



# wesport

INSPIRING ACTIVE LIVES



@WesportAP



#PEConference2021



@mikediaper



# Wesport PE Conference 2021

Mike Diaper

Sport England

[Sportengland.org](https://www.sportengland.org)



# UNITING THE MOVEMENT

A 10-year vision to transform  
lives and communities through  
sport and physical activity

# OUR VISION

**Imagine a nation of more equal, inclusive and connected communities. A country where people live happier, healthier and more fulfilled lives.**

There's no quick fix to make this vision a reality. But we know being active is one of the most effective and sustainable ways to achieve it. This is why Sport England exists.



## WHO WE ARE

Sport England is an arm's length body of government established by Royal Charter in 1996. We're responsible for growing and developing grassroots sport and helping more people get active across England. We use our expertise, insight, campaigns and targeted funding from the government and the National Lottery to do just that.

# OUR MISSION

**We're here to invest in sport and physical activity to make it a normal part of life for everyone in England, regardless of who you are.**

Because it's not always a level playing field.

Right now, the opportunities to get involved in sport and activity – and reap the rewards of being active – depend too much on your background, your gender, your bank balance and your postcode.

We're determined to tackle this and unlock the advantages of sport and physical activity for everyone.

# Joining forces on the big issues

The background of the slide is a photograph of an outdoor swimming pool. Several swimmers are visible in the water, moving through the lanes. The pool is divided by red lane lines. In the background, there are colorful triangular flags (blue, red, white) strung across the pool. The overall scene is bright and active.

**Recover &  
Reinvent**

**Connecting with  
Health &  
Wellbeing**

**Positive  
Experiences for  
Children &  
Young People**

**Active  
Environments**

**Connecting  
Communities**

# Positive experiences for children and young people

A photograph of two young boys of African descent. The boy on the left is wearing a black zip-up hoodie and is smiling broadly, looking towards the right. The boy on the right is wearing a red polo shirt with white accents and is also smiling, with his arm around the shoulder of the boy in the hoodie. They appear to be outdoors, possibly on a sports field, with a blurred background of green grass and a red fence.

## Our ambition

We want every child and young person to experience the enjoyment and benefits that being active can bring. Their needs, expectations and safety should come first in the design and delivery of activity.



**POSITIVE EXPERIENCES  
FOR CHILDREN & YOUNG  
PEOPLE**

## **WHAT THIS LOOKS LIKE**

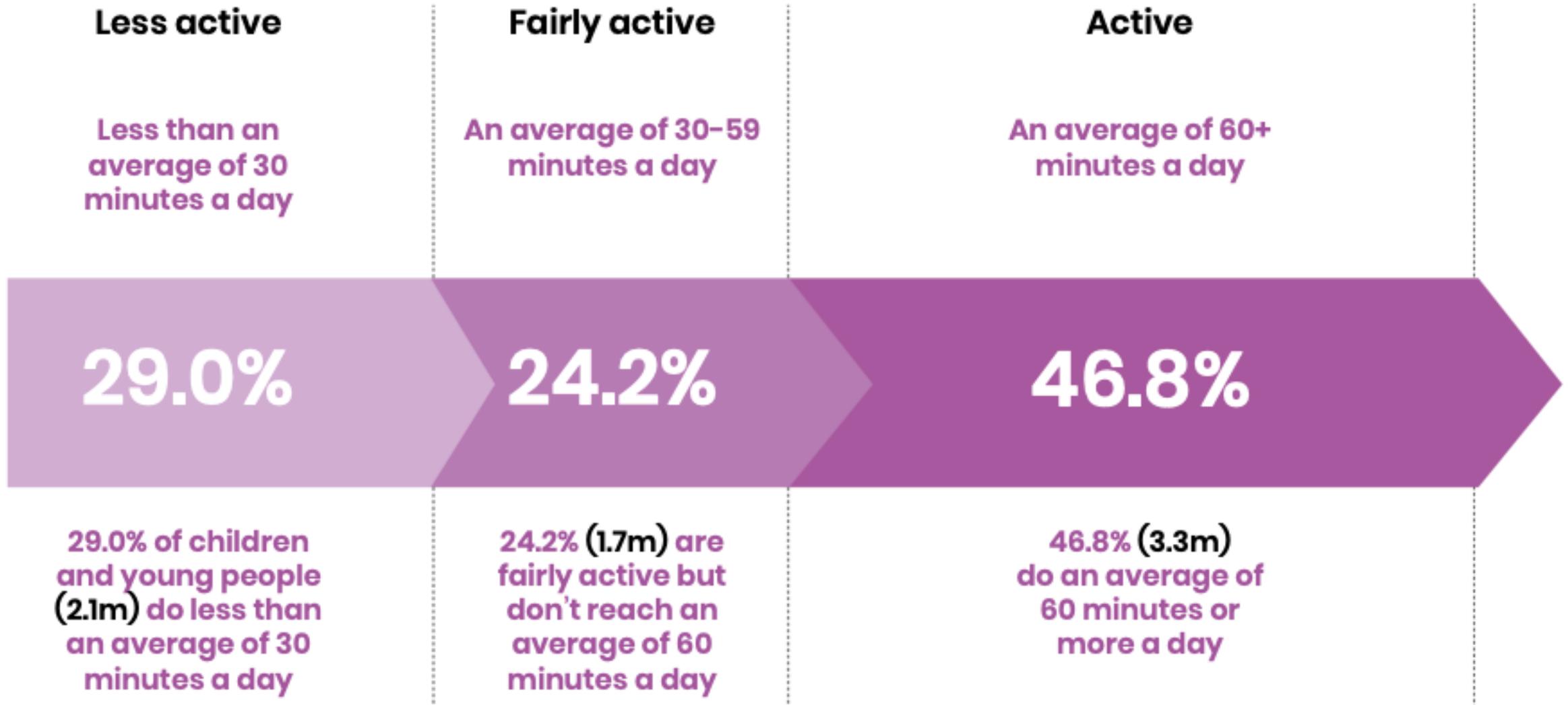
**More enjoyable and  
inclusive experiences  
for all children and  
young people**

**Influencing education  
settings so that the PE  
curriculum, sport,  
physical activity and  
play is enjoyable for all,  
not just the most active**

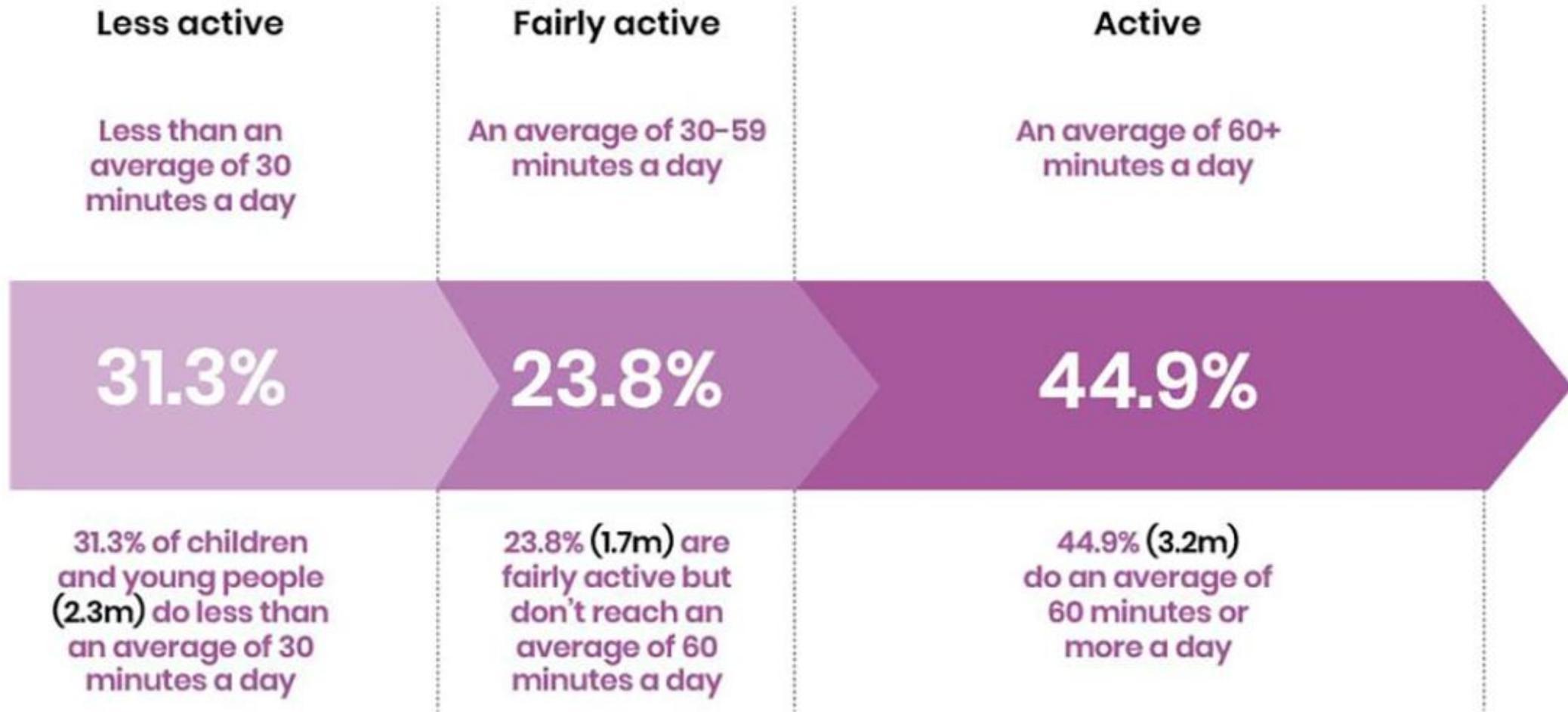
**Ruthlessly focusing on  
Safeguarding**

**Supporting parents  
and carers to help  
children and young  
people to be more  
active**

# Pre covid children's activity levels were rising but many weren't sufficiently active



# Covid saw children's activity levels drop but many embraced new opportunities



## What we are **LEARNING**

1 Some children and young people prefer the 'new normal' to normal

2 Those who stay active through organised sport struggled to maintain informal activity, missing the social opportunities sessions provide

3 Schools play a critical role in providing opportunities, structure and support for under-represented groups to stay active

4 It is likely inequalities in participation will be exacerbated

## What this could **MEAN**

1 A transformational change in the **culture** of sport so that everyone feels included and 'safe to fail' when trying new things. Ensure that there is a wide offer of opportunities from organised sport to informal activity with a continued focus on enjoyment.

