# Primary Initial Teacher Education: Curriculum Plan – 2022 – 2025

# Subject: Physical Education Undergraduate Programmes

# Curriculum Vision:

At Edge Hill University we strongly believe that physical education should be at the heart of the school curriculum. We aim to show students that PE is the only primary school subject whose focus is on the development of physical competence. Students will develop Subject and pedagogical knowledge PE provides opportunities for pupils to be creative, competitive and to face up to different challenges. PE also promotes positive attitudes towards active and healthy lifestyles and will ensure that children can move efficiently, effectively and safely. Through our developmental curriculum we aim to provide students with a wide range of practical tools and pedagogical approaches to enable them to teach a high-quality PE curriculum which can contribute to children’s confidence, self-esteem, self-worth and enhance social development. Curriculum primary physical education is the most effective and inclusive means of providing all children with the skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity for ALL.

**Include SEND and ALL vision all trainees aims to communicate and understand their moral duties and responsibilities as teachers and that they believe that all pupils regardless of social background or other circumstances can benefit from a HQ PE experience**

| **Phase 1** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | ***See the separate Primary Initial Teacher Education Physical Education UG School Based Learning Curriculum for details*** | | | | | |
| **Component Knowledge** | There are statutory requirements of the National Curriculum Physical Education and thatswimming and water safety are a compulsory activity in primary PE. | To explain the differences between physical education, physical activity and school sport. | | |  | | |  | Intent |
| Motor competencies start with Fundamental movement skills (FMS) and that these consist of three developmental stages. Sport specific skills build on FMS. | To observe the developmental stages of key fundamental movement skills. | | |  | |  | |
| Motor competencies in physical education can be split into three categories. (Stability, Object control and Locomotor). | To plan and teach a sequence of learning safely in an activity area of PE. | | |  | |  | |
| There are a range of introductory FMS (run, throw, catch, dodge) and practical activities for games at KS1 that meet national curriculum requirements. | To use formative assessment of children’s learning in a planned sequence of learning in PE. | | |  | |  | |
| There are a range of introductory sport specific skills and practical activities for games at KS2 that meet national curriculum requirements. | To teach introductory, tactics and strategies for attacking and defending in games at KS1 & KS2. | | |  | |  | |
| There are a range of introductory dance activity skills and practical activities at KS1&2 that meet national curriculum requirements. | To teach the introductory FMS and activity/sport specific skills for games, dance and gymnastic type activities at KS1 & KS2. | | |  | |  | |
| There are a range of introductory gymnastic activity skills (Travel, Shape, Jump, Roll and Balance) and practical activities at KS1&2 that meet national curriculum requirements. | To teach simple composition skills in dance and gymnastic type activities. | | |  | |  | |
| There are a range of simple rules, strategies and to apply the basic principles of attacking (with the ball and without the ball) and defending tactics in games at KS1 & 2. | To use the introductory principles of inclusion through the STEP model for ALL learners. | | |  | |  | |
| There are introductory principles of linking actions and sequences of movement. For example, dance and gymnastic type activities at KS1 & 2. |  | | |  | |  | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | |  |
| Trainees will take part in an exercise to explore personal attitudes to PE  Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary. ·  Assessed through PED1024 end of unit quiz. | | | | Assessed via subject-specific feedback from mentors on professional practice following their PE task. | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |  |
| *By the end of this phase trainees will* ***know:*** | | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| a range of introductory motor competencies, rules, tactics and strategies and practical activities that can be applied in a PE unit of work. | | | the difference between physical education, physical activity and school sport.  that activity and sport specific skills are built on the foundation of children’s mastery of fundamental movement skills | | Make basic informed observations of children’s performance in a range of object control fundamental movement skills.  with support plan a sequence of learning in a specific PE activity. | | |

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| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Physical Education** |
| * National Curriculum 2014 * QCA PE Core Task videos – (2008) * Gallahue et al (2019) Understanding Motor Development: Infants, Children, Adolescents, Adults * Griggs, G, (2022) An Introduction to Primary Physical Education * Lawrence, J, (2020), Teaching Primary Physical Education. * Howells K, et al, (2018) Mastering Primary PE * Doherty and Brennan (2014), Physical Education and development 3-11 * Pickard and Maude (2020, 2nd /edition) Teaching PE Creatively * Vickerman, P and A. Maher (2018) Teaching Physical Education to Children with Special Educational Needs and Disabilities (2nd Eds). * Swindlehurst, (2008) Ch 3 in Lavin, J. Creative Approaches to teaching PE. * QCA Research Series – PE (2022) * Carter, M - A Year of Primary PE (2022) |

| **Phase 2** | | | | | | | |
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| **University Based Learning** | | | | **School/Practical Based Learning** | | | |
| **Learn That** | | | **Learn How** | ***See the separate Primary Initial Teacher Education Physical Education UG School Based Learning Curriculum for details*** | | | |
| **Component Knowledge** | Schools have health and safety policies when children are using  fixed and large equipment in gymnastic type activities. | How to carry out a dynamic risk assessment for PE lessons with large and fixed apparatus. | |  |  | Intent |
| There are a range of introductory teambuilding, problem solving and simple trails and practical activities for OAA activities at KS1&2 that meet national curriculum requirements. | To teach trails and orienteering at KS1&2 that meet OAA national curriculum requirements. | |  |  |
| There are a range of developing gymnastic activity skills (Match and Mirror/counter balance) and practical activities using apparatus at KS1&2 that meet national curriculum requirements and beyond. | To teach a range of practical activities in dance and OAA activities designed to support cross-subject and cross-curricular learning. | |  |  |
| There are a developing range of dance activity skills (Motif and its development) and practical activities at KS1&2 that meet national curriculum requirements and beyond. | To teach composition and linking skills in dance type activities. | |  |  |
| There are developing principles of linking actions and sequences of movement. For example, dance and gymnastic type activities at KS1 & 2. | To teach composition and linking skills in gymnastic type activities. | |  |  |
| There are principles of inclusion through the Activity Inclusion model for ALL learners and be introduced to strategies and activities to support pupils with SEND. | To adapt an activity in a cross-curricular/thematic approach so ALL children achieve success. | |  |  |

