



**YOUTH  
SPORT  
TRUST**

**MY  
PERSONAL  
BEST**



# Teacher guide

Self-motivation  
Responsibility  
Self-discipline

Integrity  
Resilience  
Trust

Honesty  
Self-belief  
Courage

**Healthy Me**  
Managing myself

Encouragement  
Co-operation  
Communication

Trust  
Respect  
Integrity

Gratitude  
Empathy  
Fairness

**Social Me**  
Understanding others

Evaluation  
Decision-making  
Problem-solving

Reflection  
Resourcefulness  
Trust

Imagination  
Concentration  
Curiosity

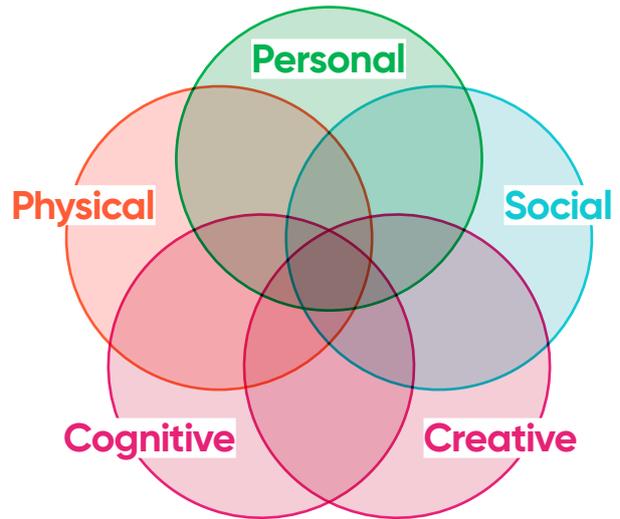
**Thinking Me**  
Being thoughtful and creative

Life-skilled in and through PE

# Purpose

My Personal Best uses an **explicit** life skills approach to teaching physical education (PE). It enables all young people to flourish in PE, school and life – now and in the future.

My Personal Best is based on the multi-ability model that identifies five types of ability (or learning domains). Together these unlock learners' learning **in** and **through** PE.



My Personal Best focuses on 24 specific, non-physical life skills. These skills are developed through physical activities and contribute to each of the five abilities.

**Healthy Me**  
Managing myself

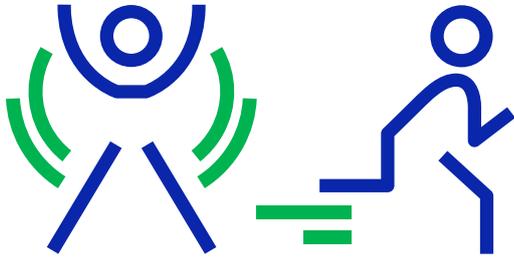
Supports learners to develop the personal traits that underpin good health and wellbeing and their personal achievement.

**Social Me**  
Understanding others

Supports learners to develop the traits that help them to understand others and work well with other people.

**Thinking Me**  
Being thoughtful and creative

Supports learners to develop the cognitive and creative traits that enable them to create opportunities, overcome challenges and make choices.

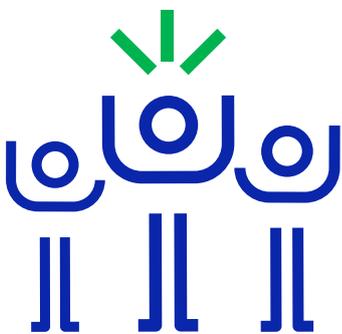


## My Personal Best – in PE

Life skills help learners who are **already engaged** in sport and physical activity – increasing their success by developing their wider skills. For example, a learner who has good technical skills in football (physical) also needs to:

- have **self-discipline** during a game (personal)
- **co-operate** with team mates (social)
- **decide** which pass to make (cognitive)
- **solve the problem** of how to outwit defenders (creative).

Developing and celebrating learners' life skills makes PE more **relevant and meaningful** to their wider and future lives. This helps them – and others – to appreciate its value.



