

Satips

Support and training in Prep,
Primary and Senior Schools

Physical
Education

Editorial

Welcome to the autumn edition of the SATIPS PE Broadsheet.

We are always on the look out for new contributors, so if you have something you want to publicise or even just to share some of your own or your school's success please get in contact, and we can get your article in our next edition.

Liz Durden-Myers Editor

Please note: If you would like to submit an article/material for this broadsheet, or if you have any questions or comments, please contact the editor at liz@scholarly.com, via Twitter @LizzyMyers

Bold Beginnings: One Year On

On November 30th, 2017, Ofsted published 'Bold Beginnings: The Reception Curriculum in a sample of good and outstanding primary schools'. Since the publication of the report, there have been numerous online responses which have challenged the reports' recommendations.

At present the Statutory Framework for the Early Years Foundation Stage (2017) states:

- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity* and to make healthy choices in relation to food.

*The Chief Medical Office has published guidance on physical activity that providers may wish to refer to, which is available at www.gov.uk/government/publications/uk-physical-activity-guidelines

These guidelines state:

- Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day**.

- All under 5s should minimise the amount of time spent being sedentary (being restrained or sitting) for extended periods (except time spent sleeping).

** Most UK pre-school children currently spend 120–150 minutes a day in physical activity, so achieving this guideline would mean adding another 30–60 minutes per day.

And:

- All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
- Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.
- All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods

However, in 2015, 91% of children in the Early Years failed to meet this recommendation (HSE, 2015). It is increasingly clear that – although a Prime Area – Physical Development is not well understood. And it is not an explicit focus of Ofsted inspections. It is evident from the 'Bold Beginnings' Report that none of the above has been reflected. It is difficult to find any references to physical competence, apart from:

- 'Taught to sit correctly at a table'
- 'Taught correct pencil grip'
- The outdoors is used to help children 'develop physical skills', 'ride bikes and climb'

As the driving force of the report is based in literacy and maths, coupled with illustrations of sedentary children and teacher-led activity, the vital importance of developing Physical Literacy, including the key roles of physical activity and active play in the development of physical competence, is lost. Ofsted, The Secretary of State for Education and the Department for Education must do more to acknowledge the vital roles of physical, social and emotional development as well as cognitive development.

Increasingly, the value of physical activity is articulated as a means to improve or promote academic and cognitive development. It is

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disappointing that this message has now permeated the early years sector. This is a very dangerous message because physical activity is much more than this. Children and all humans for that matter are designed to move and be physically active and physical activity enables physical, social, emotional and cognitive development. Continuing to place the value of movement in relation to cognitive development reinforces the dualist perspective that the mind is superior to the body. We are holistic beings that use movement and physical activity to explore, interact and make sense of the world around us. These experiences essentially promote holistic learning and development opportunities.

5 Ways to Succeed in Your First PE Job

Congratulations on securing your first job in PE. Like most professionals starting a new role, you're probably handling equal proportions of excitement and insecurity. But don't fear. Here are three ways you can succeed in your first teaching role and ensure your career in education is off to a smooth start.

1. Be organised, but flexible

A good lesson plan makes a confident teacher, and they are a vital part of the learning and teaching process. A lesson plan not only helps you stay organised and on-track, but it also enables a smoother learning process for your students, enabling them to reach their objectives.

Being organised also means that you'll be able to handle any unexpected mishaps – a common occurrence when working with children. But don't take your organisation to the extreme. Being too structured can do more harm than good, so remember to be flexible with your plans too.

When putting your lesson plans together, consider a coherent framework that relates to the PE syllabus. If your lesson plans work, you then have a useful template to use for future lessons. This template can be adapted to different students and classes, saving you time in the long run.

2. Go beyond the curriculum

As a PE teacher, your responsibility extends to afterschool clubs, in addition to teaching the prescribed curriculum. Research indicates that fitness can increase mental strength and so your new teaching post is your chance to become an ambassador for encouraging an active lifestyle for all.

If on-site resources are tight in your new school, consider partnering with local sporting teams to implement a new initiative, as the Leicester Tigers have recently. Alternatively, you could

suggest getting involved with national sport-themed events, such as Race for Life or Sustrans Big Pedal 2018. Your dedication to the pupils and their welfare will show your employer that you're a valuable teacher and may open up opportunities for career progression.

3. Don't be afraid to ask for help

You may have gained teaching experience via your placements while studying, but a training environment can be very different from the real deal. If you have any questions or need help in your new PE job, don't be afraid to ask for it.

Flexibility is vital in a teaching environment, and so you should avoid feeling embarrassed if you make a mistake or if things don't go to plan. Recognise that you are still learning and take the necessary steps to become a better teacher. Often, this is simply a case of checking in with your colleagues.

If you ever have any uncertainties, ask your fellow teachers for advice. As teaching professionals, you all have unique skills, experiences and knowledge, and since you teach the same pupils, your co-workers' insights can be extremely valuable.

Asking for help doesn't mean you're failing; it means you're proactively learning, and you'll gain a lot of respect from your colleagues for speaking up.

4. Don't stop learning

Just because you're a qualified teacher and you're tasked with educating the next generation, it doesn't mean you should stop learning.

Consider joining societies dedicated to physical education teachers, leaders and volunteers. An affiliation with a professional body will offer you the tailored support you need as you progress through your career.

It's also worth bookmarking a few of the industry's top PE Twitter feeds. Not only will you be able to stay on top of the latest news and trends within education, but you'll also be able to access key teaching resources, from professional development courses and mentoring schemes, to lesson plans and other PE-focused literature for the classroom.

5. Ask for feedback

Something to remember in your first role as a PE teacher is that your students are the key to forming an engaging curriculum. Often, at the end of the school year, you will have the opportunity to ask for student feedback, via comment forms and questionnaires, or by meeting with a selection of students across the key stages. 🍌

By gathering insights and opinions from your students, you'll be able to review your less and most popular lessons and consider fresh ways to adapt the curriculum for the future year groups, setting you in good stead to succeed as a PE teacher.

Laura Slings is Content Executive for the UK's leading independent job board, CV-Library. For more expert advice on education jobs, careers and the workplace, visit their Career Advice pages.

PE Teaching Ideas

5 Warm Up Activities for KS1

All activities are aimed at improving skills, preparing pupils physically for activity and allowing them to play some fun games.

All activities are easily adaptable, depending on the size of the area you are working within and also have adaptations and progressions to make them easier or harder.

A further 15 games can be found with the full resource on PE Scholar - <https://www.pescholar.com/resource/phase/ks1/5099/ks1-games/>

Next Edition

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