2 Children need a range of options and choice in how they take part that feel like they're playing with friends

3 Physical activity should be built into the day to day routine and not just through PE or formal sport provision

4 A focus on the people and places with the greatest need

# We need to drive up physical literacy

The International Physical Literacy Association's definition of physical literacy has four elements: motivation, confidence, competence and knowledge and understanding. The organisation says these help an individual "value and take responsibility for engagement in physical activities for life".

*Source: [The International Physical Literacy Association](#)*

We used this definition to develop statements covering each of the five attitudes that we added to the survey.



# What can we do to support children to be active?



**RAISE AWARENESS**  
of the disruption to  
participation

**ADVOCATE** on  
behalf of those who  
prefer the new  
normal

**SUPPORT FAMILIES**  
to be active  
together

**REINFORCE THE  
BENEFITS** for  
mental wellbeing

**PROMOTE WHAT'S  
POSSIBLE**

**SUPPORT THE  
RESTART** of  
sessions/spaces  
for children

# Active Recovery

Help children and young people to boost their health and wellbeing by promoting being active before, during and after the school day. Find our list of activities below, provided by physical activity and sports organisations.

Filter activities by

Age / School Type



Setting / Time of Day



Filter

[www.yourschoolgames.com/active-recovery](http://www.yourschoolgames.com/active-recovery)



@mikediaper



# WESPORT PE Conference 2021

Mike Diaper

Sport England

The opportunities presented by the  
Education Inspection Framework for our  
essential subject

Steve Caldecott

West of England primary PE conference

# Key messages

- OPPORTUNITY
- BRAVERY
- NO FEAR
- INTERPRETATION FOR GOOD

# Success??

- Develop a high quality physical education curriculum
- Articulate and justify it

- What is PE like in your school?
- Is there a difference post Covid 'lockdown'

# Key message

- The curriculum should be owned by all

# A very new real post Covid 19 challenge for physical education leaders

- Ensuring physical education has a key place on the curriculum
- Ensuring that when we say ***physical education*** is on the curriculum that is what we mean!

## Definition of Physical Education, School Sport & Physical Activity\*

*Physical Education, School Sport and Physical Activity are similar in that they all include physical movement, but there are important differences between them as outlines below:*

### Physical Education

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



### Physical Activity

Physical Activity is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

### School Sport

School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



\*extracted from afPE's  
Health Position Paper

# Why PE ?

- A broad and balanced curriculum is essential
  - within the school curriculum
  - within the PE curriculum itself
  
- Physical Education is an entitlement

Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality.”

International Charter of Physical Education and Sport (UNESCO 1978)

# DfE June (2021) Teaching a broad and balanced curriculum for education recovery

## Physical Education

- When making decisions about curriculum prioritisation, schools **may** need to adjust the curriculum to give priority to supporting pupils to be **physically active** and confident in **fundamental movement skills**, as well as developing the complexity and accuracy of movement patterns.
- Schools should use time to revisit knowledge of the conventions of specific sports and activities, through which pupils' enjoyment and confidence will be rebuilt.

# What do you think?

At key stage 1 and 2:

- it is a priority to develop and refine pupils' fundamental movement skills in a variety of contexts, including dance and game-based activities.

Moving into key stage 2:

- each context will require different knowledge to develop competency. For example, developing attacking and defending strategies in netball and football will require pupils, in each case, to remember and understand different knowledge.
- Swimming and water safety should remain a priority at key stage 2, if not secured at key stage 1.

# But what about Ofsted.....?

- A time of hope
- A time of opportunity
- ***Do not fear Ofsted***
- ***Do not try to please Ofsted***
- ***Do .... Please your children***  
***.... Ofsted will be pleased!***
  
- To **shine in inspection** you need to develop a high quality physical education curriculum
- The EIF helps you to move forwards

# Key message

- The curriculum is key to everything

# Schools can be inspected 'out of synch' if...

- concerns are identified about the breadth and balance of the curriculum (para 52)

# Judgements: Ofsted EIF

## Quality of education

### Intent

- Curriculum design, coverage and appropriateness

### Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

### Impact

- Attainment and progress (incl national tests & assessments)
- Reading
- Destinations

## Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

## Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

## Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Off-rolling
- Governance / oversight
- Safeguarding

Additionally

- Impact is what pupils have **learned** of the intended curriculum

# The Deep Dive

# Lesson visits... not observations per se

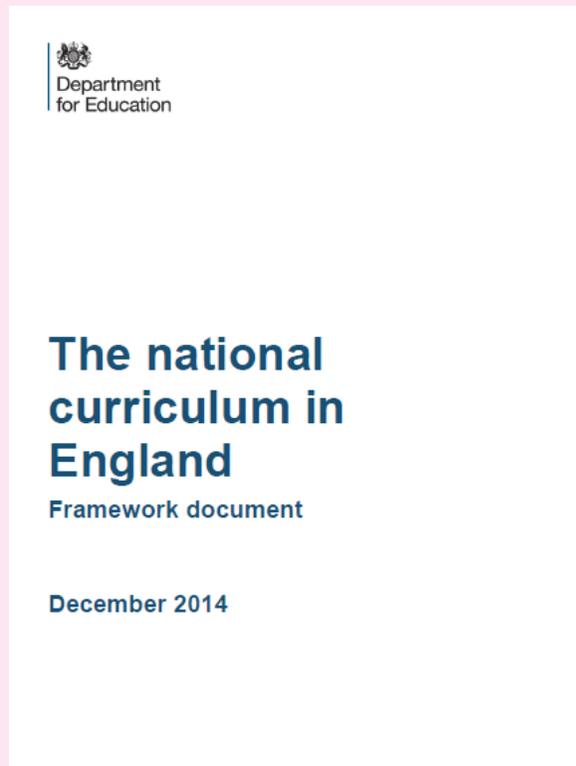
- Does what goes on in lessons contribute to the school's curriculum intention? (para 124)
- How well is the curriculum implemented? (para 125)

# 4 key questions about your curriculum

(should be shared by subject leader and key stakeholders)

1. How well does the curriculum meet the coverage requirements of the national curriculum?

# Don't forget the national curriculum



- a set of ingredients that can be included in a school curriculum.
- a school should decide how the ingredients can be put together in the most exciting and effective way.
- a school should also consider what other ingredients are required to make a really outstanding curriculum

2. How **coherent** is the curriculum?  
(the thread running through)

3. How is the curriculum **sequenced**? The order in which students learn new knowledge and skills

4. What are pupils learning and:  
how does it link to the past?  
how does it link to future learning?

# Headline thinking (summary)

1. How well does the curriculum meet the coverage requirements of the national curriculum?
2. How **coherent** is the curriculum?  
(the thread running through)
3. How is the curriculum **sequenced**? The order in which students learn new knowledge and skills
4. What are pupils learning and:  
how does it **link** to the past?  
how does it **link** to future learning?

- But we can explore in further detail....



## Questions to Ask When Designing Your Curriculum

- Is the planning you undertake consistent with the whole school approach and aligned to your overarching school curriculum philosophy (i.e; is it systemic)?
- Is your physical education curriculum well planned or a series of piecemeal events?
- How do intent, implementation and impact link together in your 'story'?
- Does your curriculum have real breadth?
- Is it sequenced and scaffolded?
- Is it inclusive?
- Are you narrowing the curriculum for SATs or GCSEs?
- Do you help pupils to 'learn' the curriculum?
- Are your pupils ready for the next stage of education?
- Are your pupils 'world' ready?
- Is assessment used effectively and not burdensome?
- Are SLT/governors aware of, and on board with, the physical education curriculum?
- Can SLT/governors articulate how physical education fits into the whole planned learning experience?
- Does your school invest in physical education CPD?

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# Be brave.... Ofsted will

- judge fairly schools that take **radically different** approaches to the curriculum (para 69)
- inspectors will assess any school's curriculum favourably when leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively (para 69)

# Can we use a curriculum from the public domain?

- There is NO standard curriculum
- There is no 'off the shelf' curriculum
- Each curriculum is bespoke and should have been developed by asking yourself key challenging questions
- This is exciting

**Do you the know the 4 aims of the  
physical education national curriculum?**

# A knowledge based curriculum

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

## Purpose of study

A high-quality physical education curriculum **inspires** all pupils to **succeed and excel** in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their **health and fitness**. Opportunities to **compete** in sport and other activities build character and help to embed values such as fairness and respect.

# Ofsted will ....

- ‘focus on understanding the steps taken to **offer** a wide range of personal development opportunities since the school opened to all pupils in March 2021’ (para 27)

# Personal Development (Good)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development, including their spiritual, moral, social and cultural development.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy

# Cultural capital

- 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping them engender an appreciation of human creativity and achievement' (para 203)

# Key message

The curriculum is working if pupils are ....

- making progress in the sense of **knowing** more, **remembering** more and being able to **do** more (para 222)

# So.... the implications for curriculum planning

Hope for the best, prepare for the worst...

