



# Carl Broome

BSc, PGCE, MA, NPQSL\*

## Current school:

Sherborne Qatar Senior School – Head of PE

## Previously:

Nord Anglia International School Al Khor – Curriculum Lead PE

Aspire Academy – Head Coach Multi Skill Development

Ounsdale High School, South Staffordshire – Head of Boys PE, Head of Sixth Form

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**PE is for all.**

**The more unlikely we feel the child is to continue physical activity in later life, the more of a priority they become.**

**PE is for learning many things but...**

**Extra-Curricular is for learning sport**

**Primary objective:**

**All pupils leave us with a very high likelihood that they will remain physically active throughout life.**

**Secondary objective:**

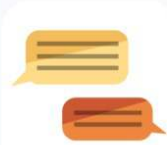
**All pupils acquire knowledge and skills relevant to their futures.**



# PE Curriculum

# CONCEPTS

## The Top 10 Soft Skills



Communication



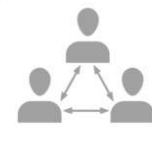
Self-motivation



Leadership



Responsibility



Teamwork



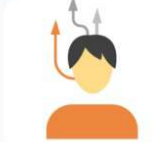
Problem solving



Decisiveness



Ability to Work  
Under Pressure  
and Time Management



Flexibility



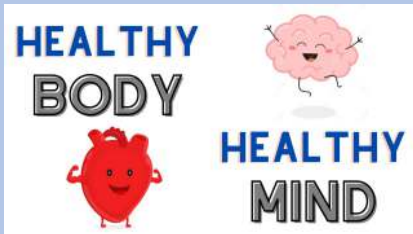
Negotiation  
and Conflict Resolution

# PE Curriculum



**PE Curriculum**

## All Years



## Year 7



## Year 8



## Year 9



~ 100 lessons



# COMMUNICATION

Basic instruction  
(pairs/small group)



Basic instruction  
(large group)



Non-verbal  
communication



Discussion and  
Active Listening



Giving feedback to  
motivate and improve



How communication  
links to emotion



Tactics  
& Strategy



TEAM  
WORK





- A series of individual 'do your best' performance activities
- Motor Competency assessment (informs swimming groups)
- 'Talent ID' – direct pupils to extra-curricular
- Growth Mindset focused



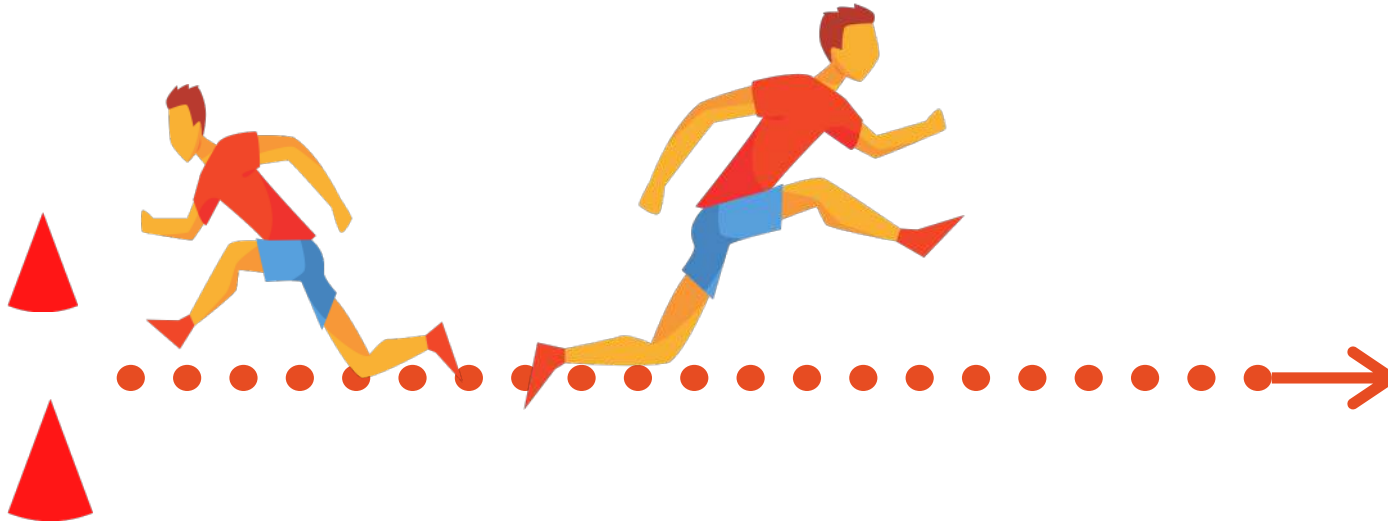
How far can you go doing this:

Run backwards until 2.5  
seconds

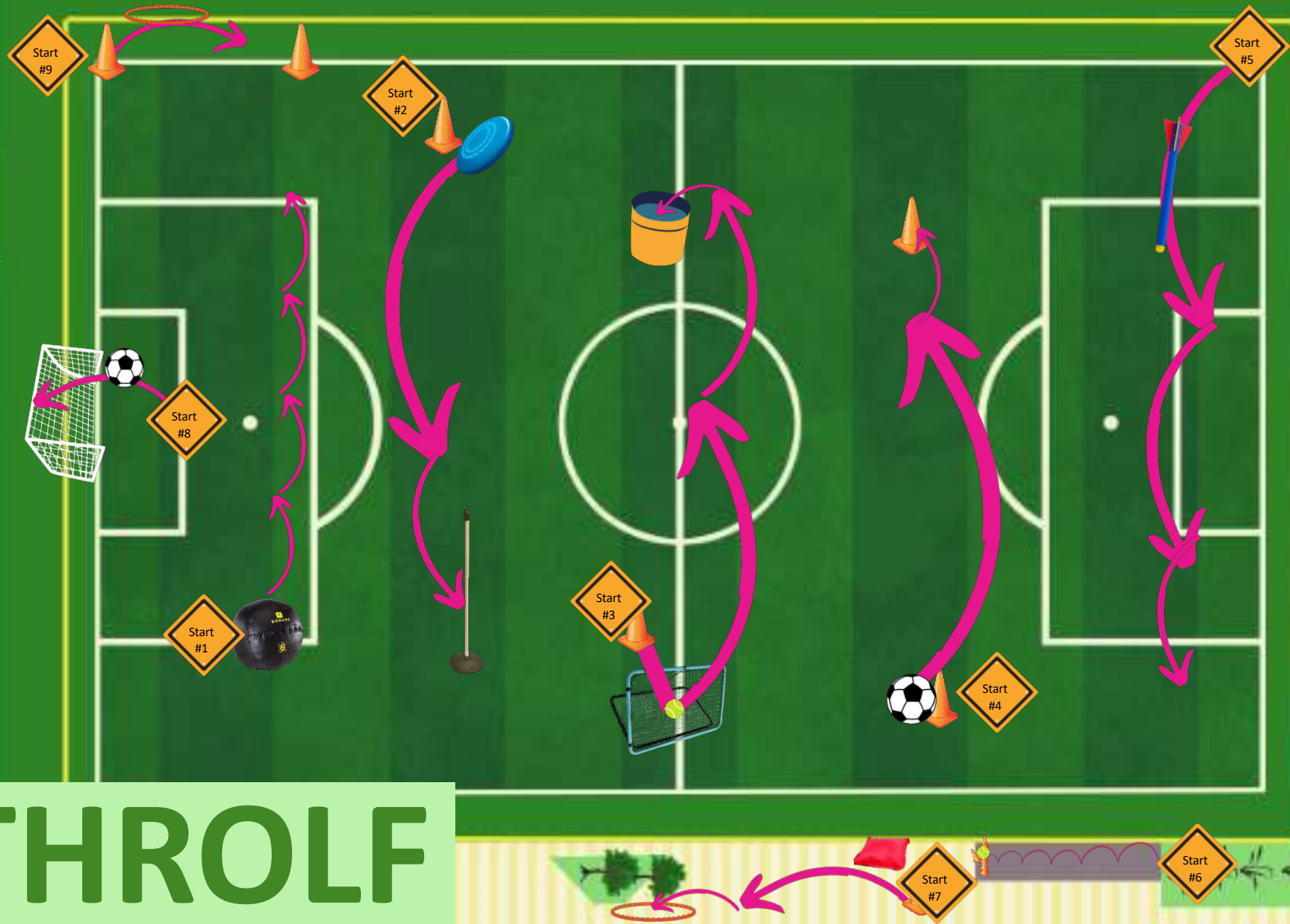
Turn around

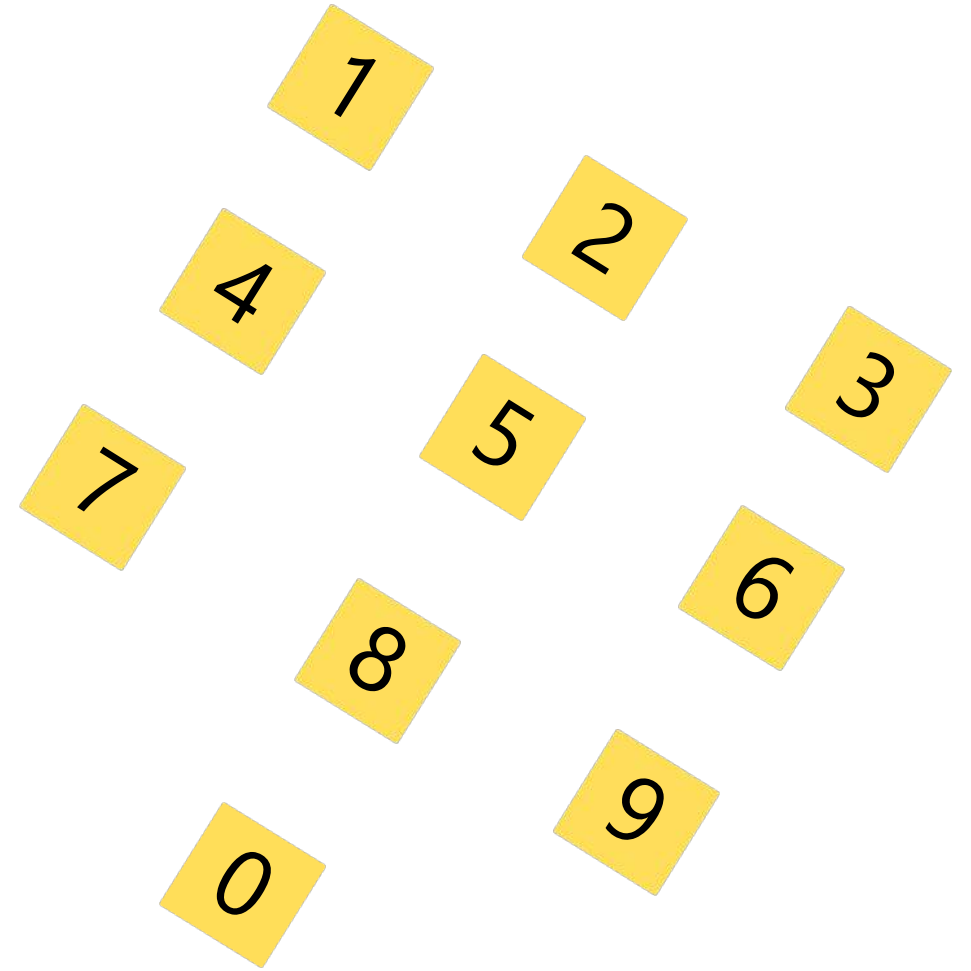
Sprint forwards until 5 seconds

<https://youtu.be/efnjlSFGs78>



# THROLF





<https://www.youtube.com/watch?v=rg-dUsZuolI&t>

How to: <https://www.youtube.com/watch?v=XKmv-WgFNs>

**PERSONAL  
BETTER...**

**Does anyone know  
who this is?**

**If yes, what can you tell us  
about him?**





# Remember the skateboarder in our last lesson...



What does this video show him doing which lots of people try to avoid?