## My Personal Best – in life

Life skills enable learners to become: 

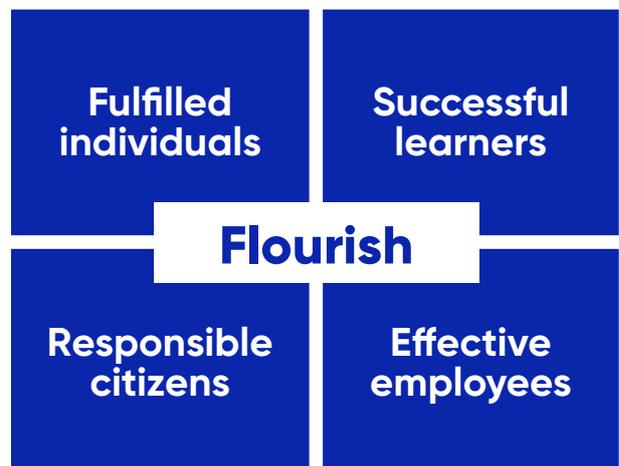


We wanted a skills for life curriculum, to develop a set of personal characteristics and employability traits that equip our pupils for their future.

**MATT POUND, HEAD OF PE**  
ST IVES SCHOOL

Life skills help learners who are **less engaged** in sport and physical activity – increasing their confidence by drawing on and valuing their wider skills. For example, a learner who struggles with technical gymnastics skills (physical) can:

- show **self-motivation** by practising (personal)
- **encourage** other participants (social)
- **evaluate** the fluency of movements (cognitive)
- **imagine** movement combinations to make routines (creative)

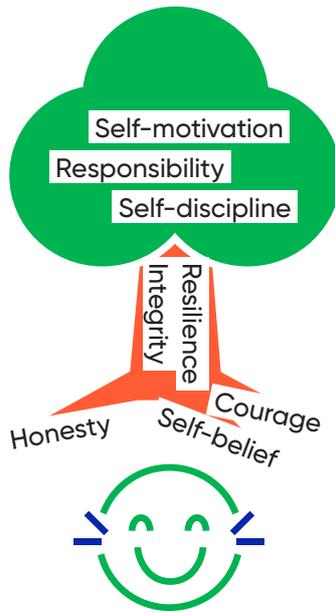


# Progression

The life skills are progressive but reflect the **stage not age** of learners.

My Personal Best recognises that learners develop at different rates and that life skills learning is contextual and not necessarily linear.

My Personal Best begins in primary schools; the life skills are consistent across all age groups, but the learning vehicles and resources differ.



**Performance skills**  
Enable pupils to act independently

**Core strengths**  
Support pupils' personal growth

**Root values**  
Give pupils a strong foundation

## Healthy Me Managing myself

### CICC variables

Development – and demonstration – of life skills progression reflects a number of variables **Consistency, Independence, Context** and **Complexity (CICC)**. The following stages of progression are examples, rather than definitive.

Consistency	Independence	Context			Complexity (combination)
		People	Place	Task	
Continually	With initiative	With anyone	Anywhere	Variable	Numerous skills
Frequently	With prompts	With peers and known adults	In school and neighbourhood	Similar	Multiple skills – varied
Sporadically	With guidance	With peers and family	In school and at home	Familiar	Multiple skills – similar
Infrequently	With help	With friends and family	In class and at home	Repeated	One skill at a time

### For example, in PE:

#### Year 7

After taking part in some example games, learners show **responsibility** in a lesson by working in small groups to create a small-sided game, using a task card and guide provided by the teacher. The teacher visits groups often to provide support. Each group demonstrates their game.

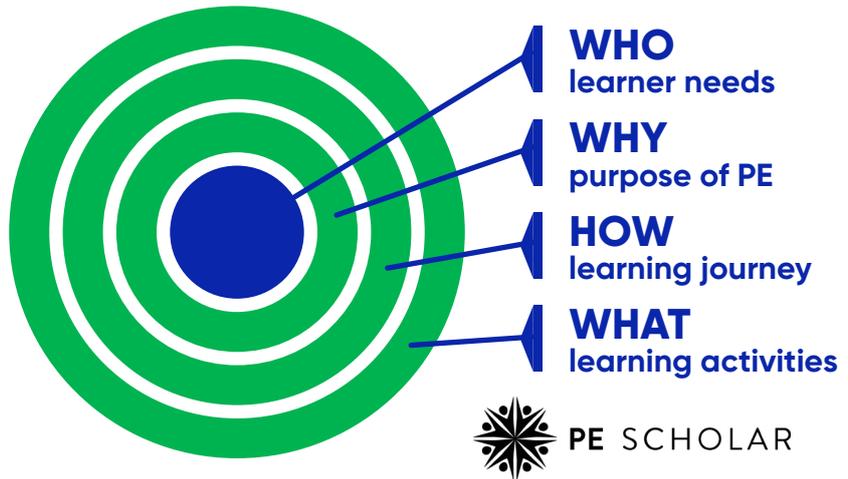


#### Year 10

As part of a 6-week unit, learners show **responsibility, self-motivation** and **self-discipline** by organising an inter-house tournament in a new sport. The teacher is available as a resource as required, but learners undertake all of the required roles to plan and run it for the school.

