# Curriculum: PGCE Physical Education (11-16) with QTS\*

# AY 21/22



**Course: PGCE Physical Education                                   Course Leader/Author: Leon Fraser**

To enable the Physical Education (PE) PGCE curriculum to be rich, diverse and research focused it aligns consistently with the EHU ITE Pillars; whilst being underpinned by the Core Content Framework (CCF) to ensure the coverage goes beyond within practical and theoretical lectures. With the intention to evoke a vision for the trainees to capture, examine and explore subject knowledge, skills and values surrounding children’s physical and mental development. Using ideologies such as ‘Physical Literacy’ (Whitehead 2014) to encourage a curious approach towards building their pedagogy to recognise the importance of cognitive load theory, modelling and appropriate scaffolding to promote adaptive teaching in PE. This acknowledges what has been embedded from KS2 in Fundamental Movement Skills (FMS) to enhance this when delivering the KS3 school-based curriculum. The trainee will acquire ‘mastering foundational concepts’ to empower learners to have a coherent and wider vision for successful learning. Which underpins the steer from Ofsted research review (2021:41) encouraging ‘learning about the body’ and ‘informing the parents about physical development such as agility and coordination’. The sequencing of our PE curriculum exemplifies the importance of prior learning for trainees to understand and appreciate the learners replicating this when mastering new ideas (Agoni et al. 2009)

Throughout, the PE curriculum is sequenced to expose trainees to expert academic teaching using a spiral approach to continually reinforce the expected and essential course fundamentals. This is explored through concepts such as ‘Growth Mindset (Dweck 2007) that underpin a variety of opportunities to be explored through physical activity across the PE curriculum, emphasising the importance of enjoyment and other positive outcomes to a healthy lifestyle that can impact upon high academic achievement (Burnette and Finkel, 2012). In contrast the PE trainee will explore how sociocultural factors such as the interaction with learners using pedagogy can affect teaching and learning (Bell 2010). To coincide with this, trainees will also examine the theoretical concepts of PE (inclusive of examination PE) to add depth when interpreting and explaining what is identified when teaching. This further empowers the PE trainee to consider the importance of Social Justice and empowering the trainee in acquiring, adopting and achieving the professional and personal attitudes, embedding the importance of resilience, wellbeing and motivation through their ‘teacher identity’ and educational philosophy. This organic process for the PE trainee further explores the importance of prior knowledge of specific physical activity to address misconceptions surrounding teaching in contrast to coaching. This embeds the ‘considerable amount of work on the importance of subject knowledge trainee teachers need to develop to become effective teachers’ (Capel 2021) addressing misconceptions in the delivery of physical activities.

The journey towards becoming a Professional PE teacher within the placement empowers the innovative approach to capture the ITE PE focused curriculum (supported by the specialist PE school-based mentor) building upon their prior knowledge from university learning in their placement. This includes areas such as adaptive teaching to provide an inclusive approach to establishing a diverse PE culture to “help students exceed what they think is their potential”(Hattie & Zierer, 2018, p167). There is an importance to recognise cognitive load and the opportunities to scaffold learning through STEP (Space, Task, Equipment, Person) and HHH (Head, Heart Hands) models. This ensures that PE encapsulates physical, mental and theoretical approaches to ensure learners are ‘viewed holistically as they may possess advanced evaluative skills ’(Grout and Long, 2009).

Encouraging the trainees to explore what makes a ‘culture of mutual trust’ in PE and how ‘effective relationships’ are established is examined through context in Safeguarding and Behaviour management. Evoking reflective practice through feedback and feedforward, observing experienced colleagues when on professional practice and educational research. This develops lifelong learning through policies and methods in areas such as SEND, SMSC and Fundamental British Values has been placed upon education. This provides a more holistic appreciation of how learners acquire understanding in differing ways and the adaptive approaches that must be adopted through prior knowledge and potential barriers in their learning. Priority is given to those elements of the curriculum that are national or local priorities including gender and ethnicity imbalance in sport and the impact of choosing PE as a career.