- Plan the curriculum/extra curricular activity with your ideal in mind
- Adjust as required

# 'Hope for the best'...your ideal

- The dreamer
  - The realist
  - The spoiler
- (Walt Disney)

# If you have a high quality PE curriculum it will... (building on the 4 questions from a deep dive)

- Be aligned to whole school intent
- Be coherent, sequenced and well scaffolded
- Have breadth and not be narrowed
- Be inclusive
- Prepare pupils for their next stage
- Have assessment effectively embedded
- Be easy to articulate and understood by key stakeholders

# Early Years.... importance

- The Early Years Foundation Stage is the starting point for the school's curriculum intent.
- Is this the case for your physical education curriculum?

# Summary key message

- Impact is when pupils have learned the intended curriculum

.....

- You need to clearly define your own curriculum

# Note: an 'activity' map is not a curriculum map

Key Stage 1 Curriculum Map for Physical Education						
	Autumn Term (1)	Autumn Term (2)	Spring Term (1)	Spring Term (2)	Summer Term (1)	Summer Term (2)
Time	Weeks	Weeks	Weeks	Weeks	Weeks	Weeks
Year 1	Games: Bouncing & Catching *Throwing & Catching	Games: Travelling with the ball *Travelling & Sending	Games: Dribbling and Dodging *Development of small games equipment	Games: Creating games in pairs	Games: Receiving hands and feet	Invasion games: Sending, kicking & Striking Scoring points
	Gymnastics: Travelling *Travelling & Jumping	Dance: Winter Festivals *The Pearl	Gymnastics: Transferring Weight *Rocking & Rolling	Dance: Art *The Box	Gymnastics: Travelling taking weight on different body parts *Taking weight on hands	Multi-skills: Running, jumping and throwing
Year 2	Games: Throwing & Catching *Developing games & inventing rules	Games: Dribbling	Games: Sending and receiving *Travelling, sending and receiving	Games: Developing games and inventing rules *Travelling & Control	Games: Hitting and striking skills	Gym: x 4 sessions Jumping & landing Dance: x 2 sessions Summer Festivals
	Gymnastics: Balance *Balancing	Dance: Traditional British Dance – Folk Dance *Shapes	Gymnastics: Spinning, turning and twisting *Turning, spinning & twisting	Dance: Stories from other cultures *The Toy Box *The Dragon	Gym: Parts high and low *Parts High & Low	Multi-skills: Running, Jumping and hopping



**PHYSICAL WELLBEING**

- Adopt a health-based PE approach including healthy lifestyle habits and tips.
- Reinforce fundamental skills – agility, balance and coordination – not sports skills.
- Include fun, floor activities that build core strength.
- Balance mild, moderate and vigorous activity.
- Loss of fitness, leading to low energy levels.
- Loss of strength, resulting in poor posture and balance.
- Loss of motor skills, resulting in clumsiness and reduced dexterity.
- Imbalanced health habits, e.g. too much/too little sleep, under/over eating, obsessive/relaxed hygiene.

**COGNITIVE WELLBEING**

- Learning loss or inequalities, e.g. forgotten or gap in skills, knowledge and understanding.
- Lack of purpose, leading to reduced motivation and readiness to learn.
- Loss of routines, leading to reduced self-organisation.
- Reduced concentration and memory.
- Value and encourage active play.
- Break up the school day with short bursts of physical activity.
- Use active learning methods to revisit, reinforce and apply classroom learning.
- Award merits for a range of attributes; link them to physical or sport-related endeavours.

**REACTIVATING LEARNING**  
 association for Physical Education

**WHY and HOW** to rejuvenate primary pupils' wellbeing through physical education and physical activity.

Key: Potential challenges

Key: Potential solutions

[www.afpe.org.uk](http://www.afpe.org.uk)  
 @afPE\_PE

**EMOTIONAL WELLBEING**

- Encourage a focus on personal goal-setting and personal achievements.
- Provide opportunities for creative problem-solving – no single 'right' answer or method.
- Allow choice – comfort or stretch – within/across activities.
- Offer a time-out space and activity when needed.
- Greater anxiety, depression and trauma.
- Lower self-esteem affecting willingness to try or take risks.
- Reduced autonomy, leading to lower sense of self-efficacy and personal responsibility.
- Greater mood swings, resulting in reduced emotional control and unpredictable behaviours.
- Loss of social skills, affecting ability to share, take turns, listen, cooperate or communicate effectively.

**SOCIAL WELLBEING**

- Increased need for reassurance or interaction, requiring more support or attention.
- Emphasise physical not social distance.
- Scaffold cooperative learning, e.g. pairs, fours then larger.
- Fear of others, leading to lower levels of trust and empathy.
- Reduced social confidence, e.g. withdrawn.
- Set team challenges where individual activity contributes to a collective goal.
- Provide opportunities for peer-coaching and peer-review, modelling constructive methods.

## PHYSICAL WELLBEING

Incorporate activities that pupils can do at home, using free resources such as Change4Life, Tokyo Tens, Super Movers etc. Turn activity into education by enabling pupils to set goals, review, adapt and improve.

Use a dice to add fun. Numbers represent actions, repetitions, balance points etc. Pupils make suggestions for each category.

Ask pupils to select gears when adjusting intensity of activity. Pupils increase or decrease speed but work at an individual pace.

Make sure pupils know how an activity benefits their health and wellbeing.

Use stories to lead pupils through fundamental skills and strength-building e.g. crawling under or jumping over during a 'journey'.

Use 'party games' to develop fundamental skills instead of drills, e.g. Simon says, compass points, pirates, musical statues.

## REACTIVATING LEARNING



WHAT to do in physical education and physical activity to promote wellbeing.

### REMEMBER!

Activities are vehicles for learning; they are not the purpose of learning.  
Think WHY – HOW – WHAT.

[www.afpe.org.uk](http://www.afpe.org.uk)

[@afPE\\_PE](https://twitter.com/afPE_PE)

## EMOTIONAL WELLBEING

Agree success criteria with pupils and ask them to keep individual scores to reinforce personal improvement.

Use personal learning logs and/or award stickers for non-physical achievements, e.g. resilience, responsibility, effort, resourcefulness.

Promote creativity by setting open-ended tasks: "How can you...?" "What different ways can you...?"

Ask pupils to create their own challenges or activities to meet a specified outcome, e.g. "Use the given equipment to create a game that tests accuracy in sending."

Ask pupils to display a green, yellow or red cone to indicate if they are working at comfort, stretch or challenge.

Practise relaxation techniques from yoga, tai chi or Pilates. Allow pupils to use these when needed.

Work outdoors as much as possible. Use trails and orienteering-type activities in poorer weather.

Start or end morning and afternoon sessions with energiser or relaxation activities, drawing on the wide range of online resources.

Break up sessions with action rhymes and songs for younger pupils.

Ask older pupils to take turns to lead on-the-spot exercises as brief activity bursts in class.

Use active or non-sedentary learning methods across the curriculum and/or use outdoor classrooms, e.g. trails and clue hunts, walk and talk, standing at desks, wall as well as desk zones.

## COGNITIVE WELLBEING

Reward pupils' positive behaviours and achievements, e.g. metres towards a virtual class mountain climb, kilometres towards a journey, team league points.

Make time for outdoor play. Work with pupils to adapt activities safely and creatively, e.g. skipping, hop scotch, traffic lights, Simon says, touch-free tag etc.

Award merits or stickers for social skills, e.g. sharing ideas, listening and respecting others' views.

Working in physically distant pairs, pupils take part in 'follow my leader' or mirroring actions.

Ask small groups of pupils to create 'chains' to promote interaction at a distance, e.g. each pupil builds on the previous pupils' movements.

Working in pairs or trios, pupils adopt coach and athlete relationships to learn and improve skills.

Create a team challenge with a series of tasks. Individuals earn points or provide solutions that contribute to the overall team goal.

Ask small groups to create a joint game. Pupils collectively agree a basic idea then take on individual roles or tasks to develop it, e.g. rules, scoring system, easier/harder.

## SOCIAL WELLBEING

# Inclusion in PE, Sport and Physical Activity

Chris Smith

Development Manager Inclusion and South West





**TOKYO  
PARALYMPIC  
GAMES  
2020**



# What a summer!

## Your most memorable moment from this summer of sport.....





medal standings medalists multi medalists

## Paralympic Medal Count

Rank	Team/NPC	🥇	🥈	🥉	Total	Rank by Total
1	People's Republic of China	96	60	51	207	1
2	Great Britain	41	38	45	124	2
3	United States of America	37	36	31	104	4
4	RPC	36	33	49	118	3
5	Netherlands	25	17	17	59	9
6	Ukraine	24	47	27	98	5
7	Brazil	22	20	30	72	7
8	Australia	21	29	30	80	6

*“You don’t have to be disabled to play boccia,” he said, “but to be honest, the disabled guys would probably kick your arse at the moment.”*

Get Yourself Active at Disability Rights UK liked



Disability Rights UK  
@DisRightsUK



'I'll support ParalympicsGB – but two weeks from now disabled people will be second-class citizens again'



independent.co.uk  
Disabled people need support that goes beyond the Paralympics | James Moore