# Planning

My Personal Best enables schools to develop learners' life skills by exploring curriculum planning. It supports and challenges PE teams to **embed** life skills for all learners within their long-term plans. It explores:



## Within that planning process, schools may consider:

- which **life skills** will be delivered to which learners and when
- which **CICC variables** will be changed to enable progression (and how these relate to models-based practices, such as Sport Education)
- how PE plans reflect and influence **whole school** priorities.



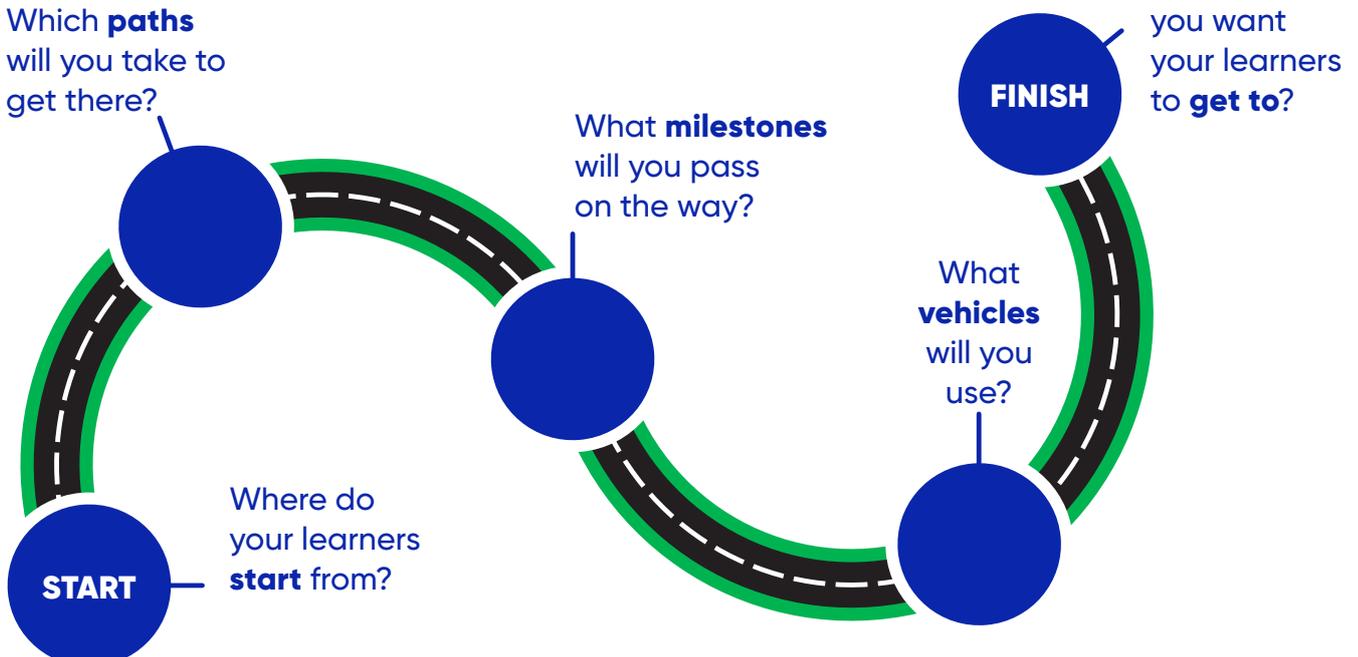
Our young people are more alert to the need and opportunity for varied sport and physical activity including how they can build transferable life-skills, a direct outcome from our innovative curriculum.

**SEAN DOYLE, HEAD OF PE**  
SHENLEY BROOK END SCHOOL

# Learning journey

When mapping the journey of your pupils, the first step is understanding your learners starting point and then asking 'where do you want to get your learners to?' From this information, you can then start to map the steps inbetween.

Which **paths** will you take to get there?



# Pedagogy

My Personal Best enables schools to develop learners' life skills through a focus on pedagogy. It supports and challenges teachers to adopt an **explicit** life skills approach to teaching PE. Its focus is on **how** PE is delivered rather than what is delivered.