**References**

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|  |  | Trainees should… | Prior to PP | End of Introductory PP | End of Developmental PP | Interim on Consolidation PP | End of Consolidation/Course |
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| PILLAR 1 | Personal & Professional values, attitudes and beliefs | *Learn*  *that:* | -teachers are role models and advocates who uphold the public trust through their conduct and professionalism with school and community  -the essential duty to keeping children / young people Safe.  - it is essential to seek advice, guidance from expert colleagues (Pastoral leaders/ SENCo/ DSL) to support learners in the environments / settings that PE takes place. | -teaching requires a healthy approach to work life balance.  -Consistency in organisation including school/ extracurricular and community activities / CPD  - teaching is a profession underpinned by conduct, standards, high expectations in behaviour in school and on PE fixtures / visits and residentials.  -modelling attitudes, beliefs to positively influence the learners.  -Anticipate misconceptions in PE to inform planning such as all learners having age related FMS (Fundamental Movement Skills) | -Embedding PE knowledge / understanding is essential: prior learning/ recall  -It is organic and should be research informed to embrace change and support national requirements (in relation to physical and mental health)  -Scaffolded approaches to underpin working models/.  -Identify when scaffold is to be removed through exposure eg. stretch and challenge  - professional development is a positive career journey that will impact upon the outcomes. | - As PE teachers there is a recognition to support a whole school context / headline (Healthy eating/physical, mental wellbeing/Transition KS2)  - Promote ‘lifelong participation in physical activity’ for physical/mental development  -Advocating the impact on social, emotional wellbeing through the interaction and involvement of PE inside and outside of the school.  -Embedding the range of learning theories in PE to promote learning | -CPD is the essential scaffold that will empower throughout the teaching career. Eg.   * Association for Physical Education (AfPE) * National Governing Bodies in sports (NGB) * Youth Sports Trust   (YST)  -ECF will underpin all that has been guided and structured through the ITE.  - It will ensure progression is ongoing to become establish ECT in the profession.  -PE teachers should demonstrate an impartial view when debating sensitive topics |
| *Learn*  *how to:* | -Conduct themselves as professionals in school and the community  -Understand to what Risk assessment involves and how to undertake it in PE.  -Recognise concerns about safeguarding and Digital Wellbeing and how to report this. | -Establish and build professional awareness through relationships with colleagues/parents and other stakeholders (community)  -Acquire effective strategies to manage time /workload.  -Engage in professional development in reflective approaches (coaching / mentoring) school initiatives. | -engaging with and prompting the school ethos will empower them in the wider context of the school and the PE department.  -take calculated risks in their professional development within a safe/ supportive working environment.  -Appreciate and reflect upon the criticality of their mentor’s guidance. | -effectively communicate, liaise and organise with colleagues, parents/carers, schools, partners  -Understand how to articulate professionally to ensure the learners are at the centre of the support and guidance.  -have an awareness of how to implement emotional support across the development of their school life. | -Establish proactive methods of working effectively in a PE department for first post.  -Implement SMART targets to review what is required after recommendation for QTS. |
| PILLAR 2 (Subject & Curriculum knowledge) | How learning occurs & progression | *Learn that:* | -understanding occurs across different physical activities is essential underpinned by the awareness of delivery as a teacher not a coach.  -Recognising the importance prior knowledge /experience is the cornerstone in PE.  -The memory is an integral part of learning that must recognising impact of overload.  -identifying misconceptions of complex concepts: Anatomical names in the body. | -a Spiral curriculum approach is essential to be effective learner and (become) practitioner.  -Embed an inclusive accessible PE curriculum.  -all learners should challenge their ability and healthy approach in lessons /extracurricular.  -Identify pathways to provide support / guidance in a variety of approaches to ensure success in physical activity and sport. | -Sequencing is essential for development through empowerment of knowledge will create expertise in PE  - Highlight misconceptions in PE through expectations of sports / activities associated with gender and culture.  - scaffolded learning approaches to prevent learners encountering overload in theory and practical PE lessons | -recognition through the implementation of Metacognition approaches /strategies to establish positive routines towards a learner succeeding.  - Reflection upon the benefits of critical thinking and securing knowledge to master the concepts, skills and application in PE by the learner. | -Encouraging an inquisitive PE teacher that ask questions to analyse performance in and accessibility of learners towards all activities.  -Embed a philosophical approach to questioning to challenge and stimulate.  -Essential to encourage learners to ambitious in setting their targets. |
