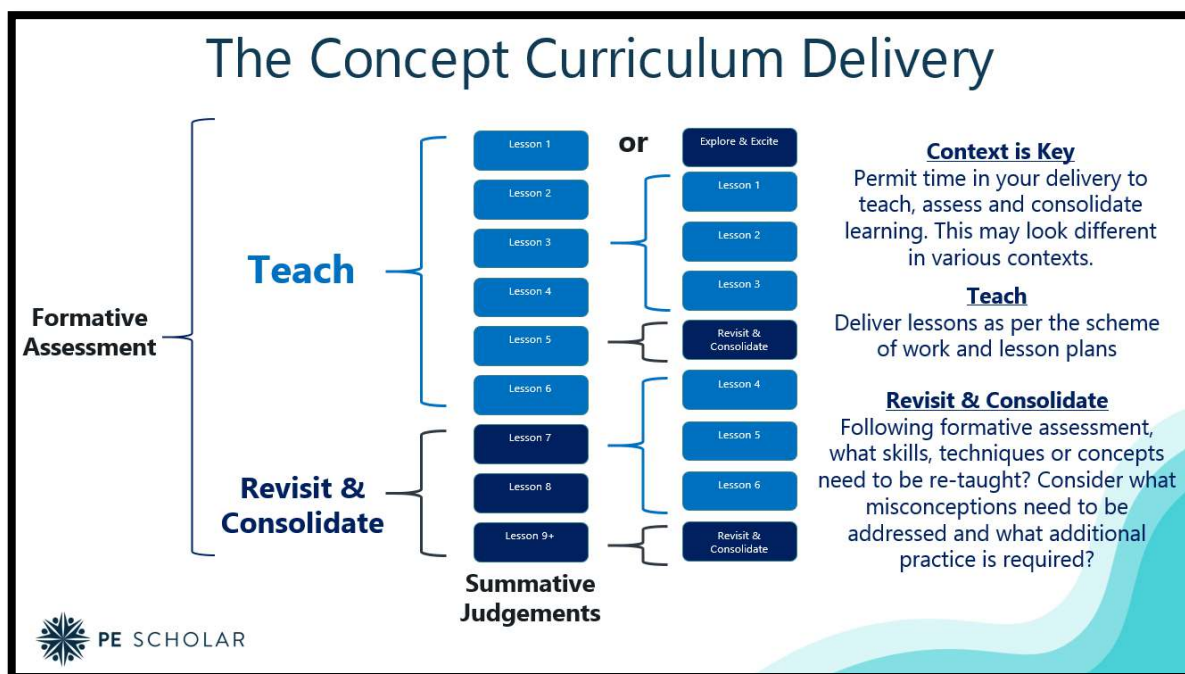
By introducing a conceptual learning objective, we are offering an inclusive hook to students that might previously have felt alienated by a less relevant or achievable lesson focused solely on acquiring or replicating a sporting skill or technique. PE is not just sport and sport is not just skills, techniques, rules and competition. It is important to note that conceptual learning does not replace the physical or competency development of a PE lesson. It is time we looked to harness the full power of sport and physical activity to deliver a more meaningful and positive learning experience.

We believe this Concept Curriculum can do just that.

Curriculum design

The resources have been designed to work alongside existing sport/activity schemes of work and each unit, comprising of 6 lessons, can be delivered in the order the teacher decides best work with the practical activity. Depending on how the hours of PE are allocated within your school, the method of delivery can vary. If you have two individual hours of PE per week then this curriculum can form one hour per week. There is enough content to be delivered for a double lesson (2 hours) if required. Termly swaps,

fortnightly or any other variations of delivery can also be implemented effectively. We have provided different suggestions as to how the Concept Curriculum might be delivered, which include opportunities to revisit, consolidate and practice.



Contents

The concept curriculum contains the following:

- Curriculum Map
- Year Curriculum Road Map
- 19 individual Units of Work
- 114 individual lesson plans
- Templates to create your own Concept Curriculum Unit

What's new with 2.0?