**HEALTHY  
BODY**



**HEALTHY  
MIND**

- **Running**
- **Yoga**
- **Pilates**
- **S&C, intro to training**
- **KUFH**





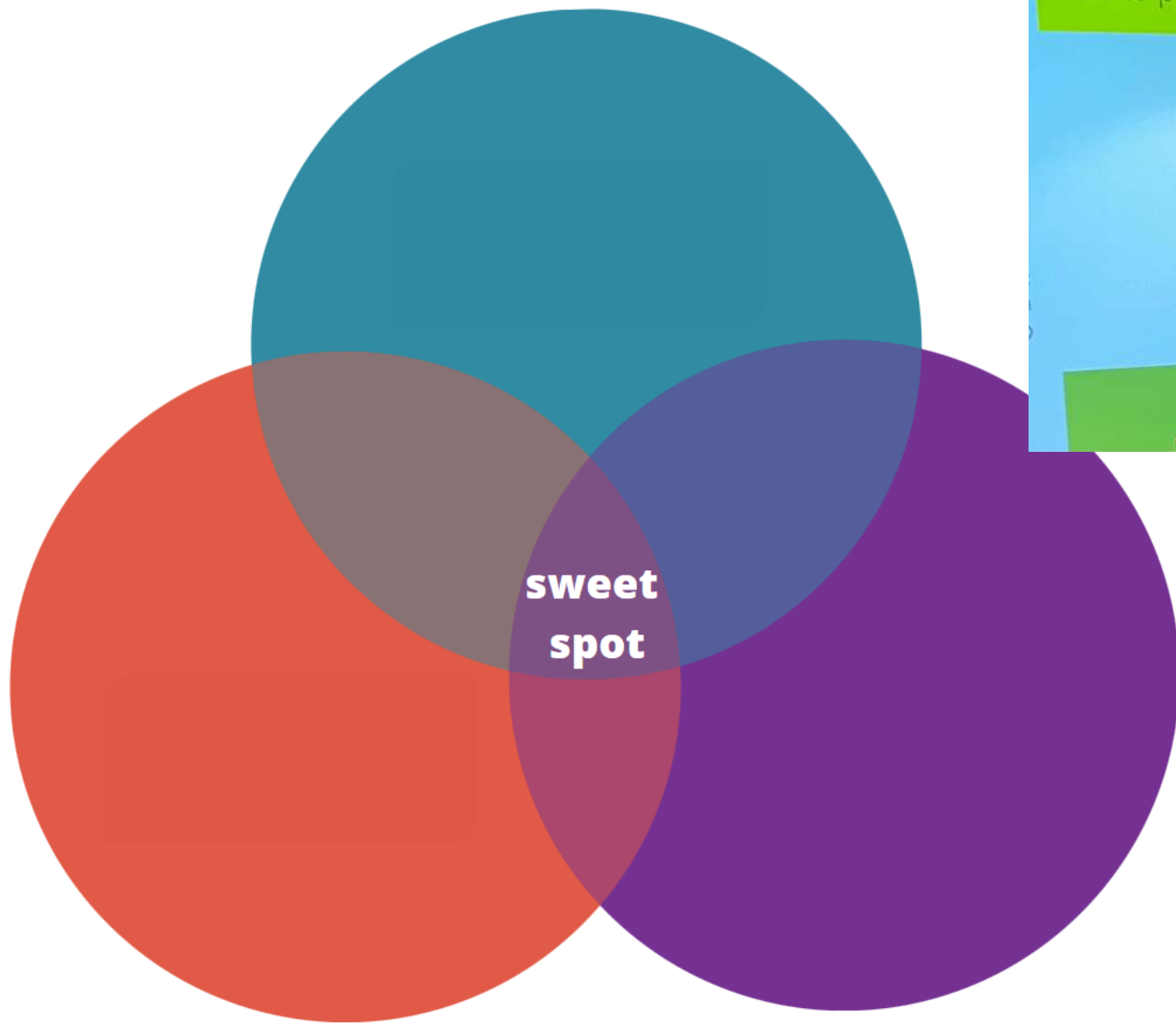
# **ATHLETIC & SKILL DEVELOPMENT**

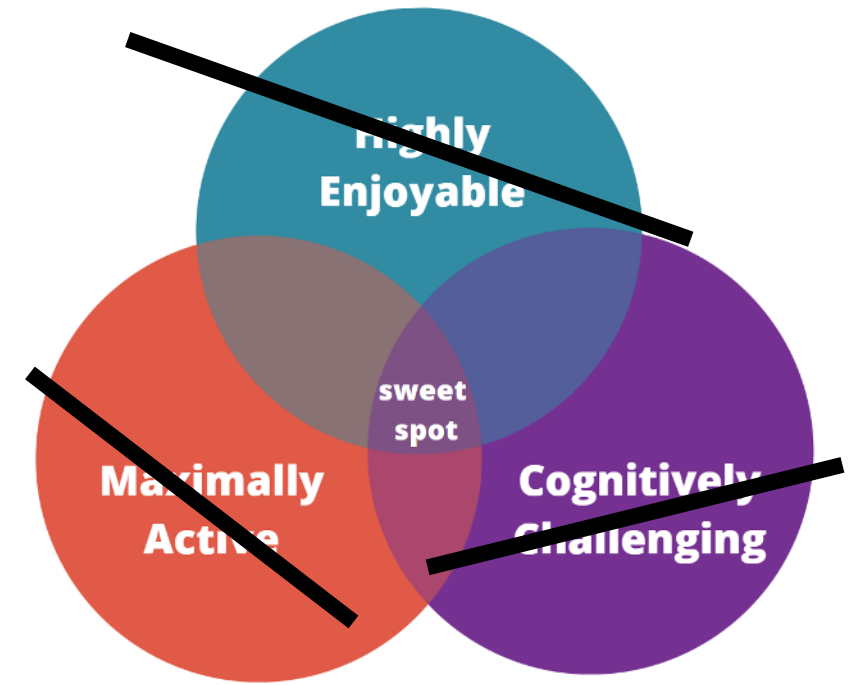
- **Trampolining**
- **Gymnastics / Flight**
- **Boxing**
- **Parkour**
- **Striking**
- **Swimming**
- **Throwing/Catching**
- **Jump Rope**

# LESSONS

THINK OF YOURSELF LESS AS  
A TEACHER AND MORE AS A  
DESIGNER OF MEANINGFUL  
EXPERIENCES.