| *Learn how to:* | -Embed the importance of modelling, scaffolding and sequencing in lesson planning and specific PE resources  - Explore learning approaches aligned to ensure pre-requisite knowledge in Motor competence /Rules, strategies & tactics/ Healthy Participation.  -Recognised through prior learning and experience in PE | -Explore and engage in planning lessons that underpin the prior knowledge, understanding in different physical Activities  -Embrace the misconceptions in physical and mental development of the learners.  -Address preconceptions regarding how well in PE they demonstrate:   * FMS (Fundamental Movement Skills) * demonstrate safe movement/participation/ rules. | -Embed a spiral curriculum that continually reviews and builds through stretch and challenge learning activities.  -implement strategies to be successful through the appreciation of examination and vocational frameworks for practical and theoretical PE.  -Planning lessons with inclusive resources to avoid misconceptions in subject knowledge. | -Implement interventions to support, stretch and challenge eg. How well do learners recall the importance of playing safe?  -be confident in integrating research-based principles identified such as Rosenshine principles through focused PE learning activities.  -Utilise data to monitor and provide intervention.  -Use positive explorations through theoretical PE to recognise holistically education eg. Leading a healthy active lifestyle. | -to be proactive in planning effective PE curriculums from a reflective / prior learning approach to PE teaching.  -Embed the positive attitude around being diverse and aware in the appreciation accessibility into PE (Ability versus disability)  -PE embeds a reflective approach through practice and theory. |
| Curriculum & subject knowledge | *Learn that:* | --The purpose of PE (National) curriculum provides opportunities to succeed excel in physically demanding activities and competitive sport.  -PE has a multifaceted approach to embed knowledge, technical ability and application  - ‘Transferability’ of technique and understanding underpinned by FMS is encouraged across activities / sports / disciplines.  -Discovering other approaches to deliver PE such as Teaching Games for Understanding (TGFU) | -Explore the influence of philosophies in PE transferring into the (PE) curriculum.  -Reflect upon the impact of the PE learner through practical and theoretical approaches.  -PE has a wider influence across the school curriculum.  - a breadth of activities develops confidence in understanding rules, accessing competition.  -Celebrate that participation is essential through a coaching, observer, officiating and leadership roles (not just for non-participation in PE) | -An embedded pedagogical approach has positive impact upon the learner progression  -Research informed practice supports the sequencing of the PE curriculum to securing more advanced knowledge and experience through a cascaded approach.  -Empowering learners to engage with sophisticated PE terminology cascaded from the GCSE / vocational frameworks. | -rationale choices in the PE curriculum sequence ensure inclusivity and accessibility to all  -PE should encourage the awareness regarding Social Justice and through respect, fair play and embedded from a holistic perspective of SMSC that can create a secure and positive learning environment.  -implementing this through planning and delivery of PE lessons that is consolidated by prior experience, and current exposure | -continual research into new approaches towards teaching and learning in PE should be identified and reviewed on a regular basis.  -PE has an important role in reinforcing cross curricular knowledge and experience in mandatory areas such as PHSE, Safeguarding and Citizenship  Points of contact exists between History and other subjects e.g. Citizenship, PSHE. |