The PE Concept Curriculum has evolved and now includes:

- Inclusion of social justice
- New planning framework (L.E.A.D)
- New lesson objectives (Know, Show and Grow)
- Updated lesson plan formats
- 'Physical' made more explicit
- Amended and updated concepts
- Lesson Examples
- Suggested delivery format
- More support to create your own
- New lesson observation prompts and sheets

We have a provided an overview of each of these new elements in the remainder of this document.

Social Justice

Social Justice in PE

Social Justice

Lynch, Walton-Fisette and Luguetti (2022, P.3) describe social justice as "being able to live in an equitable liberatory society where people have justice, and people are critically conscious to sociocultural issues and act against them". Therefore, this goes far beyond just providing equal access but actively supporting, addressing, and recognising the needs, motivations, barriers and stereotypes associated with different groups and seek opportunities to challenge our own and others' unconscious biases.

Protected Characteristics

Protected characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Equality & Equity

Though often used interchangeably, equality and equity are quite different. Equality simply means everyone is treated the same exact way, regardless of need or any other individual difference. Equity, on the other hand, means everyone is provided with what they need to succeed.

Equal Access

Equal access ensures that every student has an equal opportunity to participate in all aspects of the educational process, including learning environments/ facilities (schools, classrooms, and labs), resources, curricular and extracurricular programmes.

Widening Participation

All teachers need to champion inclusive practice, especially in supporting pupils with protected characteristics. Widening participation consists of an attempt to increase not only the numbers of young people participating in physical activity and physical education, but also the proportion from under-represented groups (those from lower income families, people with disabilities and some ethnic minorities).

Closing Inequalities

Part of providing a meaningful and inclusive PE offer for all pupils is being proactive and effective in identifying and addressing inequalities. The term closing inequalities is often referred to in relation to actively identifying groups that health, activity or wellbeing outcomes are low in relation to other groups.

Hidden Curriculum


Lynch, Walton-Fisette and Luguetti (2022, P.2) describe the hidden curriculum as the "*untold or unimplied consequences of our teaching/coaching*". Understanding and having an awareness for the intended and potentially unintended outcomes, values and perspectives as a result of our teaching is important to ensure that we enact a socially just curriculum that doesn't privilege or perpetuate cultural expectations, prejudices or stereotypes. For example, do you offer a different range of curricular and extracurricular activities for boys compared to girls? If so, what informs this beyond tradition and routine? How far do you go to actively challenge prejudice and stereotypes?

For More Information:

We recommend the following websites for more information, support, and Guidance:
<https://www.stonewall.org.uk/>
<https://physequity.wordpress.com/>

References


Lynch, S., Walton-Fisette, J. L. & Luguetti, C. (2022) *Pedagogies of Social Justice in Physical Education and Youth Sport*. Routledge, UK.



We believe that every PE teacher should be working towards a more impactful, socially just, and inclusive PE experience. A key part of this is placing social justice at the centre of the educational experience. Instead of teaching a one-off unit of work that focuses on some of the key concepts, we instead believe that social justice should underpin every unit of work.