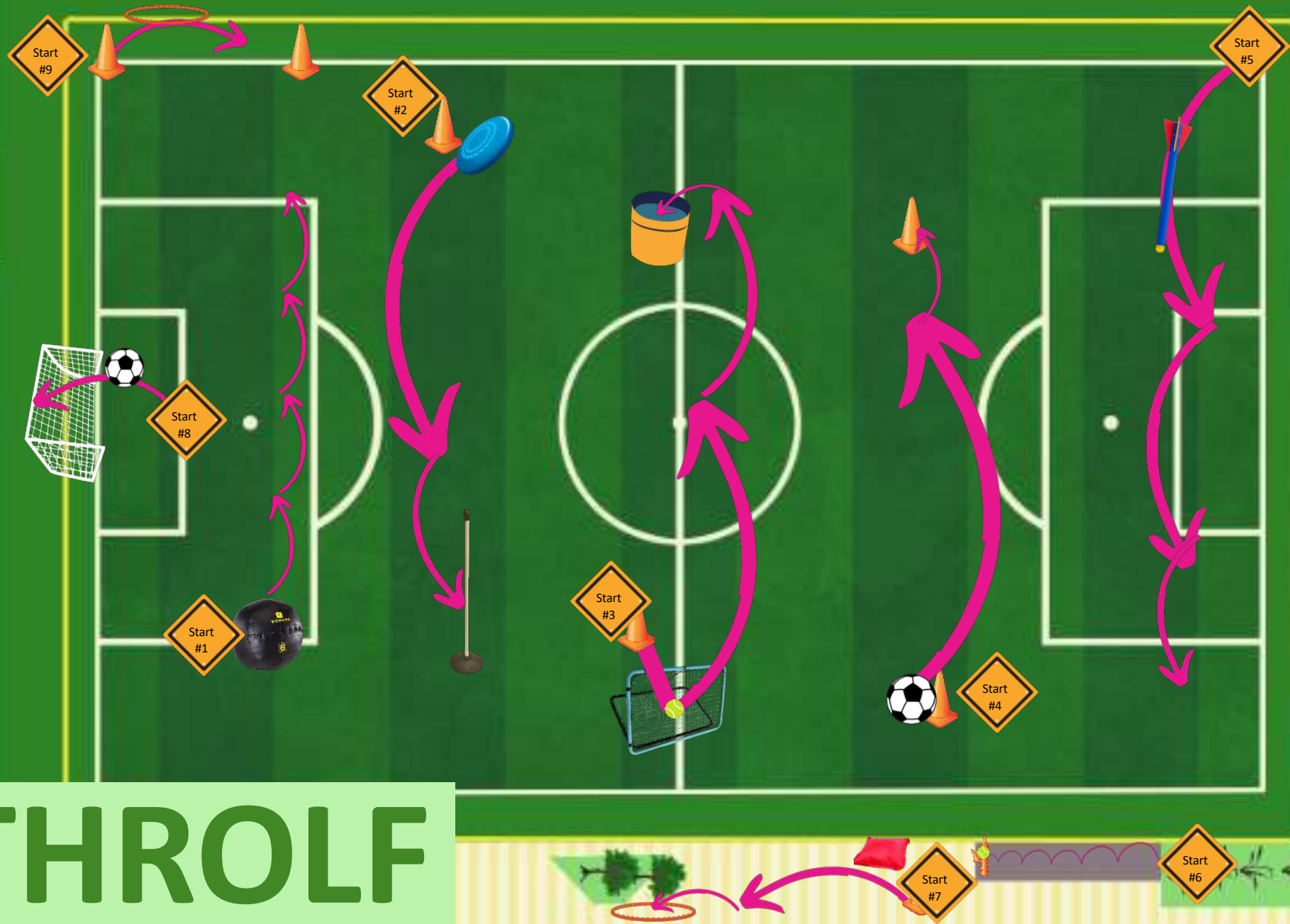


~~All pupils learn  
knowledge and skills  
relevant to their futures~~

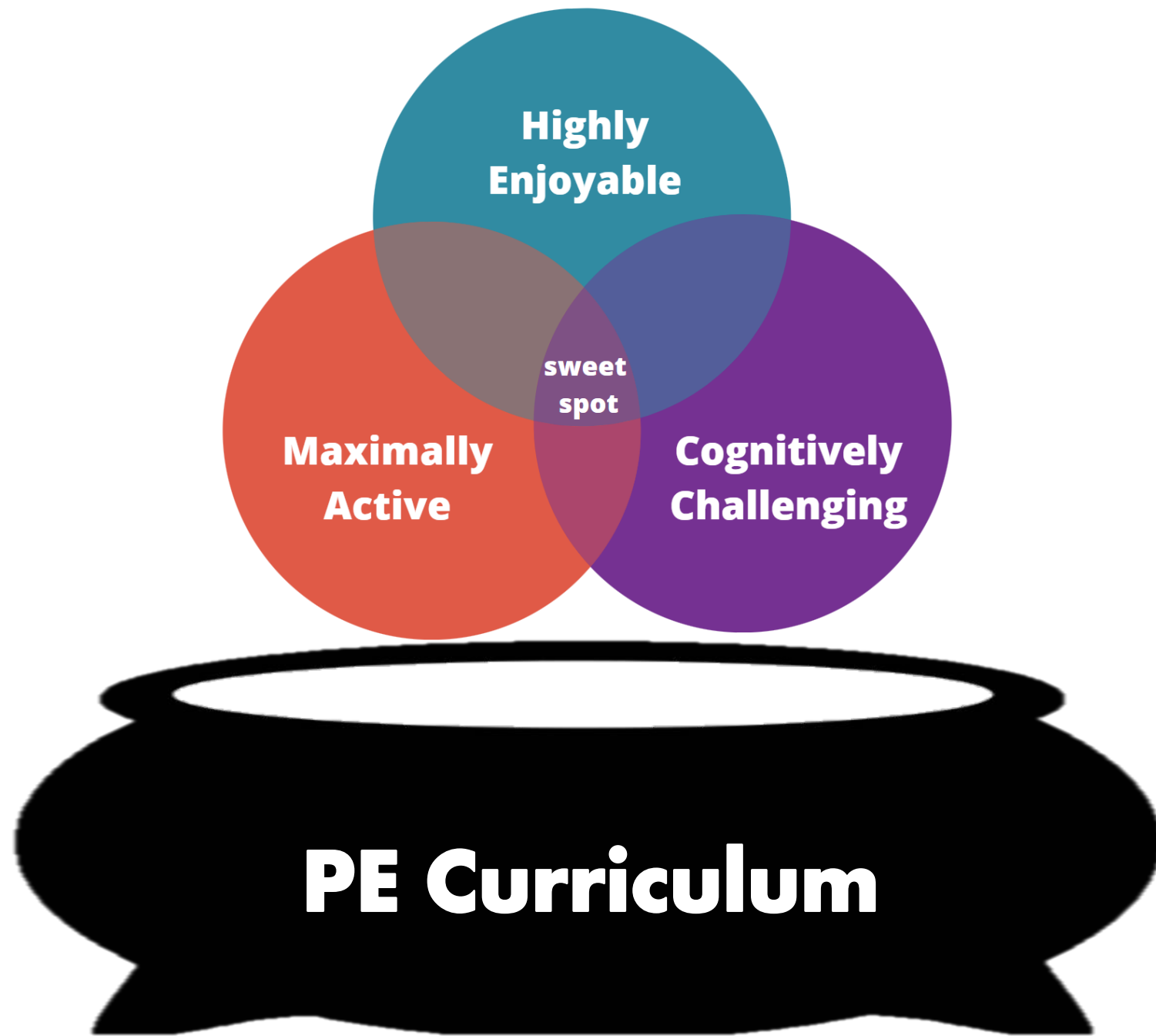
**Team selection**



# THROLF







\*Note there are also **Aquatic** activities such as swimming, sailing, canoeing etc. conducted in or on water.

## Range of Activities

Physical activity can take many forms.



### Adventure

Activities that have a focus on meeting risk and managing challenge within natural and unpredictable environments. (climbing, abseiling, rambling, orienteering, skiing, skating, and open water swimming).



### Athletic

Activities that have a main focus on the performer reaching personal maximum/optimal power, distance, speed, and accuracy within a competitive and controlled environment. (gymnastics, athletics, swimming, cross country, and powerlifting)



### Aesthetic

Activities that have a main focus on the embodied dimension being used as an expressive instrument within a creative, aesthetic, or artistic context. (dance, free running and aspects of gymnastics).



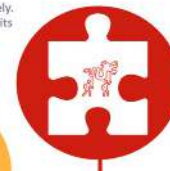
### Competitive

Activities that have a main focus on the achievement of predetermined goals through the outwitting of opponents, while managing a variety of implements and objects in challenging and changing contexts. (football, hockey, cricket, bowls, volleyball, rugby, and archery)



### Health, Fitness & Wellbeing

Activities that have a main focus on gradually improving the wellbeing of the person and function of the body, both qualitatively and quantitatively. (aerobics, Pilates, yoga, circuits and Zumba).