| *Learn how to:* | -Examine through a sequential approach the development of their subject knowledge so to impart with confidence upon the learners learning to make progress.  -Undertake an audit to identify areas of enhancement and methods to action plan ways to progress / secure knowledge in specific activities.  -Underpin the importance pedagogy in PE to establish purposeful practice in lessons and planning. | -Understand, implement and expand upon deeper PE pedagogical approaches in practical/ theoretical (PE).  -Implement engaging, challenging class discussions through physical Literacy (FMS)  -identify good practice through observation, dialogue of experts.  -Reflect and review through a spiral approach to identify areas of develop and secure knowledge in specific activities (PE subject knowledge audit) | -Integrate PE specific terminology through modelling and scaffolding within activities  -Utilise high quality instructions in purposeful practice across all sports/ activities to underpin subject knowledge.  -Establish PE specific language through feedback/feedforward eg. rules of a game to reinforce literacy and numeracy.  -Examine opportunities with mentor about implementing Whole/Part/Whole and (TGFU). | -Alignment of planning within the PE curriculum sequence to encourage the learners to ‘know more and apply it ‘through teaching and learning activities.  -Emphasise the impact of a spiral approach to enhance knowledge/ techniques becoming skills in PE.  - Embed within their teaching the appreciation and importance of the wider curriculum to empower other subjects across the school. | -Undertake the writing and implementation of PE Curriculum planning involving Schemes of Work (SoW), inclusive lesson planning, resources/equipment.  -Establish inclusive lesson plans building on prior learning accessible to all (HAP/MAP/LAP /SEND/EaL)  -to support and stretch / challenge progression and success of the learners.  -Constantly review the future PE curriculum ie. aligning to Ofsted review of PE |
| PILLAR 3 (The craft of teaching & pedagogy) | Assessment | *Learn that:* | -Assessment is an essential and positive that empowers planning / teaching / learning activities to ensure the needs of the learners are captured.  - Understand the different type of assessments in PE through formative and summative  -Know the difference between AfL and AoL and how to apply.  -The importance of deep and surface level questioning to provide indication of prior knowledge / progress within PE.  -Assessment as a motivator through scaffold learning. | -Assessment identifies the needs of the learners to support adaptive approaches.  -Feedback occurs either verbal (mainly practical) and written / marking (theoretical) session.  -Feeding forward provides scaffolding for their progress.  -Recognise specific PE analysis and evaluation through observation or use of ICT.  - Learners knowledge will be reinforced trough opportunities to evaluate their performance. | -Established Assessment should inform the curriculum  Design using approaches e.g. Accelerated learning Cycles.  -Assessment is fully embedded into lesson planning / delivery.  - Analyse with expert colleagues the impact of assessment linked to PE knowledge and understanding  -Assessment will evoke discussions associated with PE using inclusive approaches eg.  hinge questions to pinpoint knowledge gaps to improve performance in physical activity | - Exploring data to inform and demonstrate ‘what they know and can perform in PE’  - Embed prior understanding of progress to feedforward into intervention/stretch & challenge  -Reflect upon the impact of assessment through the teaching and learning cycle within practical /theoretical PE.  -What assumptions/conclusions (formative/summative) have been highlighted to inform how learner success can be achieved. | -Assessment PE must ensure a holistic approach to capture the learner’s knowledge, ability and understand skills and processes in a range of physically demanding activities.  -The importance of theory-based teaching and learning activities throughout the Key stages (3-4) inclusive of examination / vocational PE. |
| *Learn how to* | -Identify effective methods and opportunities to assess learner’s prior knowledge / current progress in practical PE lessons.  - Implement formative assessment opportunities at specific milestones or points of learning to review and set target  -Recognising when adaptive teaching (STEP model) to be introduced to ensure access to their learning. | -provide a variety of strategies to monitor / track progress when communicating to the through question / answers and in a written form (marking) to  -Utilise progress and monitoring approaches in PE to identify success and inform planning.  -Understand the impact of formative/summative assessment upon curriculum.  -Provide activities for self and peer assessment eg. factors affecting participation. | - establish secure PE learning environments (classroom and outside) for learners to progress using verbal / written feedback.  -Identify misconceptions in assessment ie providing time for learners to respond.  -Plan lessons that incorporate inclusive assessment approaches such as Head/Heart/Hands (HHH). | -Establish clear routines that capture concise information using peer and self-assessment.  -Implement this support any emerging needs of the learners.  -Modelling good practice by expert colleagues to use high order/deeper level questioning.  -Adapt HHH for the physical activity and PE curriculum.  -Assess learners as Observer, coach, official, leader. | -Explore and interpret working models in PE (formative/summative) aligning to school and national assessment policies.  -apply accurate marking associated with examination / vocational rubriks against national benchmarks and curriculum assessment policies. |