# Thinking about our Paralympic athletes...

*How did they get into sport?*

*What personal challenges did they overcome?*

*What barriers did they encounter?*

*What were their experiences like in sport & PE at school?*

# West of England

1484 Young people  
with SEND are in  
mainstream primary  
schools (with EHCP)

54% of Young People  
with SEND are in  
mainstream schools

ASD accounts for 30%  
of all young people  
with SEND



# Lead Inclusion School network

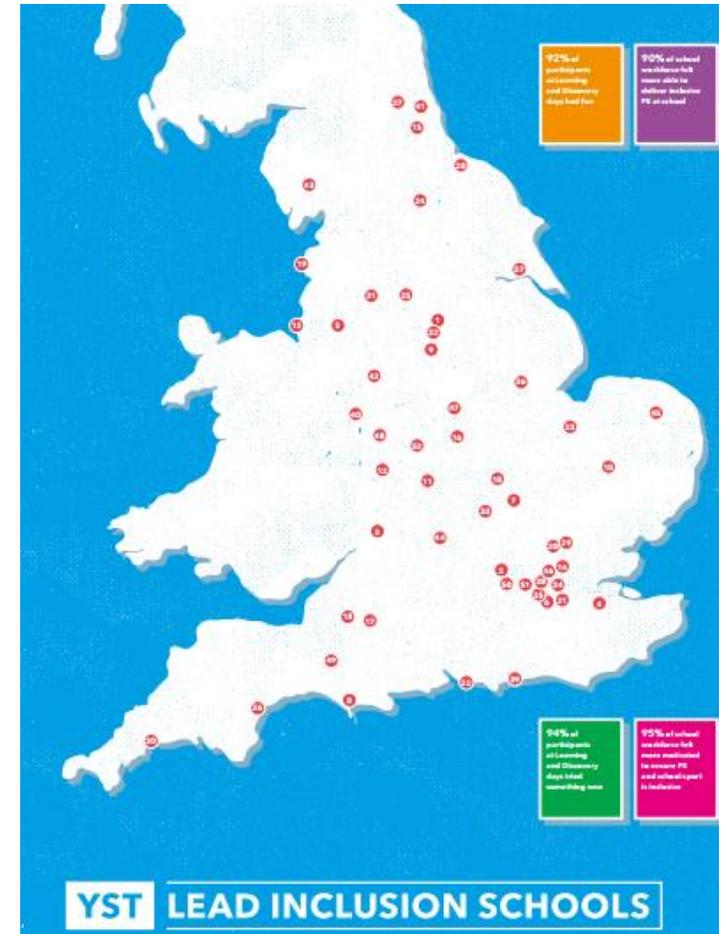
**Training  
Advice and  
Guidance**

**Inclusive  
Competition  
and Pathways**

**Young People  
Leading the  
Way**

# Reflection/Discussion

1. Where could the Lead Inclusion School help you in your role?
2. How could they help ensure that more YP with SEND are engaged in Sport and PE?



# The STEP Tool

*Simple system for making changes activities so that everyone can be included*

*STEP provides an easy way of structuring changes to the activity*

Space

Task

Equipment

People

# STEP

<https://www.ukcoaching.org/resources/topics/videos/subscription/the-step-model-explained>

1. David who has mild learning difficulties (MLD), aged 9 attended school during lockdown and thrived with a smaller class size... how can they engage him now in class size is 30?
2. Alya a primary student with speech, language and communication needs (SLCN) that have significantly regressed since the pandemic
3. Leah is autistic girl with sensory processing needs
4. Liam had a life changing injury and is a lower limb amputee that has started back at his mainstream school

# CPD and Resources

**All About Autism, All About Me E-Learning**

<https://www.youthsporttrust.org/all-about-autism-all-about-me>

**TOP Sportsability on-line resource webinar**

<https://www.youthsporttrust.org/top-sportsability>

**Paralympic Inspired Learning and Discovery Personal Challenge Days**

<https://www.youthsporttrust.org/inclusion-2020-challenge-days>

**Inclusive Youth Leadership (Step into Sport)**

<https://www.youthsporttrust.org/step-sport-youth-leadership-camps>

**Move Like Me**

<https://www.youthsporttrust.org/move-like-me>

# Reshaping Physical Education Post Covid 19

Matt Upston – Primary PE Consultant

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@mattupston



# New Horizons



September saw schools back to 'normal'. We all know it's not normal but schools are trying to function as best they can.

This session sets out to examine what we want the future of PE to look like with an opportunity of using the pandemic as a fire break to change things.

Through discussions, questions and reflection I hope you can create an action plan and vision for your school's PE.

# What worked?

Don't throw the baby out with the bath water!

- With the person next to you, talk about what was working well in school prior to the first lockdown – maybe worth writing these down as positives
- What were the barriers to a high quality PE offer at your school. Are these still the case? Do you have new ones?

# Intent



What are the main reasons we deliver Physical Education within the curriculum? What is the PE vision for your school?

*Feel free to take a moment to jot down some visions/goals for PE in your school. Have these changed post Covid?*

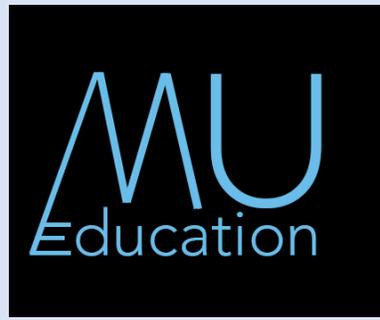
Are these mentioned in the whole school action plan?

# Post Covid thoughts – possible changes...



- Have you reverted to changing for PE? Is this a good use of time?
- Have you used underspend for bigger projects? i.e. Court re-marking
- Have you thought of re-energising Student Leadership? Will need new training/energising after a long break
- How do active break and lunches work? Do they need a re-visit?

# Implementation



- Have you reviewed your curriculum? Does it fit your vision?
- Have you looked at your MTP planning/schemes? Are they Fit for Purpose?
- What does Extra Curricular look like?
- What CPD needs do you need post Covid? How is staff's confidence in delivery?
- Swimming .....

# Impact



- What will PE look like in your school if your plans/changes are successful?
- What measures are you going to look for in seeing what progress your school has made?
- What data/evidence do you need to collect now to help show impact?

# The Dreaded TO DO list ....



What is your quick win?

What will you put into place straight away after half term?

What do you hope to have done by Christmas?

What do you want to have achieved by the end of the year?

Do you have a long term project?

# Outdoor learning and its benefits for health and wellbeing



Tim Melrose POL

Outdoor Learning and Community Development Coordinator

Silverwood School

ML, SPA, PGCE Outdoor ed, BCU L2, LCMLA L2, MIAS L2.

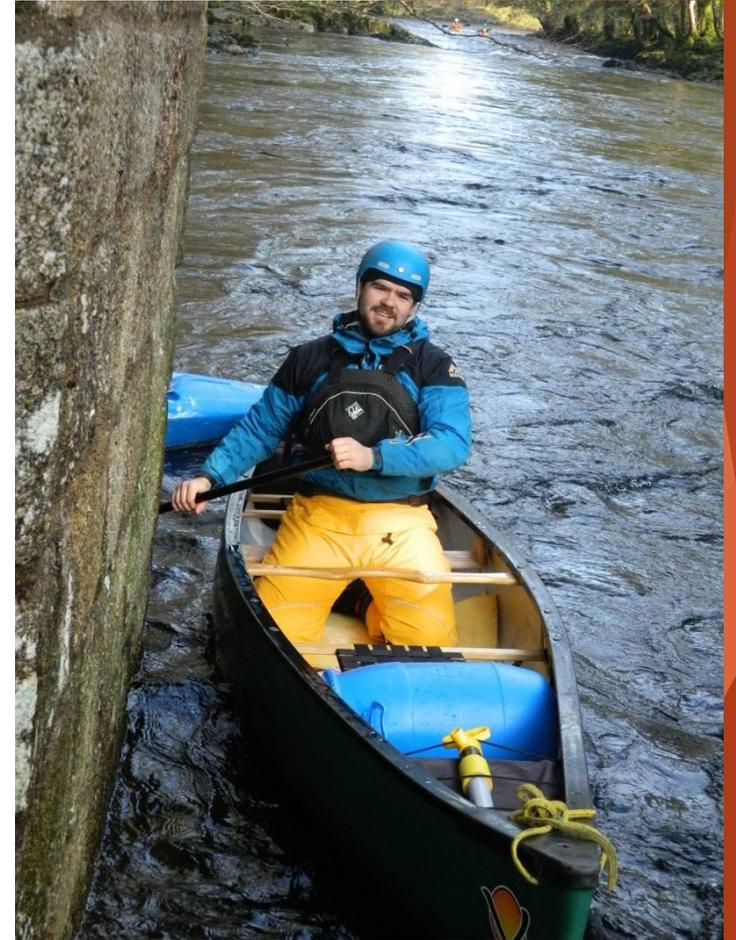
# Content

- ▶ **My Journey** to Outdoor learning.
- ▶ **Benefits** of Outdoor Learning
- ▶ How outdoor learning links to **health and wellbeing**.
- ▶ Talking **risks**.
- ▶ **Examples** of where Outdoor learning linked to the curriculum.
- ▶ Importance of **residential** trips.
- ▶ **Silverwood School's** Journey.

Outdoor learning ⇔ Learning outside the classroom (LOtC)

# For the love of Outdoor Education!

- ▶ Outdoor educator in the UK and abroad since 2015.
- ▶ Started working at Outdoor education centres gaining NGBs.
- ▶ Worked in the adventure industry guiding children and adults.
- ▶ Bangor PGCE Outdoor Ed.
- ▶ New Zealand Outdoor education.
- ▶ Currently- Silverwood Special Needs School, Nr Devizes. Outdoor learning and community development coordinator.
  - ▶ Land based Studies, Duke of Edinburgh award and LOtC.



# The benefits of outdoor learning

- Learning in outdoor environments and green space has been shown to improve physical and mental health.
- In the age of screen time giving pupils time to experience the outdoors is important.
- There is growing evidence that a connection to nature and green spaces can lead to better academic outcomes.
- Allowing young people to experience the outdoors outside of structured sessions is also important.
- Nature friendly schools.





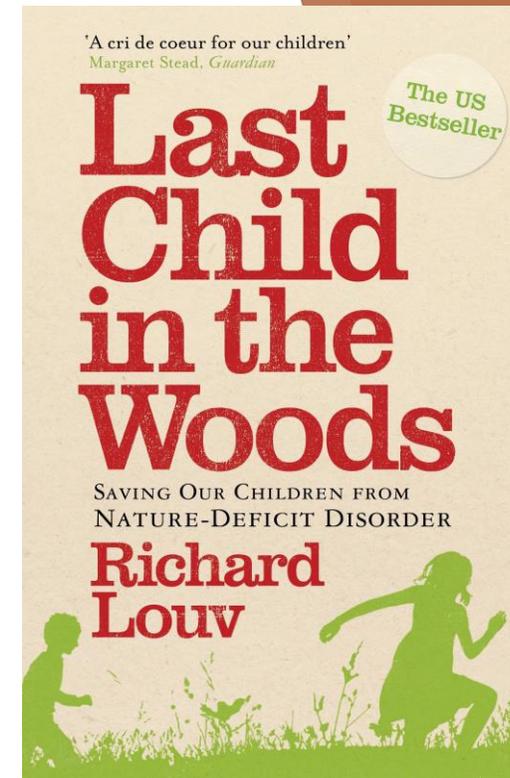
# Health and wellbeing

- ▶ Reduces tension and anxiety.
- ▶ Boosts confidence and self esteem
- ▶ Develops independence and trust.
- ▶ Play and experiential learning help in development.