### Relational

Activities that have a focus on sharing experiences and the development of empathy between people and groups as they move together in a social and cultural context. (folk dancing, synchronized swimming, diving, and trampolining)

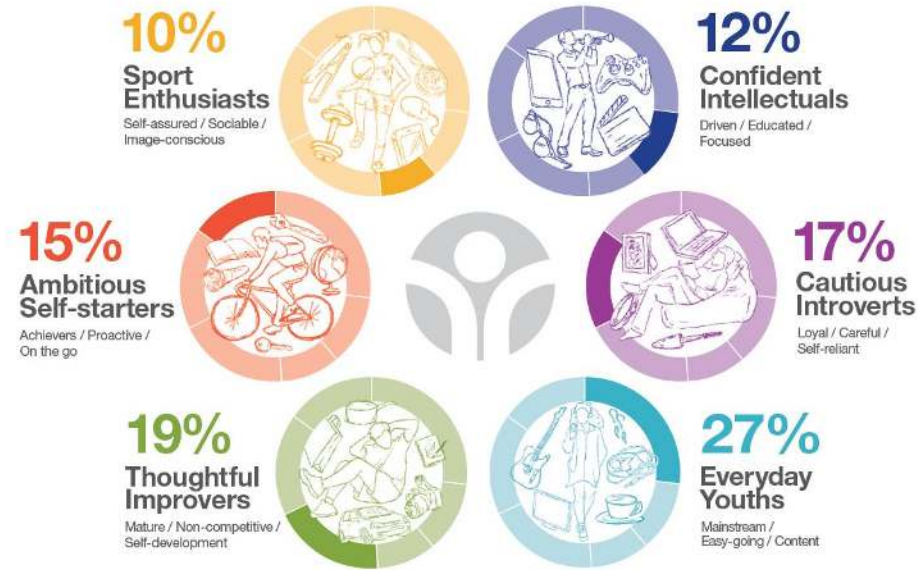
# PE Curriculum





## The six youth personalities

Key traits and group size



# PE Curriculum

YOUTH PHYSICAL DEVELOPMENT (YPD) MODEL FOR FEMALES																						
CHRONOLOGICAL AGE (YEARS)	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	+21		
AGE PERIODS	EARLY CHILDHOOD			MIDDLE CHILDHOOD					ADOLESCENCE										ADULTHOOD			
GROWTH RATE	RAPID GROWTH			↔		STEADY GROWTH			↔		ADOLESCENT SPURT					↔		DECLINE IN GROWTH RATE				
MATURATIONAL STATUS	YEARS PRE-PHV					←					PHV					→					YEARS POST-PHV	
TRAINING ADAPTATION	PREDOMINANTLY NEURAL (AGE-RELATED)										↔		COMBINATION OF NEURAL AND HORMONAL (MATURITY-RELATED)									
PHYSICAL QUALITIES	FMS		FMS			FMS		FMS														
	SSS		SSS			SSS		SSS														
	Mobility		Mobility					Mobility											Mobility			
	Agility		Agility					Agility							Agility							
	Speed		Speed					Speed							Speed							
	Power		Power					Power							Power							
	Strength		Strength					Strength							Strength							
	Hipertrophy								Hipertrophy		Hipertrophy								Hipertrophy			
	Endurance & MC			Endurance & MC					Endurance & MC							Endurance & MC						
TRAINING STRUCTURE	UNSTRUCTURED			LOW STRUCTURE					MODERATE STRUCTURE				HIGH STRUCTURE			VERY HIGH STRUCTURE						