| Adaptive Teaching | *Learn that:* | -Prior knowledge KS2 transition in PE experience will impact upon engagement and learning.  -Awareness of FMS and physical development to be aware of differences in learner’s progress.  -Identification of barriers and misconceptions supported by STEP model for learner success.  -prior knowledge about specific support (SEND and EaL) will require additional and or adapted support.  -Exploring theories in PE to support ‘The pit analogy’. | -Utilise prior information specific learner data to inform planning and identify specific PE activities that will require adaptive teaching to stretch and challenge as well as simplify through scaffolding.  Acknowledge that implementing too much scaffolding hinders progress.  -knowing your learners is an essential part of teaching.  -Being aware of their backgrounds and specific requirements will prevent any preconceptions. | -Specific SEND (eg ASD) or EaL learners will require clear and concise interventions and balance the input for them through a focussed approach.  -Ensuring adaptive teaching is an ongoing approach that should be used through a formative assessment in PE to change opportunities and ensure accessibility whenever possible. | -Establishing the understating that applying high expectations to all groups of learners and providing an access to a rich diverse curriculum will ensure the needs of all are met.  -Encourage the approach of building in additional encounters /practice or adversely removing unnecessary explanation will embed inclusive PE teaching and empower learning.  - Awareness is essential towards specific activities / topics: e.g. gender, disability, culture | - the induvial needs / requirements of the learner should be prioritised when implementing the adaptive teaching approaches.  -Recognition within PE activities to instil further strategies for accessible learning and development of physical ability. |
| *Learn how to* | -Establish through conversations and explorations the impact of PE pedagogies to impact upon adaptive learning situations.  -Ensure learning activities are inclusive on a holistic approach then adaptive teaching can implemented through the activity.  -Encourage and incorporate scaffolding within instructions and demonstrations to empower all learners to succeed. | -Identify any misconceptions surrounding PE activities that might impact upon learners engaging.  -Work closely with SENCo /DSL colleagues and dedicated teaching assistants that are associated with specific learners in the class.  -Enquire with expert colleagues/ mentor to their approaches and methods of adaptation to incorporate adaptive tasks. | - Essential to always adapt teaching and learning activities to provide access to all.  -Identifying opportunities to  adapt their teaching to meet the needs of specific learners through targeted support e.g  those who find it difficult and or require stretch/challenging.  -Effectively use teaching assistants and other adults in the classroom. | -Establish a concise approach to planning that captures prior learning and experiences to encompass the spectrum of support for all (SEND Stretching)  -Utilise PE colleagues and experts to consolidate model good practice for adaptive teaching priority groups: Premium (PP)/Looked After Children (LAC) / High Attaining Pupils (HAPs)  - Utilise additional support (TA’s) relevant to the learner / activity. | -Implement approaches that are research informed to scaffold learning for the key groups of learners: SEND/ EaL  -Integrate where possible prior data and information about specific learners to connect new content with existing knowledge. |
|  | *Learn that:* | - Establish a PE classroom culture of mutual respect and confidence by modelling scaffolding expected behaviour.  -Understanding emotions will provide opportunities to create trust and integrity.  -Avoid misconceptions and stereotypes of behaviour by setting high standards. | -Routines to underpin positive behaviour expectations set high expectations ie bringing PE kit.  -Reinforce the importance and of TA’s and their role to support / scaffold in practical lessons.  -Sequential intrinsic strategies will motivate learners when they associate it to their self-identity -Extrinsic factors such as rewards to motivate.  -Reframing of Questions to scaffold learning further. | -Prior experiences and exposure to bad practice will be part of the learner’s behaviour pattern.  -Encouraging success (personal and teamwork) along with determination to achieve will impact upon their learning.  -Using strategies to intervene with behaviour influence by experiences implementing group work and roles such as an official implementing rules. | -Awareness of emotional intelligence and resilience during competition  Acknowledgement of learners’ feelings to reinforce trust / integrity e.g. SEND policy / code.  -Concise communication with parents/carers/other colleagues is an important part of managing behaviour. | - Embedding research informed approaches to establish a positive appreciation when addressing controversial situations in behaviour.  -Using PE as a method of intrinsic and extrinsic encouragement – representation of school / leadership opportunities. |