# Another global problem

- ▶ Nature deficit disorder-ADHD, Obesity, psychological issues.



# The little things

- ▶ Learning outside the classroom is not all about being active.
- ▶ Great opportunity to practice being still and quiet in nature.
- ▶ Mindfulness



# Developing resilience

- ▶ Able to adapt to situations.

## **Comfort Zone**

Safe place to reflect.

## **Learning Zone**

Where you grow and learn.

## **Panic Zone**

Learning is beyond what you are familiar with and becomes very difficult.



# Children's ability to manage risk.

- ▶ Key to Outdoor learning to help give children a lifelong love for outdoor spaces.
- ▶ PE -Sports- Football, “I can do this safely because I have been shown”.



- ▶ Going into the woods that's dangerous!!
- ▶ Habit for Life

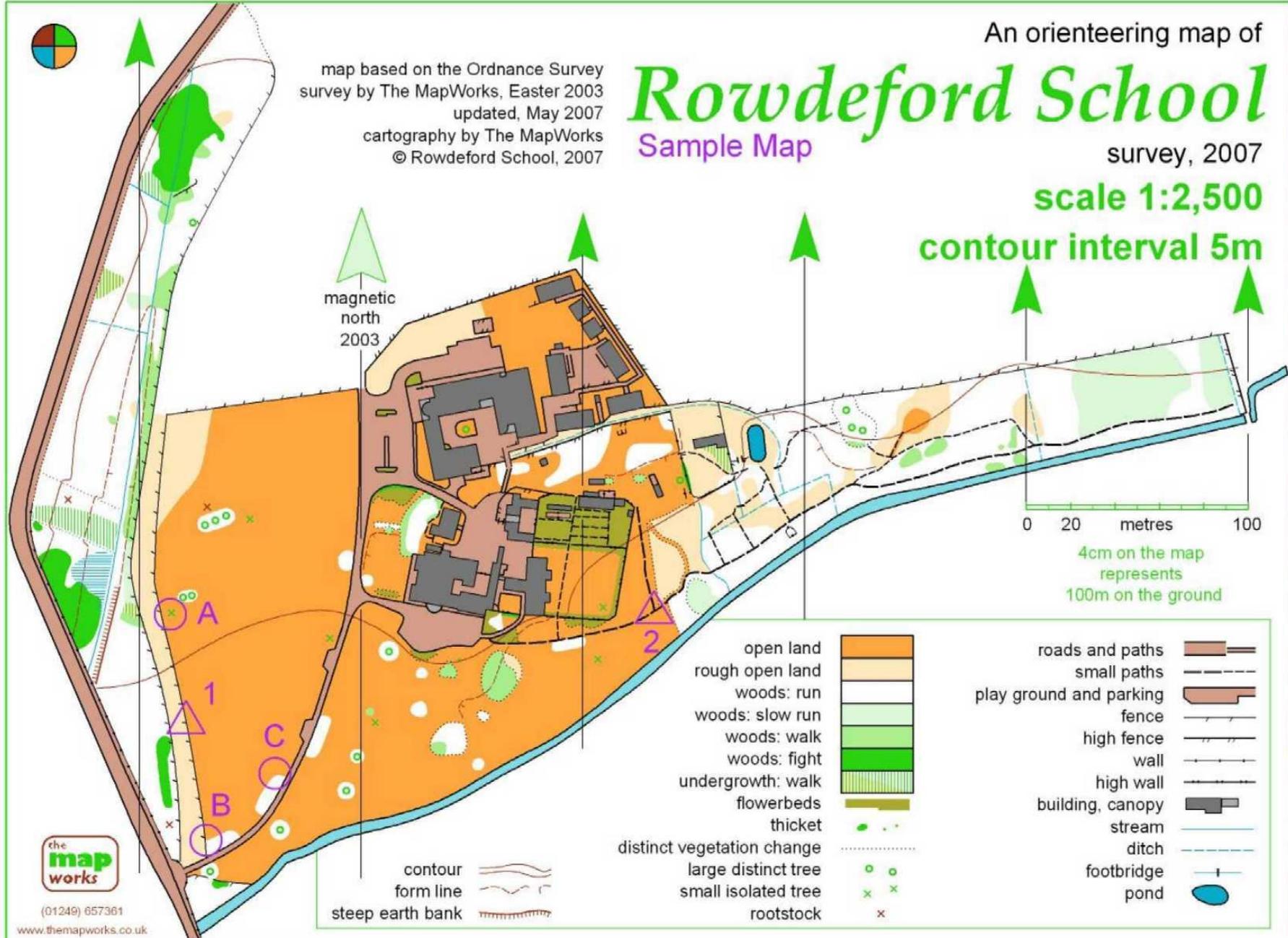
# PE and Outdoor learning

- ▶ Team building activities.
- ▶ Cooperative physical activities - challenging situations



# Orienteering ????





- Control Points
- A Small tree
  - B Grass edge
  - C Grass edge
  - D Large tree (west)
  - E Small tree
  - F Small tree
  - G Small tree
  - H Large tree
  - I Large tree
  - J Trees south side
  - K Grass edge
  - L Grass edge
  - M Fence NE corner
  - N Trees east side
  - P Small tree
  - Q Wall arch
  - R Gate
  - S Path bend
  - T Wall end
  - U Brick barbecue
  - V Large tree
  - W Building east side
  - X Path Junction
  - Y Path junction
  - Z Path bend

the map works  
 (01249) 657361  
 www.themapworks.co.uk

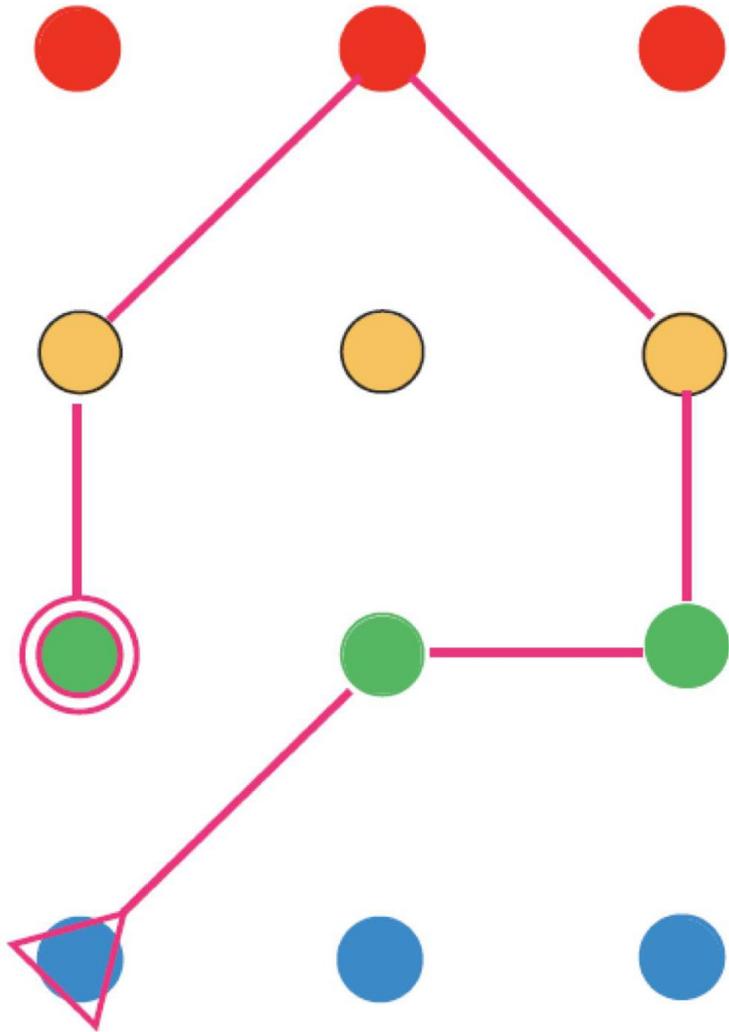
# Orienteering for primary.

- ▶ An Opportunity to engage students in physical activity and link to different areas of the curriculum.
- ▶ Start easy and work on the basics first.
  - ▶ What are Maps?
  - ▶ How do we use them?
  - ▶ How do I find things?