The YPD model for females. Font size refers to importance; light blue boxes refer to preadolescent periods of adaptation, dark blue boxes refer to adolescent periods of adaptation. FMS = fundamental movement skills; MC = metabolic conditioning; PHV = peak height velocity; SSS = sport-specific skills; YPD = youth physical development.

Source: Lloyd and Oliver (2012)

# PE Curriculum



# PE Curriculum



Rachel Cable 🇬🇧💜🌈 @Rachel\_Cable7 · Jun 24

Replying to @hef4caerphilly and @Dawn\_Bowden

I **\*hated\*** PE at school, mainly because everything was competitive - team or individual sports. I love running now and wish that school could've shown me that rather than putting me off exercise for decades!



Cllr Eva Murray 🗳️ @EvaCMurray · Aug 14, 2020

Week 5 of #Couchto5K ✅

I've **hated** running ever since **cross country** was forced on me in school BUT I've just completed a 20 minute non-stop run & I'm SO happy.

Can't quite believe how far I've come in such a short period of time! 🏃💪



# PE Curriculum



## Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 
2. Present new material in small steps. 
3. Ask lots of good questions. 
4. Provide models and worked examples. 
5. Practise using the new materials. 
6. Check for understanding. 
7. Obtain a high success rate. 
8. Provide scaffolding and support. 
9. Encourage independent practice. 
10. Weekly and monthly review. 

# PE Curriculum



# PE Curriculum



**PE Curriculum**





# **PE Curriculum**

# Prescriptive



# Each lesson is complimented by a presentation



- Consistency
- Raising standards
- ‘Safety blanket’
- Ensuring good practice (e.g. thinking time)
- Visual modelling
- Story-telling
- Helping pupils learn vocabulary
- Opportunity for pupils to return and see the information/technique/task again without asking the teacher.

# Warm-ups

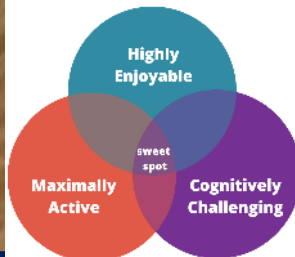
An integral part of the learning experience



R.A.M.P.

# Jump & Duck

Your teacher will let you practice before a race to see which team can get the rope under and over ten times the quickest!



In a group of 4

Set up a triangle of cones, with one player at each cone and the other player in the middle.



# WARM UP - Quick Switch



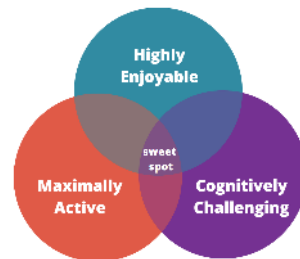
The 3 players at the cones try to switch without the middle person getting to an open cone before them.



# WARM UP - Quick Switch

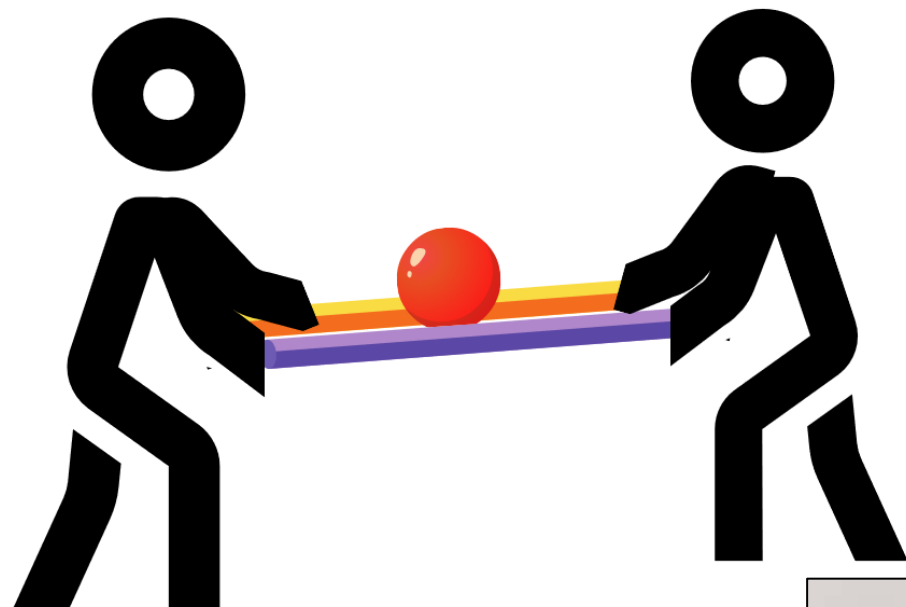


If the middle player gets to the cone first, they swap and the defeated player becomes the player in the middle.



# WARM UP - Quick Switch

# Lesson activities



**Level 1**



**Level 2**



**Level 3**



2 balls around



3 balls around



Bounce the red,  
not the yellow



3 ball line shuffle

# TEAM WORK

How many stars can your team accumulate?



Kick 1, throw 1



2 ball juggle



4 ball juggle



4 balls around

I updated the scoreboard

I acted as the official for a game not involving my team

I demonstrated sportsmanship

I volunteered to be captain (even if I wasn't chosen)

I helped someone to improve their technique

I helped set up a court at the beginning

I've been trying my best

I gave someone else encouragement

I wore the correct PE kit to lesson today.