## Teaching and learning process

My Personal Best promotes a plan-do-review approach to learning that supports learners to become more independent and take ownership of their learning.



My confidence has improved because of a focus on self-belief in PE lessons. Because I am more confident I like English more. I am happy to put my hand up. I used to find it so hard.

**LOGAN, PUPIL**  
HEATHFIELD SCHOOL



A broad PE experience developed my curiosity as it made me realise that the more new things I tried, the more skills and experiences I gained.

**JESS LENNON, TEAM LEADER**  
YOUTH SPORT TRUST

# Teaching and learning methods

My Personal Best suggests teaching and learning methods that maximise life skills learning.

<p><b>Leading</b> Pupils give instructions or demonstrate to a class/group.</p>	<p><b>Reciprocal teaching</b> Pupils take turns to teach each other a new skill or tactic.</p>	<p><b>Peer-coaching</b> Pupils give each other advice and support as working.</p>
<p><b>Personal goal-setting</b> Pupils set their own targets within an overall objective.</p>	<p><b>Self-review</b> Pupils evaluate their own performance and plan to improve.</p>	<p><b>Peer-review</b> Pupils evaluate each other's performance and give feedback.</p>
<p><b>Problem-solving</b> Pupils find solutions through trial and improvement.</p>	<p><b>Creating</b> Pupils interpret a brief and design their own activities.</p>	<p><b>Team roles</b> Pupils take on specific roles and responsibilities within a team.</p>
<p><b>Whole-part-whole</b> Pupils are aware of the wider context before focusing on skill or tactical development; pupils apply their skills/tactics within the original context.</p>		<p><b>Big task</b> Pupils work towards a long-term goal that has real consequences; learning takes place over a series of lessons before being applied in authentic contexts.</p>

These methods can be selected, combined and applied within numerous activities to support the learning of specific life skills. For example:

 <p><b>Healthy Me Responsibility</b></p>	<ul style="list-style-type: none"> <li>• <b>Big task</b></li> <li>• <b>Creating</b></li> <li>• <b>Team roles</b></li> <li>• <b>Peer-review</b></li> </ul>	<p><b>Dance activity</b></p> <ul style="list-style-type: none"> <li>• Learners work in groups to create a dance routine that will be performed in assembly</li> <li>• They take on specific roles to plan and organise every step of the process.</li> </ul>
 <p><b>Social Me Communication</b></p>	<ul style="list-style-type: none"> <li>• <b>Whole-part-whole</b></li> <li>• <b>Leading</b></li> <li>• <b>Peer-coaching</b></li> <li>• <b>Peer-review</b></li> </ul>	<p><b>Games activity</b></p> <ul style="list-style-type: none"> <li>• Learners work towards a goalball match</li> <li>• Individuals research and teach technical and tactical skills to the class</li> <li>• Partners coach each other to improve.</li> </ul>
 <p><b>Thinking Me Evaluation</b></p>	<ul style="list-style-type: none"> <li>• <b>Problem-solving</b></li> <li>• <b>Goals-setting</b></li> <li>• <b>Self-review</b></li> <li>• <b>Reciprocal teaching</b></li> </ul>	<p><b>Athletics activity</b></p> <ul style="list-style-type: none"> <li>• Learners are tasked to throw for distance</li> <li>• They experiment with and evaluate different techniques</li> <li>• They teach each other as well as improving their PB.</li> </ul>

The following pages support teachers to plan for this process.

## Short-term planning example: teacher card 1

# Healthy Me... managing myself

## Self-motivation



### PLAN

#### Self-motivation in PE, school and life enables learners to:

- Have a sense of purpose
- Set and achieve personal goals
- Initiate and complete tasks
- Be the best they can be

#### I will see or hear learners:

- Expressing high aspirations
- Recognising their interests/needs
- Setting personal goals
- Practising and seeking feedback
- Working independently
- Taking the initiative

### DO

#### To maximise this skill, I will:

- Use a **whole-part-whole** approach to model long-term outcomes
- Offer personal challenges
- Promote **personal goal-setting** and action planning
- Promote independent working
- Allow time for practice
- Provide opportunities for **creating** own activities and challenges
- Provide opportunities to take on specific **team roles**
- Use **self-review**
- Encourage **peer-review**
- Focus on personal improvement, not comparative norms
- Make self-motivation **explicit**

#### For example:

Use a Flipped Classroom approach where learners are introduced to the learn-term outcome and know what is planned for/expected of each stage from the start of the unit.