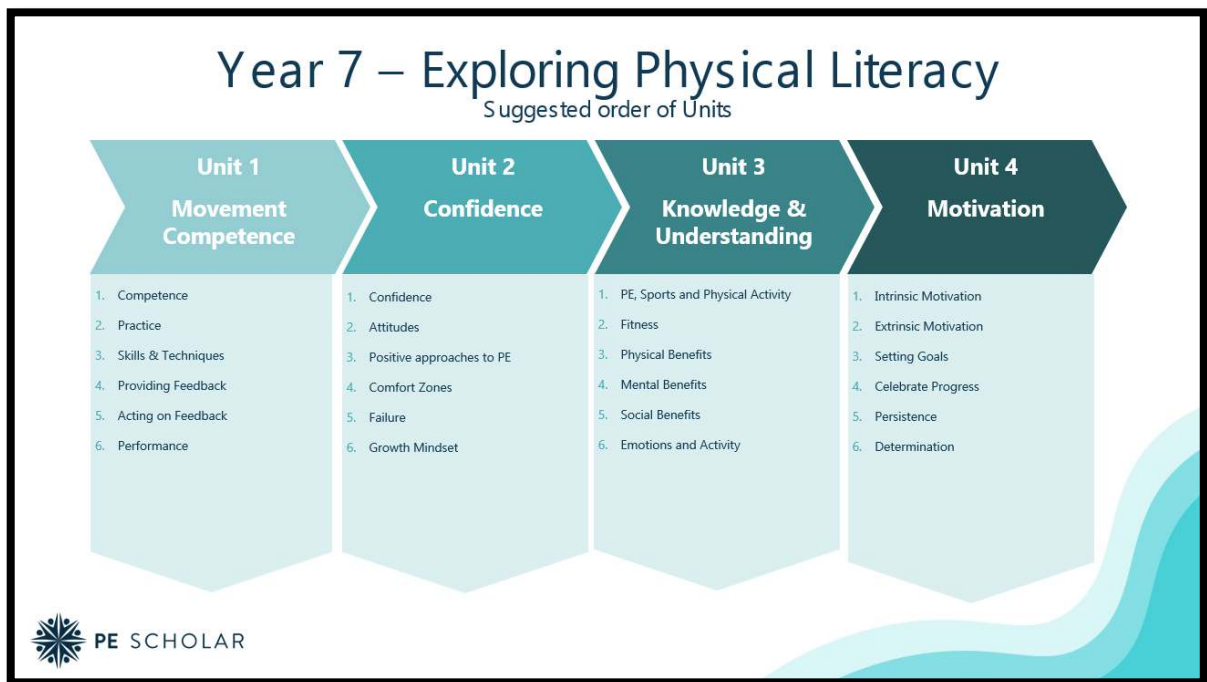
Curriculum Map

Year	Focus	Scheme of Work Concepts				School Created Concepts	
Yr 7	Exploring Physical Literacy	Competence through Gymnastics *	Confidence	Knowledge & Understanding	Motivation	School Designed Concept	School Designed Concept
Yr 8	Exploring Personal Development	Communication	Resilience through Net and Wall *	Emotional Intelligence	Intra-Personal Skills		
Yr 9	Exploring Character Development	Sporting Values	Redefining Competition	Problem Solving through OAA *	Power of Positivity		
Yr 10	Exploring Leadership Skills	Attitudes & Behaviours	Effective Teams through Invasion Games *	Self-Reflection	Fulfilling Potential		
Yr 11	Being Active for Life	Health & Well-being	Engagement Post 16	Remaining Active through HRE *	The Journey Continues		


 Overall Concept Focus
 Practical Focus
 Full Lesson Examples

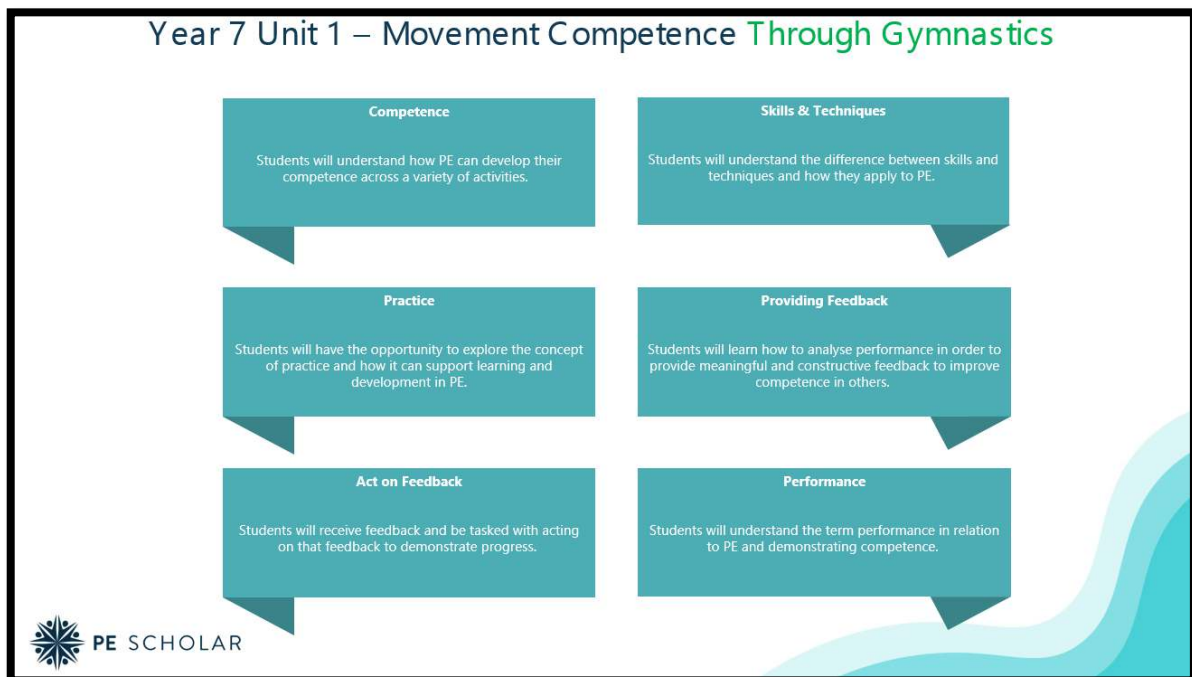
The suggested curriculum map outlines every Scheme of Work that is to be delivered over the course of each year. Each year group has a focus and the concepts for that year group relate to the respective focus. The curriculum map identifies the conceptual learning element as well as the activity the concept will be delivered through. For Schemes of Work that are indicated by a star, we have provided full lesson plan examples of how teachers might apply the practical elements to the concepts. These are just suggestions and can be adapted to suit the needs of your students. There are also opportunities for schools to create their own conceptual Schemes of Work.