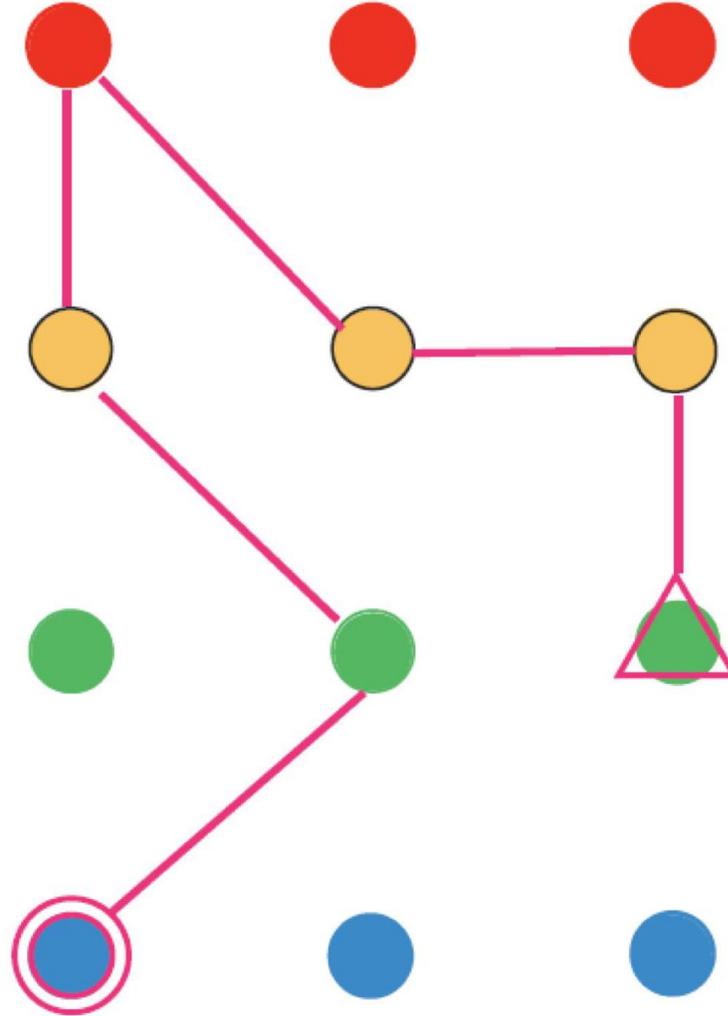
[https://www.britishorienteering.org.uk/school\\_games](https://www.britishorienteering.org.uk/school_games)



# MAP 1

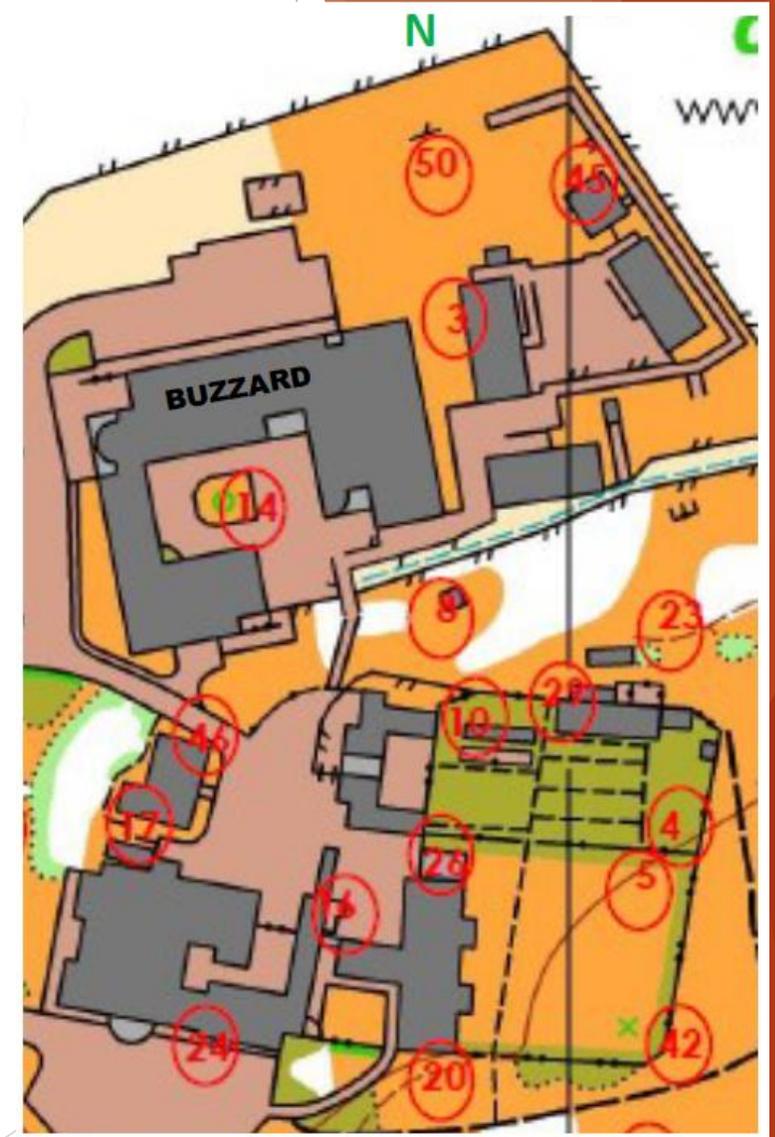


# MAP 2



# Orienteering on the school site

- ▶ Great for **competitive sport** as groups or individuals.
- ▶ You can have **fun** with the orienteering and support **learning** in other areas.



# Orienteering markers



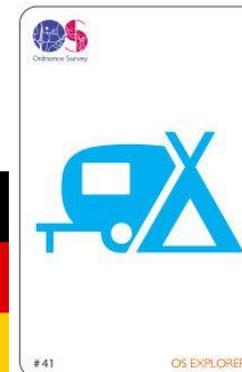
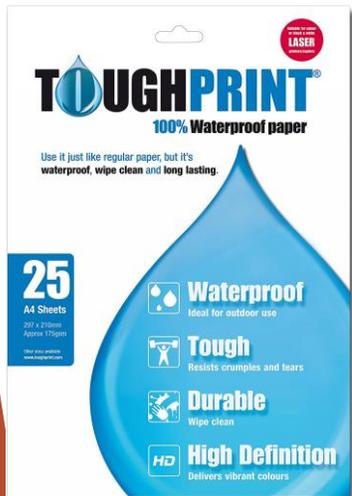
Numeracy



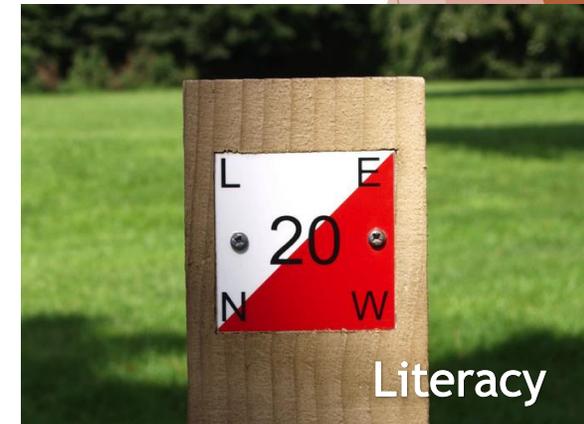
Science/reading



Science



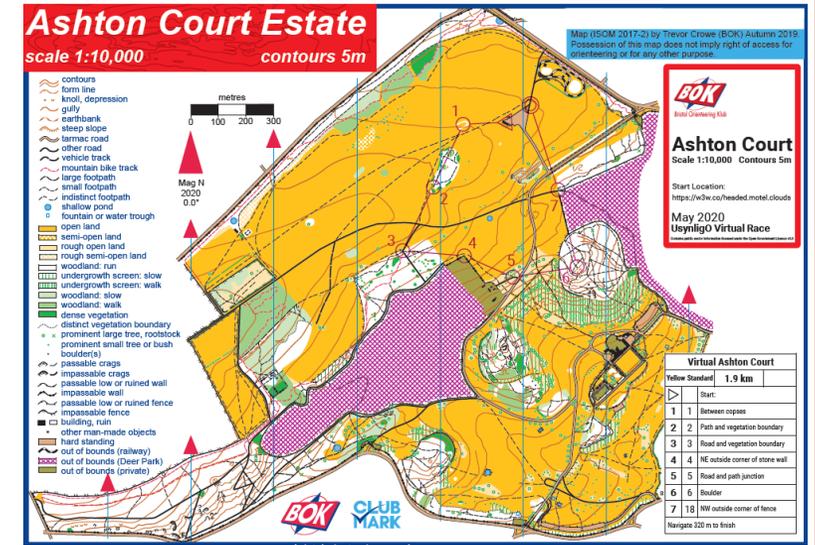
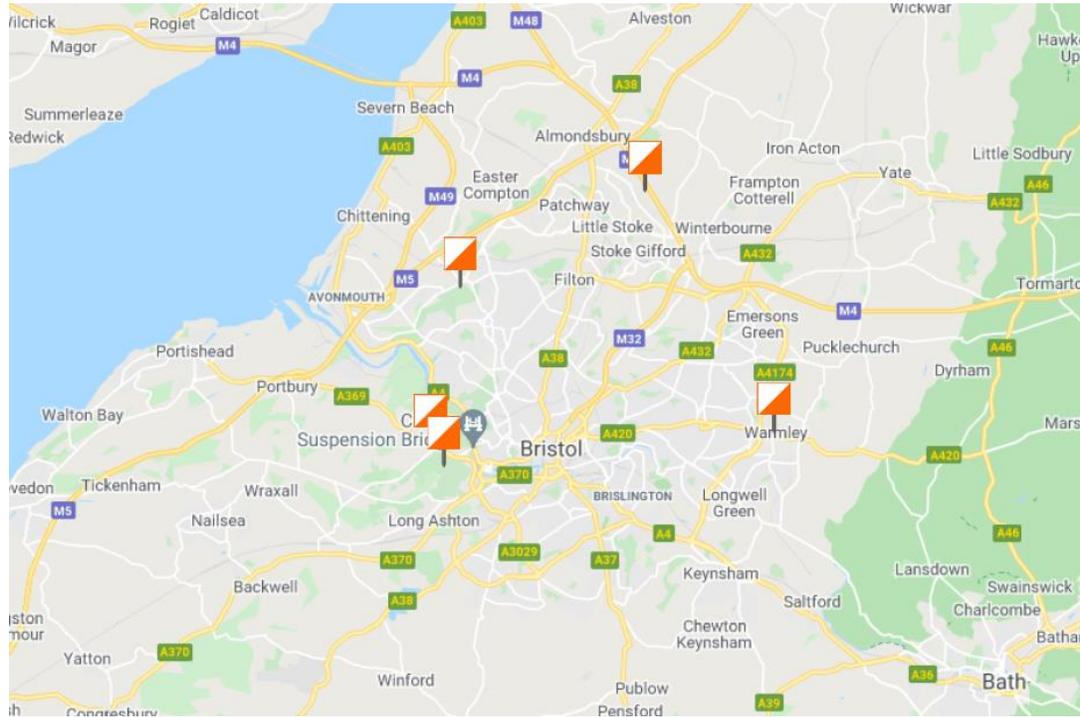
Geography