| Behaviour | *Learn how to:* | -Explore behaviour strategies and examine their effectiveness for PE – outside the classroom.  -Awareness of professional conduct and advocate role model expectations.  -Aware of emotional intelligence  -Impact of rewards intrinsically/extrinsically  -Smile, and greet learners during PE lines and entering / leaving the changing rooms  -Model acceptance and courteous language through concepts of Sportsperson-ship / following rules/ fair play. | -Establish consistent routines and expectations with PE kit, non-participants for a positive safe learning environment  -Underpin high expectations throughout the lesson from start to conclusion to foster positive relationships  -Consistently Implement behaviour policies.  -Identify low level behaviour issues and the impact of them.  - Integrate mini plenaries to re-focus LO/ Subject Knowledge.  -Utilise whole school behaviour support when required. | -Implement immediate, positive reactions to behaviour  - Ensure the safety/ emotional wellbeing and reduce of harm to others (e.g. Bullying)  -Establish achievable goals that can allow learners to succeed.  -Essential to stretch and challenging to prevent demotivation / effect behaviour.  -Utilising expert colleagues’ approaches /strategies through Behaviour for Learning (BfL).  -Reduce low level disruption through progressive PE activities using adaptive game scenarios. | -A positive learning environment will establish high expectations / mutual respect from PE department to community clubs  -Encourage learners to be reflective and self-regulate their emotions and how this can be de-escalated/resolved/ redirected.  -Use of sport specific approaches such as ‘Technical’ / ‘Sinbins’ / red and yellow cards.  -Use data to support and inform behaviour management / positive praise / recognition. | - Explore self-regulation and reflection aligning to ‘Changing the adult’s behaviour’ first.  -Identify opportunities to encourage positive behaviour and celebrate success  -Utilise research to promote behavioural strategies and reflect upon best practice.  -Experience opportunities through the pastoral system to encompass relationships and opportunities to develop learner centred approaches related to PE. |

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| SFE PRIORITIES AY 21/22 | English as an Additional Language (EAL) | *Learn*  *that:* | * Jim Cummins framework is essential for learners with EAL esp. with a focus on context embedded, cognitively demanding * CALP and BIC skills are important for language acquisition and teachers need to plan for them * Establish a prior awareness about the learner’s requirements in PE * That it is important to include context embedded and cognitively demanding work for all but especially those with EAL with association in PE. | * That it is important to address misconceptions within PE such as learners with EAL have an additional need not special need. * EAL learners are not a homogenous group * How context embedded and cognitively demanding is simply good teaching and useful for all.eg. identifying resources that can be transferable between practical and theoretical PE lessons | * The Jim Cummins Iceberg model – that language 1 and language 2 are interdependent * That children with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth and so the teacher needs to consider this at the planning stage * There are stages of progression to language development and relate to Hilary Hester’s BEL stages * Group work and discussion is essential for language acquisition in all subjects | * There are various approaches within all subject disciplines that support all children with context embedded and cognitively demanding work. * Opportunities to examine the approaches used in PE department to support this CLT concern identifying strategies to supporting practical activities. * It is important to understand how to manage children’s behaviour and recognise whether the behaviour is related to feelings of isolation and/or language barriers. | * Learners with EAL may have additional barriers to their learning such as experiences of being a refugee or external pressures such as the need to be the translator for their family * It is important to use the BEL stages for assessment but that there are other models * The importance of avoiding cultural appropriation- adopting a critical eye by adapting the PE curriculum to address these topics to help improve awareness. |