Scheme of work




Every year group has a focus. As can be seen on the above, the focus for Year 7 is Physical Literacy. Every year is divided into 4 units focusing on individual concepts, and these units consist of 6 lessons that will deliver the learning related to these concepts. Every unit is designed to be delivered alongside existing practical schemes of work e.g. Movement Competence with Gymnastics or Confidence with Basketball.

Unit Plan



Each unit is broken down into 6 lessons. These can be delivered in any order to suit the activity. For example, the concept of ‘practice’ might work better with a conditioned game focused lesson and therefore teachers may decide to move this lesson until later in the unit to better meet the delivery of the chosen practical activity.

Lesson Plans

<p>Lesson Description 1 of 6 Students will understand how PE can develop their competence across a variety of activities.</p>	<p>Lesson Introduction</p> <p>L Competence: The ability to demonstrate a variety of movements, skills or techniques accurately and effectively.</p>		<p>Teachable Moments</p> <p>Possible Targeted learning:</p> <ul style="list-style-type: none"> - Highlight where a student demonstrated competence in their movements. - Ask a student/group how they could improve their movement to develop their competence. - Praise a student for attempting challenging movements and showing competence in their performances.
<p>Know</p> <p>To know ways of travelling with different body parts.</p>	<p>Energise, Explore and Link</p> <p>E Energiser and Exploration Activity: Follow the leader around the space where on a command the leader changes the method of travel.</p> <p>Link Questions: What did you need to be able to do to succeed (do well) in that activity? How did your ability to perform them support you in that activity?</p>		<p>Discussion points:</p> <ul style="list-style-type: none"> - Whole class feedback highlighting key learning in regards to competence of sequences for example. - Address common misconceptions in the class such as students not linking movements competently within their sequences.
<p>Show</p> <p>To show travelling using different body parts in a sequence.</p>	<p>Activity 1</p> <p>A Activity 1: Students explore ways of travelling from one end of the mat to the other using different body parts. Examples include; leap, chasse, hop, skip.</p>	<p>Activity 2</p> <p>Activity 2: Students model to the rest of the class their ranges of travel from Activity 1. Students identify which body parts they have used, and which they/a peer are competent in.</p>	<p>Adaptive Teaching Strategies</p> <p>Add adaptive teaching strategies:</p> <ul style="list-style-type: none"> • Energiser activity – provide a word bank/copying of other groups to support less able • Resource cards with teaching points to visualise • Manual support
<p>Grow</p> <p>To understand why developing competence in PE can help in many physical activities.</p>	<p>Activity 3</p> <p>Activity 3: Students create a sequence containing the ways of travelling that they feel competent in performing. Students assess a peer providing feedback on their sequence and the competence of their methods of travel.</p>		
	<p>D Discovery / DIRT Plenary</p> <p>Discovery Questions:</p> <ul style="list-style-type: none"> - How can PE develop your competence in a range of activities? - Why is developing competence important in PE? - How might you continue to develop competence outside of PE? 		