Literacy

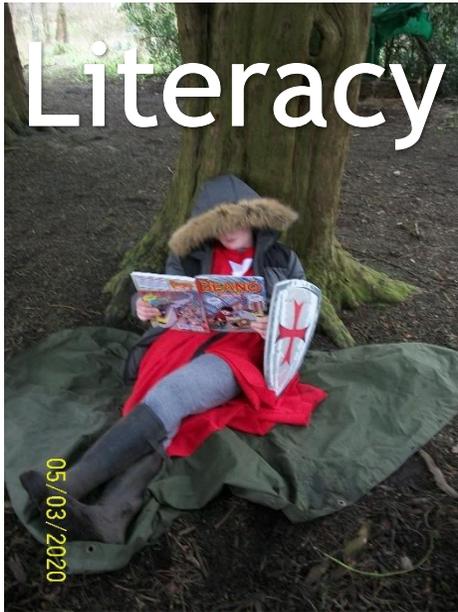
# Permenant orienteering courses

► Bristol



<https://www.goorienteering.org.uk/>

# Outdoor learning and the curriculum



# Safety/ risk assessments



- ▶ You can't make everything safe but you can **manage the risks.**
- ▶ It can be worrying to take the pupils off the school site to a 'wild area'.
- ▶ **Plan ahead.**
- ▶ Focus on **controlling risks.**

**Risk Assessment** Garden

Item / Area	People at risk	Hazards Identified	Actions Taken to Minimise Risk	Further / Ongoing Action Required	Notes
Unlocked Shed / Garage	Children	Children could gain access to inappropriate tools, chemicals or equipment. Risk of poisoning, cuts, falling or getting trapped.	Garages and sheds will always be locked during childminding hours.	Ensure gates are put out to children arriving early to reduce the risk of the shed being left open.	
Garden gate not closed / secured	Children	Children could wander off. Unauthorised access to the garden may be gained.	I will ensure that the garden gate is closed and secured at the top with the bolt every time I take the children out to play in the garden. The children will never be left in the garden unattended and therefore it is unlikely that children will wander unnoticed or unauthorised entry to the garden be gained.		
Fences / walls not secure or maintained.	Children	Children could escape or potential injury could occur.	All fences and walls should be checked regularly and any maintenance work should be arranged immediately.	Children will be encouraged not to climb or hang on walls or fences.	
Washing lines hanging in reach of children	Children	Risk of strangulation	The washing lines should be moved away from outdoor play areas. Children should not gain access to the washing lines.		
Outside play equipment not maintained or securely fastened to ground.	Children	Children could fall resulting in injury or cuts and bruising.	Outdoor play equipment should be checked regularly for any broken toys and any equipment should be replaced or repaired. Equipment should be fastened to ground.	Children will be supervised at all times when playing on outdoor play equipment.	
Play area not checked for animal faeces before play.	Children	Children could get ill.	The play area will always be checked at the end of every outdoor playtime for animal droppings or any other hazard.		
Broken or uneven patio slabs / paths	Everyone	Trips and falls	Slabs and pathways should be checked regularly and any maintenance work required should be arranged immediately.		

www.mindings.co.uk Garden Risk Assessment Copyright © Mindings 2018

# Important of outdoor education centres!!!

- ▶ Importance of being exposed to managed risks.
- ▶ Highly qualified outdoor professionals.
- ▶ Aims linked to the curriculum.



<https://www.lotcqualitybadge.org.uk/>

# Silverwood Schools journey

- ▶ Through the freedom of not having to meet the national curriculum we were able to rethink the curriculum to design a Learning outside the classroom subject we now call the tree awards.
- ▶ Inadvertently when we look at the curriculum we had made we were meeting lots of the areas of the national curriculum.
- ▶ LOtC is now a really important part of the schools ethos, helped greatly by a supportive SLT who see the important benefits of Outdoor learning.

## Silverwood School Tree Awards Overview

A – Art and Design, C- Citizenship, CN – Cooking and Nutrition, Co- Computing, DT - Design Technology, E – English, H – History, G – Geography, M – Mathematics, P – PSHE, PE – Physical Education, S - Science