| *Know how to* | * Adapt teaching to include dual language cards or text to support language acquisition in their subject discipline * Identify key vocabulary that will be needed in their subject discipline | * Ask the teacher questions about their practice. * To ask questions about the rationale for grouping children with EAL esp. if they observe a learner with EAL in a lower competency group * Adapt their teaching and standard schemes of work so that they can offer context embedded and cognitively demanding activities that support language acquisition. * Using the Inclusion spectrum in PE to provide access to | * Use dual language books, flashcards, and visual aids to support reading comprehension * Evaluate resources and activities related to their discipline that may be suitable for learners with EAL specifically extracurricular access to specific sport / culture events. * Recognise the 4 BEL stages of development and identify some of the approaches that may be suitable for specific stages of language acquisition | * Use the BEL stages for assessment * How to celebrate culture, languages and difference in all classes and throughout a school * Be sympathetic to the needs of learners with EAL and those who are refugee * Address ways of supporting families who have EAL by identifying PE in the community sports/projects, raise awareness and provide a link / liaison with them. | * Assess the stage of language development through assessment stages and consider support strategies * Evaluate (and if necessary, challenge) any poor EAL practices in school |
| Relationship and Sex Education (RSE) | *Learn that:* | * The goals/aims for RSE are very different to the aims or goals of other curriculum subjects and these should be recognised and foregrounded when teaching it * There are 4 core areas to the statutory secondary RSE curriculum: Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health and fertility, and RSE in a digital context * Ground rules in RSE teaching are important. | * In the RSE classroom, consciously ensuring learner safety is paramount given the often-sensitive nature of the subject matter and the goals of the curriculum * Awareness and the use of language in RSE is important e.g., heteronormative, cis-normative etc. * The RSE classroom is not the place to debate their morality but to provide non-judgemental information about how to access services etc | * SRE should Provide information which is realistic and relevant, and which reinforces positive social norms * Lessons should start where students are: find out what they already know, understand, are able to do and are able to say | * Importance of avoiding making any assumptions about learners, taking a measured, rather than value-laden approach * RSE dovetails with foundational knowledge for understanding other compulsory topics such as fertility, sexual health, FGM and menstruation (which is technically part of health education). | * RSE includes planning to teach explicit life skills (e.g., planning, decision-making skills), specific skills (e.g., communication, sexual negotiation skills) and promote resilience. * Distancing techniques which will enable learners to depersonalise the topic being discussed, should be incorporated |
| *Learn how to* | * Reflect what the new guidance means for their own teaching practice * Appreciate the role, purpose and value of RSE in the curriculum * Create a classroom environment which encourages explorative learning, questioning and development while ensuring safety | * Gently challenge misconceptions and misuse of language which emerge * Model acceptance and celebration of differences in sexual orientation, sex preference and decisions (while always championing consensual relationships) | * Ensure that any bi/homophobia, bullying, offensive language is challenged in the classroom, whatever the basis of the viewpoint * Take a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to keep themselves and others healthy and safe and to have positive, healthy relationships | * Respond to challenges that they might encounter in the RSE classroom * Avoid pedagogy that may be misleading and contribute to shame and stigma * Apply a wide variety of approaches to teaching and learning, with an emphasis on interactive learning and the teacher as facilitator. | * Ensure that students are informed, empowered and safe as they develop and grow through secondary school and beyond * Develop strategies and resources for teaching RSE, relating specifically to Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health, and fertility, and RSE in a digital context |