Every lesson plan includes three lesson objectives (Know, Show and Grow). The Grow objective offers an inclusive hook by shifting the focus of the lesson from sport specific skills to that of more relevant learning (more on this later in the document). Every child should have the opportunity to build a positive connection to their PE lessons whilst meeting the objectives of the lesson. The lesson plan also includes:

- A brief lesson description
- The LEAD Framework
- Teachable Moments
- Adaptive Teaching Strategies

Lesson Objectives

Firstly, the 'know' learning objective is designed to focus on the cognitive domain and declarative knowledge. This objective aims to develop young people's understanding of what safe and successful movement looks like, the rules, conventions, regulations, strategies and tactics for participation in different activities and what health and fitness mean in context. What would you like the students to know by the end of the lesson?

The 'show' learning objective focusses on the physical domain and procedural knowledge. Within this objective young people will develop fundamental movement and activity specific skills, such as knowing how to perform safe and effective movement, how to perform the rules, conventions, strategies and tactics in a sport and know how to participate in an activity. What would you like the students to show you by the end of the lesson?

The final learning objective, 'grow', focusses on the affective domain and conditional knowledge with a link to an overarching concept to develop young people holistically.

With the inclusion of this learning objective, the lesson is not purely focused on the performance of skills within an activity, but knowing why they are performed, when they are performed and what holistic characteristics can be applied and developed through the activity and beyond the PE classroom. What additional meaningful learning can be delivered through this PE lesson?

Lesson Objectives



Know

This lesson objective will focus on the cognitive domain.
What will students know by the end of the lesson? This aligns to Ofsted pillar of '**Rules, tactics and compositional ideas**'.



Show

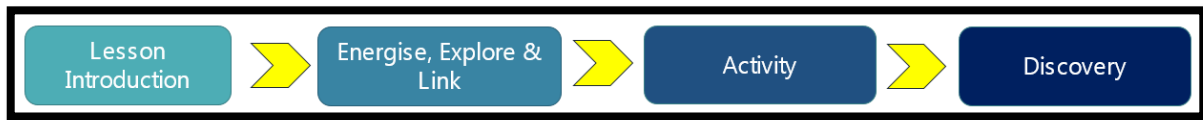
This lesson objective will focus on the physical domain.
What movement or skills will students practice and develop?
This aligns to Ofsted pillar of '**Motor competence**'.



Grow

This lesson objective will focus on the affective domain.
What will students develop, demonstrate and learn to transfer in terms of skills, attitudes and values? This aligns to Ofsted pillar of '**healthy participation**'.

The LEAD Framework



The Concept Curriculum 2.0 offers a simple lesson delivery framework that can be utilised to effectively deliver conceptual learning whilst ensure students are active for a sustained period of time and developing movement competency. Each stage of the LEAD framework is discussed below:

- **Lesson Introduction:** At the start of the lesson, by introducing the concept it opens the opportunity to focus the learning and explore its application within our PE context. This introduction can also provide a chance to further embed prior learning and build stronger connections between the concepts. To utilise changing time, the lesson introduction could be completed whilst students are changing. Examples of delivery might include: Provide students with a simple definition or explanation of the concept, ask students to think of examples or non-examples of the concept, students create their own definition or elaborate on the one you have given, ask students to show you through movement or actions.
- **Energise, Explore and Link:** Once students have understood what is meant by the concept, get them active as quickly as possible and encourage them to explore and make connections with the physical activity we are engaging in. This will enable a deeper level of thinking and learning. Using engaging exploration activities and questioning is a good

way to connect a concept to the lesson. Provide a basic form of exploratory physical activity. Then ask the students the link questions for them to understand and link the learning to the activity. Link questions might include: 'how did you demonstrate the concept in that activity?', 'why was that concept important in that activity?' or 'how did your understanding of the concept support your progress in that activity?'