I took full part in the warm-up, following my captain's instructions

I helped someone to remember/learn the rules

I helped put away a court at the end of the lesson



# What's your motivation?

*ENJOYMENT*



*COMPETITIVE*



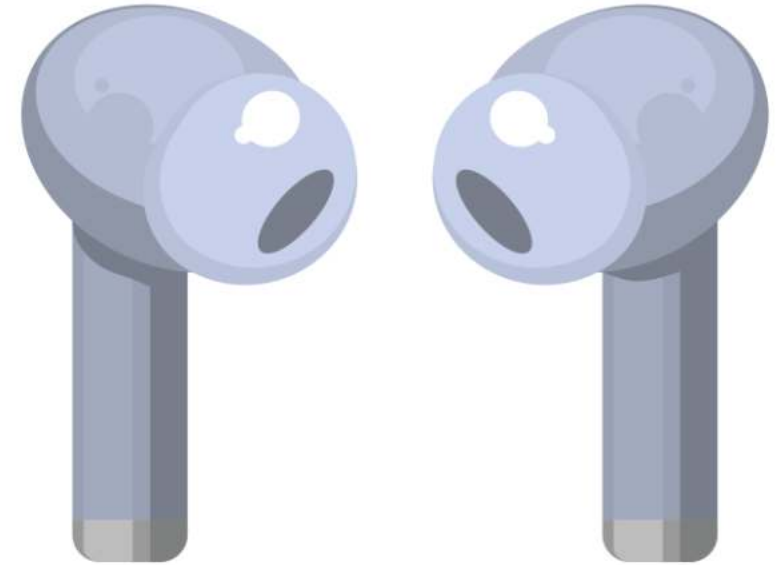
*IMPROVE  
HEALTH &  
FITNESS*



# *ENJOYMENT*



**1. Run with friends**



**2. Run with music**



# *COMPETITIVE*



**Cross Country race**



**3km time trial**

**Why does running often feel  
most difficult at the  
beginning?**

# Photo Finish



The aim: you must all cross the finish line at the exact same moment

# Pedagogy / other strategies

# Recap:

## What do we already know about Tactics and Strategy?

Assign team members to roles according to their attributes or strengths

All team members must have a clear understanding of their role

Each member performs their role = best chance of success

Teams should assess the attributes needed to be successful in the activity

Strategy = plan of action to achieve an aim

Effective teams have effective strategies

Successful teams need all members to play a role

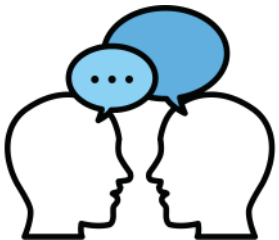
Strategies must suit the overall aim

# THINK - PAIR - SHARE

QUESTION GOES HERE



10 seconds



30 seconds

# THINK - PAIR - SHARE

Get your children thinking...

The  
Question  
Matrix!

What?  
(Event)

When?  
(Place)

Where?  
(Time)

Which?  
(Choice)

Who?  
(Person)

Why?  
(Reason)

How?  
(Meaning)

Is?  
Does?  
(Present)

Has? Did?  
Was?  
(Past)

Can?  
(Possibility)

Should?  
(Opinion)

Would?  
Could?  
(Probability)

Will?  
(Prediction)

Might?  
(Imagination)

Level of Challenge!



seconds

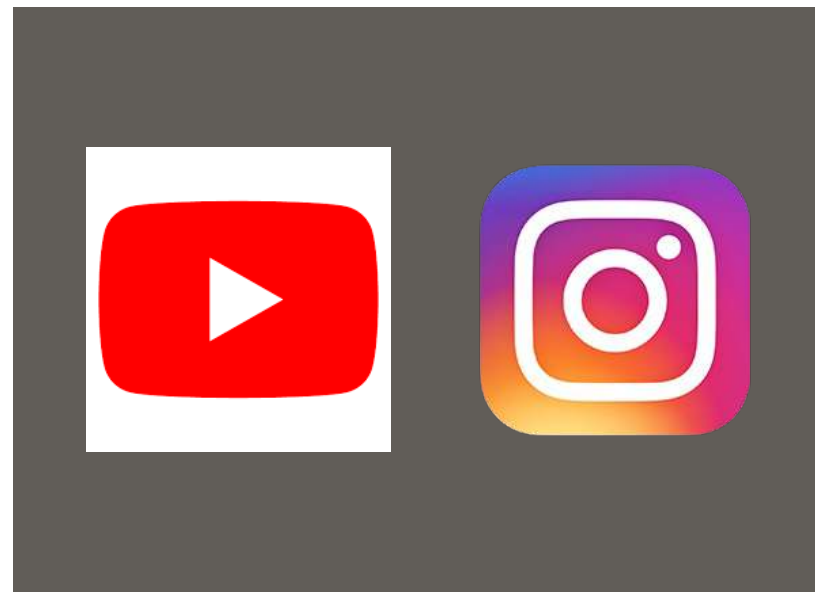
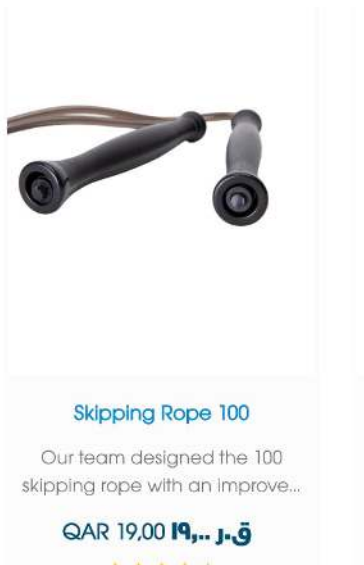
30 seconds



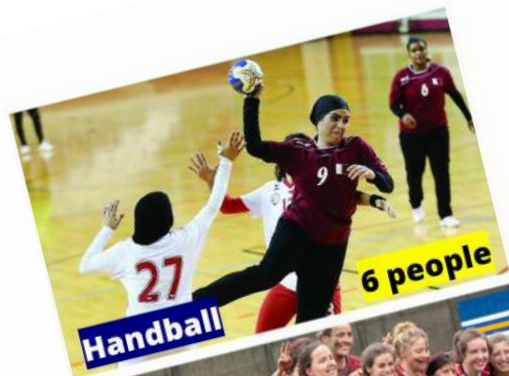


# Did you enjoy that?

3 ways to continue outside of lessons:



...to large

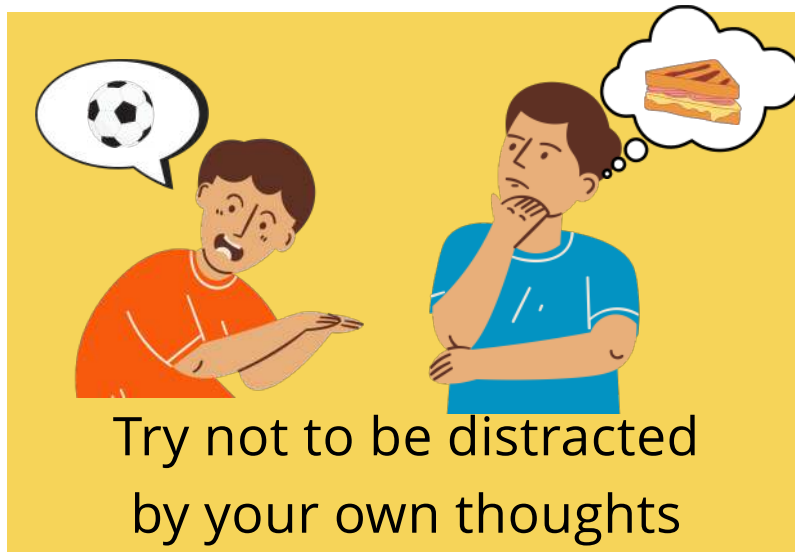


...to large





Look at the speaker



Try not to be distracted  
by your own thoughts



Think about your own  
body language...

...maybe smile or nod to  
show that you are listening

# Active Listening



Be respectful and give honest feedback.

Speak to others how you would like to  
be spoken to yourself.



Ask questions if you don't  
understand something about  
what was said.



Let them finish what they are  
saying. If everyone talks at the  
same time, no one is listening!

# WHAT NEXT?

- **Completion!**
- **Continual Development**
- **Assessment**
- **National Curriculum?**
- **Pupil Voice**
- **Test in new environment(s)**
- **Widen PL opportunities beyond PE**
- **Parent/Carer education**



How do you think the other members of the group might feel?

What barriers can you see which might stop the team being successful?



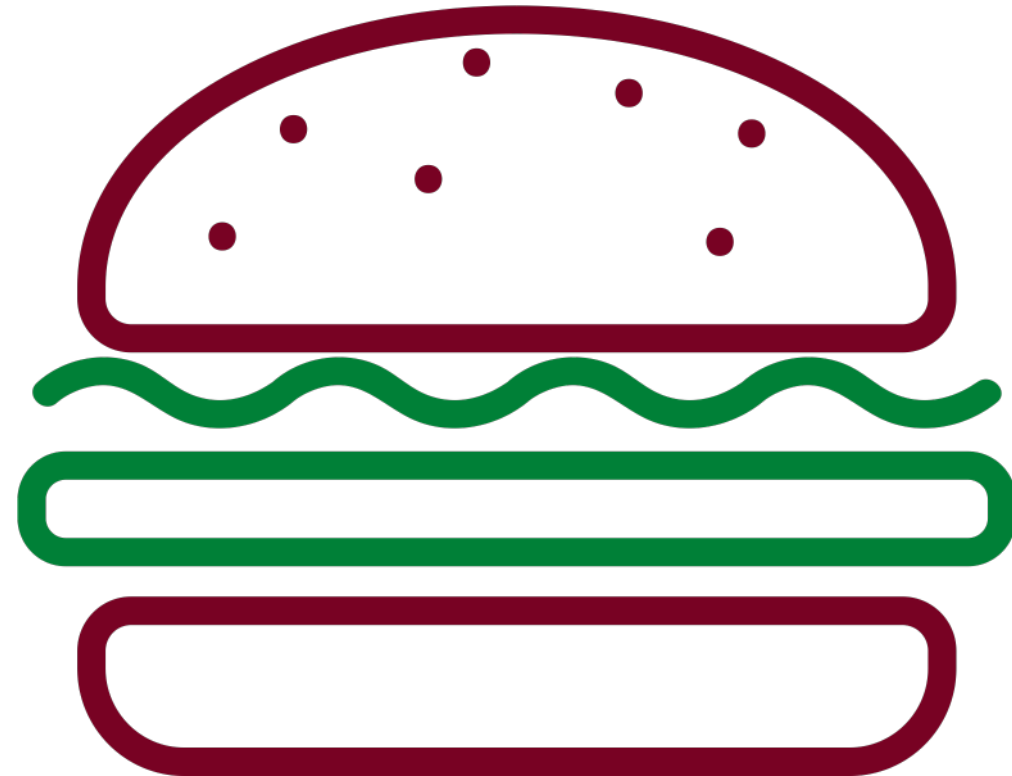


# You're now going to give the person a 'feedback sandwich'

One thing they did well

One thing they could improve

A further positive comment





**TEAM  
WORK**



**MY  
PERSONAL  
BEST**



## Locomotor

- Moving with balance
- Sprinting
- Cutting
- Shuffling forward/backward
- Diving
- Running in tandem
- Running a U-turn
- Jumping
- Ducking
- Swimming different strokes (if able)
- Running backwards
- Turning 180 on the move
- Paced running
- Sprinting
- Shuffle in all directions
- Bunny-hopping
- Clambering
- Vaulting
- Bounding
- Leaping
- Crawling
- High-stepping

## Object Control

- Balancing & catching a ball on pool noodles
- Pick-up cone from floor
- Moving an object from a prone position
- Flinging
- Bounce pass
- Striking with hands
- Throwing
- Catching
- Throwing in multiple ways – underarm, overarm, slinging, pushing, two handed/one handed, frisbee, dart
- Catching
- Bouncing ball on the move
- Dribbling ball with feet
- Sending/receiving ball with hands
- Sending/receiving ball with feet