| Safeguarding & digital wellbeing | *Know that:* | * Safeguarding and Digital Wellbeing is an essential part of ITE and looking after learners, colleagues and themselves. Inclusive of their conduct when learning and teaching online. * All professionals have a responsibility and duty of care for the learners, colleagues and themselves in relation to the Recognise, Respond and Report (3R’s) * Keeping Children Safe in Education (2021) and Working together to safeguard children (2018) are of fundamental importance and a valuable source of guidance for all educational professionals. * Settings have their own Safeguarding Policies which must be followed by all in that setting. * Every setting should have a Designated Safeguarding Lead (DSL) who is the first point of contact for any safeguarding concerns. * Safeguarding learners involves not promising confidentiality, sharing pertinent information and reassuring the learner of their disclosure. | * Every setting has their own safeguarding policy and all professionals in that setting should uphold its content and ethos. * Learners are not a homogenous group and therefore support for safeguarding needs to be individualised whilst also still following all safeguarding procedures * Peer on Peer abuse and sexual harassment are current priorities for all settings. * The following are requirements to know and implement as a teacher: * 1) they are essential part of the safeguarding system for children. * 2) To identify concerns early, provide help, promote welfare and prevent concerns from escalating. * 3) Providing a safe learning environment for all learners and young adults. * 4) Be prepared to identify children / young adults who may benefit from early help * 5) Safeguard children’s and young people wellbeing and maintain public trust in the teaching profession as part of their professional duties | * Safeguarding relies on a wider network of support and intelligence sharing, such as across a school or LEA setting. * Bullying, including Cyberbullying is wrong and can take many forms. * Safeguarding involves promoting the welfare of children and colleagues within the school and wider community. | * The adverse experiences of learners can influence learning and progress * The wider impact of safeguarding of learners, vulnerable young people in relation is linked to Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE). * A high quality RSE curriculum can assist n safeguarding learners by embedding knowledge and understanding and empowering teachers to provide/recognise safeguarding concerns. | * Safeguarding is everyone’s responsibility and that a child centred approach will ensure this is as essential. * Consistent awareness and professional development will ensure the protection and care in a proactive way for all learners, colleague and themselves.   . |
| *Know how to:* | * Undertake an Audit of safeguarding knowledge and understanding underpinned by KCSIE (2021) online resource to identify their readiness for professional practice. * Engage with further CPD development undertaken through Prevent training (Government link) * Identify the signs of possible abuse * Report disclosures to the necessary DSL including the DSL at Edge Hill * Keep themselves safe online and in settings by, for example, ensuring they do not promise confidentiality, only share information with key staff (e.g. DSL), and not prompting the learner during their disclosure. | * Confidently and competently report safeguarding concerns in their setting and at University. * Conduct themselves in a professional and safe manner in educational Setting. * Respond to a learner’s disclosure and act immediately adhering to the necessary steps.eg. recognising signs of abuse / knowing what County lines involves and the impact on the school / community. * Implement procedures and processes in line with an educational setting including reporting incidents/concerns to the DSL | * Identify how a safe and secure environment is established for learners. * Identify the importance and essential approach to ensuring the welfare of learners both in school and their community. * Seek advice and guidance for professional colleges on sensitive issues regarding welfare and safeguarding eg. Inclusive of FGM and Prevent and other essential areas of safeguarding. | * Identify symptoms and situations related to safeguarding within a school and wider context. Supporting and reinforcing focus from the RSE curriculum involving essential topics such ‘Sexual Harassment’ and ‘Peer on Peer Abuse in school’ * Recognise the impact of Adverse childhood experiences and different forms this can take upon their learning and education. | * Become a confident and competent advocate regarding safeguarding and digital wellbeing within a school and wider context. * Identity when to act upon situations and the professional manner this must uphold. * Undertake further professional awareness and understanding through continual updates provided by the DfE, Designated Safeguarding Lead (setting they are employed in), NSPCC updates and policy guidance aligned to DfE. |