- **Activity:** The most important part of any PE lesson is the opportunity to be physically active. We should provide engaging and challenging activities for students to demonstrate their understanding of the concept, develop their competence and confidence with the physical activity and have plenty of time to practice the skills and techniques required to engage with a variety of activities. Look for teachable moments (discussed shortly) to further embed the concept and activity specific knowledge.
- **Discovery:** The final stage of the L.E.A.D Model is to discuss the discoveries we have made in the lesson and how this learning could be applied elsewhere. Here we encourage students to consider what they have learnt, how they have demonstrated this learning and where else this learning might help them in PE and beyond. This can be done through questioning, self-reflection or discussions.

Teachable Moments

Teachable moments are times within a lesson that the concept can be embedded further, or coaching can be provided to enable practical progression. Teachable moments come in two forms:

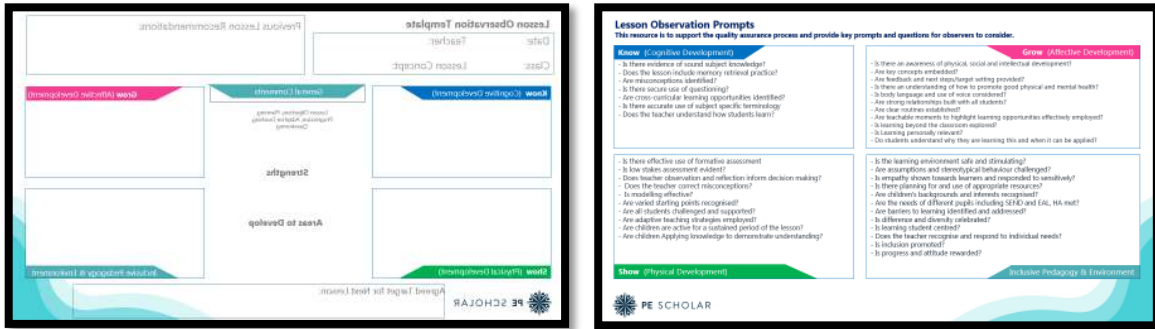
- **Targeted learning:** feedback provided to an individual or small group regarding the concept, key techniques, or sport specific information.
- **Discussion points:** Feedback provided to a class to highlight key learning or address common misconceptions.

Look for these teachable moments within a lesson to deliver impactful learning at the most opportune time. If there are no opportunities for teachable moments at that time, stand back and keep the students active.

Adaptive Teaching Strategies

The purpose of the Concept Curriculum is to provide a positive and inclusive PE experience for every child. Therefore, considering adaptive teaching strategies, such as the examples listed within the resource, can ensure all children have the opportunity to learn and progress in a positive PE environment. Examples of Adaptive Teaching Strategies are provided in the exemplar lesson plans.

Teacher Development and Quality Assurance



To support the development of the PE teachers delivering and the leaders implementing and embedding the Concept Curriculum, we have created lesson observation sheets. The observation sheets focus on four key aspects or a PE lesson:

- Know (cognitive development)
- Show (physical development)
- Grow (affective development)
- Inclusive Pedagogy and Environment

We have also created a lesson observation prompt sheet to support observers focus on important areas within a PE lesson and provide more constructive and meaningful feedback.

Create your own



We understand that every school is different, as is the needs of the students within them. Therefore, we have included some templates to enable departments to create their own unit plans around the concepts they feel would best meet their student's needs. The resource is also fully editable so you can make changes to suit your students with ease.

For PE Teachers By PE Teachers

The authors of this resource are all physical education teachers that understand the contemporary educational landscape. They share a common mission and goal to be more effective in delivering physical education experiences that are more positive, inclusive and meaningful.

More information and further courses and resources

For more information regarding this resource or other courses and resources please visit www.pescholar.com or contact us via support@pescholar.com

Closing thoughts

We really hope this resource supports you in transforming your curriculum offer and ultimately making a bigger difference to more children and young people's lives.

Further Reading

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