I have...	Cherry	Lime	Oak	Yew	Beech	Apple	Western Red Cedar	Copper Beech	Plane Tree
Environmental Learning	<ul style="list-style-type: none"> <li>Followed the Tree Award trail and drawn a picture of the Cherry Tree outdoors (A).</li> <li>Helped sort our class recycling 5 times by identifying which material an object is made from. (S&amp;M).</li> </ul>	<ul style="list-style-type: none"> <li>Used a camera to photograph changes in nature and recorded them by adding text on Word or Publisher. (C&amp;S&amp;H).</li> </ul>	<ul style="list-style-type: none"> <li>Identified ways that "Reduce, reuse and recycle" can help maintain our environment and made waste materials into something with a new purpose. (P,C&amp;A).</li> </ul>	<ul style="list-style-type: none"> <li>Completed the Yew Tree with the Oak tree and know the difference between an evergreen and a deciduous tree (S).</li> <li>Been on a bug hunt and used a magnifying glass to find bugs around plants or trees (S).</li> </ul>	<ul style="list-style-type: none"> <li>Identified and named a variety of trees in the school woodlands. (S&amp;H).</li> <li>Talked about why the young of different animals is found in different places. (S).</li> </ul>	<ul style="list-style-type: none"> <li>Predicted the animals I might find in the school environment using tracking techniques. (S).</li> <li>Identified and named a variety of animals that live or visit the school woodlands. (S).</li> </ul>	<ul style="list-style-type: none"> <li>Learned how to make and use compost.</li> </ul>	<ul style="list-style-type: none"> <li>Compared 2 local environments and how they meet peoples, animals and plants needs (C).</li> </ul>	<ul style="list-style-type: none"> <li>Found out about local environmental issues and an issue elsewhere in the world (C).</li> </ul>
Land-based Learning	<ul style="list-style-type: none"> <li>Found plants in the walled garden that we can eat. (S&amp;P)</li> <li>Watered plants in the walled garden 3 times and found out that some of these produce fruit and some are vegetables. (S)</li> </ul>	<ul style="list-style-type: none"> <li>Planted vegetable seeds, looked after them and then picked and eaten the crops. (S&amp;CN)</li> <li>Drawn and labelled the main parts of the Lime Tree. (S)</li> </ul>	<ul style="list-style-type: none"> <li>Helped maintain and improve the school environment by e.g. raking leaves or weeding paths. (C&amp;P)</li> <li>Drawn the Oak Tree and identified 3 differences between it and the Lime Tree. (S).</li> </ul>	<ul style="list-style-type: none"> <li>Helped with the animals and the school garden and know that our food comes from both sources. (C&amp;H)</li> <li>Harvested plants in the school garden, which grow above and below ground (C&amp;H).</li> </ul>	<ul style="list-style-type: none"> <li>Fed the farm animals and know that food has helped them to grow. (S).</li> <li>Observed growth in farm animals. (S).</li> </ul>	<ul style="list-style-type: none"> <li>Looked after and talked about the type of vegetables growing in the school garden (C&amp;H).</li> <li>Named some of the tools I have used in the school garden and explained what they are used for (D&amp;M).</li> </ul>	<ul style="list-style-type: none"> <li>Helped clean out animals.</li> </ul>	<ul style="list-style-type: none"> <li>Found out about jobs in the outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved a BTEC in Land-based Studies.</li> </ul>
Adventure Learning	<ul style="list-style-type: none"> <li>Completed a circuit of the trim trail without falling. (PE&amp;A).</li> <li>Explored the school woodland and completed a nature hunt with a buddy. (G)</li> </ul>	<ul style="list-style-type: none"> <li>Used a vegetable peeler safely and correctly to whittle wood. (CN).</li> <li>Followed simple instructions to cook dough twists on a campfire and asked for help if needed. (E).</li> </ul>	<ul style="list-style-type: none"> <li>Taken part in the school wheel and walk. (C).</li> <li>Followed a simple orienteering course in the playground. (PE&amp;A).</li> <li>Follows and gives directions around the classroom and the school. (PE&amp;A)</li> </ul>	<ul style="list-style-type: none"> <li>Followed and given directions when orienteering around the classrooms or school grounds (PE&amp;A/G&amp;H).</li> <li>Shown spatial awareness while moving near others in the scrambling trees or traverse wall (PE&amp;A).</li> </ul>	<ul style="list-style-type: none"> <li>Used a knife to whittle wood safely into a new or different shape. (A)</li> <li>Cooked damper bread on a campfire safely and hygienically. (CN)</li> </ul>	<ul style="list-style-type: none"> <li>Used a compass to describe the directions I travelled in on an orienteering course (G&amp;H).</li> <li>Taken turns in discussion and listened to others ideas in a group, shelter-building activity (Etc).</li> </ul>	<ul style="list-style-type: none"> <li>Made something with green wood and tools and assessed the risks (P).</li> </ul>	<ul style="list-style-type: none"> <li>Completed my D of E practice expedition or shown advanced bush craft skills in another project.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved Silver D of E. or my ASDAN qualification.</li> </ul>
I can.....									
Co-operation	<ul style="list-style-type: none"> <li>Co-operate with another person to complete a simple task. (P).</li> </ul>	<ul style="list-style-type: none"> <li>Accept and take part in a group challenge. (PE).</li> </ul>	<ul style="list-style-type: none"> <li>Take turns with others to discuss something I have read or a story I have listened to outside in a small group. (E).</li> </ul>	<ul style="list-style-type: none"> <li>Work together to solve a practical problem involving capacity and volume (M&amp;M).</li> <li>Use directional language to help complete a team challenge (M).</li> </ul>	<ul style="list-style-type: none"> <li>Make suggestions about what could be done in a group and accept constructive suggestions from others. (P&amp;M).</li> <li>Take turns to use a ruler to measure to the nearest unit. (M)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the group leader and make constructive suggestions in a team game such as Capture the Flag (Coq).</li> </ul>	<ul style="list-style-type: none"> <li>Work as a group to plan a school trip (P, S)</li> </ul>	<ul style="list-style-type: none"> <li>Be a kind and clear group leader as well as accepting other leader's decisions when in another role (C).</li> </ul>	<ul style="list-style-type: none"> <li>Contribute positively to my team during a challenging expedition.</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Collect my wellies and put them on the right feet by myself most of the time. (P).</li> <li>Wash my hands after being outside (P).</li> </ul>	<ul style="list-style-type: none"> <li>Find the right equipment for gardening by myself and put it away in the right place so it can be found next time. (DT, P&amp;C).</li> </ul>	<ul style="list-style-type: none"> <li>Help my class in a performance for the Harvest Festival or Christmas Service. (E).</li> <li>Take care of equipment while completing tasks in the school garden. (C)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how animals and their habitats are linked and explain what might happen if something changes (S&amp;H).</li> <li>Maintain concentration and listen to a story about responsibility in a small group (E).</li> </ul>	<ul style="list-style-type: none"> <li>Follow a simple marked trail (PE&amp;A)</li> <li>Organise objects in sequence according to age (H)</li> </ul>	<ul style="list-style-type: none"> <li>Make a simple chart to record results, such as the height of a sunflower or the weight of potatoes. (S)</li> <li>Use a thermometer to record the temperature in the school garden (M).</li> </ul>	<ul style="list-style-type: none"> <li>Work independently on my wood work project asking for help only when required (C, P).</li> </ul>	<ul style="list-style-type: none"> <li>Show responsibility for a regular job caring for the school environment (C).</li> </ul>	<ul style="list-style-type: none"> <li>Independently research an environmental issue (R).</li> </ul>
Integrity (Happiness)	<ul style="list-style-type: none"> <li>Share in a circle with my classmates and concentrate on one of my senses for a short period of time led by my teacher. (P&amp;H)</li> </ul>	<ul style="list-style-type: none"> <li>Identify that the anchor breath is a new skill I have learnt to help me calm and relax. (P).</li> <li>Discuss the differences between feeling happy and sad. (P).</li> </ul>	<ul style="list-style-type: none"> <li>Use the vacuum breath to help me manage my frustration and ask for help when I need it. (P).</li> <li>Explain my feelings simply. (E).</li> </ul>	<ul style="list-style-type: none"> <li>Use two or more techniques to help me be calm and relax.</li> <li>Talk about bullying and know what to do if I see this happening. (P).</li> </ul>	<ul style="list-style-type: none"> <li>I can identify what makes me feel happy or sad (P&amp;H)</li> <li>Observe a lit candle for a minute, concentrating on only the changes that I see. (S&amp;P)</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways to tell if other people are happy or sad (P&amp;M)</li> <li>Identify ways to make others feel happier (P&amp;M)</li> </ul>	<ul style="list-style-type: none"> <li>Articulate why I feel a certain way (E)</li> <li>I have learnt why mindfulness is important and how it helps me.</li> </ul>	<ul style="list-style-type: none"> <li>I have shared what I have learnt with a Year 7;</li> <li>I have helped the year 7 to learn one of the 1<sup>st</sup> sense techniques.</li> </ul>	<ul style="list-style-type: none"> <li>I have lead on a mindfulness presentation or talk to a group of people.</li> <li>I have shared what I have learnt and how it helps me.</li> <li>I have shared my techniques.</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>Read my book in special place in the outside environment and return to my classroom afterwards. (B&amp;C)</li> </ul>	<ul style="list-style-type: none"> <li>Explain how I feel if someone is kind or unkind. (P)</li> <li>Complete a local offsite walk with my tutor group.</li> </ul>	<ul style="list-style-type: none"> <li>Collect leaves from the trees in the school grounds. Identify that some have the same shape and separate them into different groups. (M).</li> </ul>	<ul style="list-style-type: none"> <li>Organise people, events or events in my own life into chronological order (H&amp;H).</li> <li>Make and name common 2D and 3D shapes using sticks and jehns (M&amp;G).</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate materials to create new or different shapes. (A).</li> <li>Review artwork and say how I think and feel about it. (A).</li> </ul>	<ul style="list-style-type: none"> <li>Try again if something did not work when lighting my five-minute fire (PE&amp;A).</li> <li>Describe what I did to solve the problem (PE&amp;A).</li> </ul>	<ul style="list-style-type: none"> <li>Use strategies from 'Think Good – Feel Good' to overcome problems (C).</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of problems I have overcome and mistakes I have learnt from (P).</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how the school environment and I have changed and how change makes me feel (P).</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Make safe choices around a campfire. (C&amp;S&amp;P).</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how to keep myself safe near water in the woods (P).</li> </ul>	<ul style="list-style-type: none"> <li>Accept others opinions and ideas in an outdoor group work activity and express my own (P).</li> <li>Show an awareness of space when moving near others. (PE&amp;A).</li> </ul>	<ul style="list-style-type: none"> <li>Identify a police officer and describe their uniform and some of the equipment they use (C).</li> <li>Describe some of the work the police do (C).</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow instructions (E&amp;H&amp;E).</li> <li>Give another child a series of precise instructions to move around objects (Co)</li> </ul>	<ul style="list-style-type: none"> <li>Identify good and bad points within the school environment (C&amp;R).</li> <li>Identify ways to improve the classroom and school environment (C&amp;R)</li> </ul>	<ul style="list-style-type: none"> <li>Sequence activities to help me succeed with outdoor jobs (P).</li> </ul>	<ul style="list-style-type: none"> <li>Review an activity describing what happened last time and what I will do differently next time (P).</li> </ul>	<ul style="list-style-type: none"> <li>Help a group to make a decision showing respect for other people's points of view (S).</li> </ul>
Kindness (Caring)	<ul style="list-style-type: none"> <li>Collect and count eight pieces of litter from around the school grounds. (M).</li> </ul>	<ul style="list-style-type: none"> <li>Measure out and fill the correct amounts in the farm animal feeders and drinkers with guidance from an adult. (M&amp;S&amp;H).</li> </ul>	<ul style="list-style-type: none"> <li>Use the school farm animal area safely and handle a chicken with care. (S&amp;H).</li> <li>Identify simple ways of combatting bullying. (P&amp;M).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the tools required to care for plants growing in the school garden (D&amp;H).</li> <li>Follow simple instructions to care for a plant in the school garden (E).</li> </ul>	<ul style="list-style-type: none"> <li>Find out what type of food local birds eat (S)</li> <li>Suggest healthy foods to leave out for birds (S)</li> </ul>	<ul style="list-style-type: none"> <li>Observe and record the life cycle of a seed (S).</li> <li>Sequence pictures to show how a common food changes from field to fork (C&amp;H)</li> </ul>	<ul style="list-style-type: none"> <li>Watch and listen carefully and ask questions to clarify when taught new woodwork skills (C, P, S)</li> </ul>	<ul style="list-style-type: none"> <li>Present to an audience about the County Code (S, C)</li> </ul>	<ul style="list-style-type: none"> <li>Use persuasive language, facts and opinions to talk about an environmental issue and what should be done about it (S).</li> </ul>
School Year	7		8		9		10		11
B2 - NC Year	P8	Year 1			Year 2		Year 2, 3 and 4 or Asdan, DofE, LBS etc		

We would be delighted for you to use this resource to benefit your school and your young people. Please keep our name on it and rather than sharing it with other schools, please direct them to us. We love sharing our work to benefit all young people with special educational needs and like to give out our latest and best work. If you have any questions about this, please get in touch.

I have...	Cherry
Environmental Learning	<ul style="list-style-type: none"> <li>• Followed the Tree Award trail and drawn a picture of the Cherry Tree outdoors (A).</li> <li>• Helped sort our class recycling 5 times by identifying which material an object is made from, (Sem).</li> </ul>
Land-based Learning	<ul style="list-style-type: none"> <li>• Found plants in the walled garden that we can eat, (SP)</li> <li>• Watered plants in the walled garden 3 times and found out that some of these produce fruit and some are vegetables, (Sp)</li> </ul>

► Art, Science, Cooking, responsibility.

# In Summary

- ▶ Outdoor learning can help reduce anxiety and boost confidence and self esteem.
- ▶ Green spaces are an important part of outdoor learning.
- ▶ Teaching pupils to manage risks themselves for life long engagement with the outdoors/ environment.
- ▶ Orienteering is a great opportunity to start you journey into Outdoor learning.



# Resources

- ▶ [Outdoor learning resources and guidance - https://www.lotc.org.uk/](https://www.lotc.org.uk/)
- ▶ [Orienteering resources - https://www.goorienteering.org.uk/](https://www.goorienteering.org.uk/) - <https://www.northyorkshiresport.co.uk/orienteering-year-5-and-6>
- ▶ Nature deficit disorder- Last child in the woods by Richard Louv
- ▶ [Outdoor centres - https://www.lotcqualitybadge.org.uk/](https://www.lotcqualitybadge.org.uk/)
- ▶ Silverwood school Tree Awards- Email me: [timmelrose@silverwood.wilts.sch.uk](mailto:timmelrose@silverwood.wilts.sch.uk)

Thanks to Jo Darlington for some of the research on SEN and outdoor learning.

*‘Active Schools are  
Stronger Schools’*



**wesport**

INSPIRING ACTIVE LIVES

We would love to hear from you - please take our short  
feedback survey - <https://forms.office.com/r/WLsaTqc9a7>



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