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| **Assessment** | **Assessment** | | **Assessment** | | Impact |
| Trainees will take a short multiple-choice assessment to identify areas where additional support is required. This support will be provided during an intervention week via in-person and asynchronous sessions. ·  Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary. ·  Assessed through PED2026 end of unit quiz. | | Assessed via subject-specific feedback from mentors on professional practice following the compulsory Phase 2 PE task. | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |  |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| a wider range of motor competencies, rules, tactics and strategies and practical activities they can apply in a PE unit of work. | how the principles of inclusive PE can be used to enhance learning for ALL children. | | with support confidently plan a sequence of learning using PE activities in a cross-curricular/thematic approach or a sequence of learning in a PE activity area. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Physical Education** | | | | |
| * National Curriculum 2014 * QCA PE Core Task videos * Swim England UK * TOP Swimming YST * TOP Challenge YST * Lavin, J. (2008) Creative Approaches to Physical Education: Helping children to achieve their true potential. * Webster, M and S. Misra (2015) Teaching the Primary Foundation Subjects. * Vickerman, P and A. Maher (2018) Teaching Physical Education to Children with Special Educational Needs and Disabilities (2nd Eds). * Griggs, G, (2012) An Introduction to Primary Physical Education * Lawrence, J, (2020), Teaching Primary Physical Education. * Howells K, et al, (2018) Mastering Primary PE * Coachwise (2020), Safe Practice in PE. * QCA Research Series – PE (2022) * Carter, M - A Year of Primary PE (2022) | | | | |

| **Phase 3** | | | | | | | |
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| **University Based Learning** | | | | **School/Practical Based Learning** | | | |
| **Learn That** | | | **Learn How** | ***See the separate Primary Initial Teacher Education Physical Education UG School Based Learning Curriculum for details*** | | | |
| **Component Knowledge** | Physically active learning (PAL) can be used to support learning in other subjects. | Physically active learning (PAL) and PE/PA/SS can be used outside of the classroom. | |  |  | Intent |
| There are a range of developing sport specific skills and practical activities for games that meet national curriculum requirements. LT3.5 | To teach the activity/sport specific skills for games activities at KS1 & KS2. | |  |  |
| There are a range of rules, strategies and to apply the principles of attacking (with the ball and without the ball) and defending tactics in games at KS1 & 2. | To teach tactics and strategies for attacking and defending in games at KS1 & KS2. | |  |  |
| A range of creative PE teaching and learning activities in games activities. | To plan a PE a creative games sequence of learning to a specific end point. | |  |  |
| The Association for PE Guide to National Curriculum Progression in Physical Education can be used to aid assessment of children’s progress | To plan a sequence of learning using international events and athletes (inc BAME and SEN/D) to enhance learning across the curriculum. | |  |  |
| The association for PE is key in identifying CPD opportunities during their ECT career. |  | |  |  |
| Identifying areas for their own CPD in PE is crucial as an ECT |  | |  |  |
| Cultural capital is important in children’s Physical educational development. |  | |  |  |
| That there is a range of simple activities to teach swimming and water safety. |  | |  |  |

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| **Assessment** | **Assessment** | | **Assessment** | | Impact |
| Trainees will take a short multiple-choice assessment to identify areas where additional support is required. This support will be provided during an intervention week via in-person and asynchronous sessions. ·  Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary. | | Assessed via subject-specific feedback from mentors on professional practice | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |  |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| the importance of a high-quality physical education curriculum to the physical development of children. | how inclusive PE can be used to enhance learning across the curriculum. | | Plan, teach and assess a sequence of learning in a physical education activity area which is inclusive so All children achieve success. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Physical Education** | | | | |
| * National Curriculum 2014 * QCA PE Core Task videos * Gallahue et al (2019) Understanding Motor Development: Infants, Children, Adolescents, Adults * Lawrence, J, (2020), Teaching Primary Physical Education. * Howells K, et al, (2018) Mastering Primary PE * Doherty and Brennan (2014), Physical Education and development 3-11 * Pickard and Maude (2020, 2nd /edition) Teaching PE Creatively * Vickerman, P and A. Maher (2018) Teaching Physical Education to Children with Special Educational Needs and Disabilities (2nd Eds). * Assessment in PE, Association of PE (afPE) * QCA Research Series – PE (2022) * Carter, M - A Year of Primary PE (2022) | | | | |

I have reviewed the plan and I can confirm that the content is appropriate and is well-sequenced.

Name – Jessica Squires, PE Adviser, Lancashire County Council

Signed – J Squires Date -

I confirm that I have contributed to the development of this plan.

Signed - J Squires Date -