Enable learners to establish a personal baseline, goals and action plan for the physical skill/activity.

Offer a range of resources – teacher instruction, coaching tips, videos, peer demonstration – that learners can draw on in each lesson and across the unit. Support learners to follow their action plans for improvement and to achieve their personal goals.

### REVIEW

#### How well did I:

- Scaffold opportunities to increase independent learning?
- Enable learners to set their own challenges and goals?
- Support learners to balance comfort-stretch-challenge?
- Make **self-motivation** explicit?

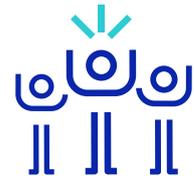
#### Feedback focuses on learners':

- Commitment to improvement
- Ability to set personal goals
- Ability to self-review accurately
- Ability to plan to achieve goals

## Short-term planning example: teacher card 2

# SOCIAL ME... understanding others

## Co-operation



### PLAN

#### Co-operating in PE, school and life enables learners to:

- Build positive relationships
- Develop a sense of belonging
- Share knowledge, ideas and skills
- Spread the workload

#### I will see or hear learners:

- Following requests and rules
- Sharing expertise, ideas, resources
- Helping others
- Working towards a shared goal
- Agreeing roles and responsibilities
- Putting the group's interests first

### DO

#### To maximise this skill, I will:

- Promote interdependent working
- Scaffold group work via pair, trio, small group, large group
- Vary group dynamics by affinity, dominance, compliance, altruism
- Use **reciprocal teaching**
- Use **peer-coaching**
- Introduce **team roles**
- Add complexity through **big tasks**
- Present learning as a **problem-solving** challenge: plan-do-review
- Allow time for the 'form, storm, norm and perform' process
- Use **peer-review**
- Review process, not just results
- Make co-operation **explicit**

#### For example:

Adopt a Sport Education approach to a unit of work, with an extended 'season' leading to a final challenge/competition and celebration event.

Create teams that will work together for the duration of the season and ask team members to adopt specific roles and responsibilities for that period, e.g. team manager, coach, umpire, record-keeper, reporter, pundit. Include team identity activities, e.g. name, motto.

Incorporate Co-operative Learning teams: expert group members and home group members to learn and disseminate technical skills or tactics.

### REVIEW

#### How well did I:

- Differentiate tasks or support for learners' disparate social skills?
- Group learners to build their co-operation within different groups?
- Balance co-operating positively with learning to manage conflict?
- Make **co-operation** explicit?

#### Feedback focuses on learners':

- Willingness to comply
- Readiness to contribute
- Willingness to work with different people in different contexts
- Readiness to put the group first

## Short-term planning example: teacher card 3

# Thinking Me... being thoughtful and creative

## Problem-solving



### PLAN

#### Solving problems in PE, school and life enables learners to:

- Find easier or better ways to achieve results
- Overcome limitations
- Identify new possibilities
- Drive change

#### I will see or hear learners:

- Asking questions to extend thinking
- Challenging assumptions
- Generating ideas and possibilities
- Applying and adapting learning
- Taking calculated risks
- Trying without fear of failure

### DO

#### To maximise this skill, I will:

- Present learning as a **problem-solving** challenge: **plan-do-review**
- Set a **big task**: a series of multiple, progressive challenges
- Introduce constraints - at the start and/or during the task
- Establish and uphold clear, real consequences
- Facilitate rather than direct
- Allow choice
- Allow managed risk-taking
- Promote trialling and testing ideas
- Promote independent and/or interdependent working
- Focus on the process, not results
- Make problem-solving **explicit**.

#### For example:

A unit is presented as an Escape Rooms scenario. Each lesson, learners work in small teams to accomplish a specific task that will reward them with resources (equipment, skills tips etc.) to help them with the subsequent task.

Each task is presented as an objective with clear success criteria and constraints. (Safety rules are included as constraints). Learners may accomplish the task in various ways within the time and constraints.

There are clear consequences – penalties and rewards – for achieving each task, leading to the final escape.

### REVIEW

#### How well did I:

- Allow learners to find and test their own ideas and methods?
- Encourage them to take risks and learn from their mistakes?
- Celebrate creativity, adaptability and non-conformity?
- Make **problem-solving** explicit?

#### Feedback focuses on learners':

- Readiness to challenge assumptions
- Transference of learning and prior experience
- Creativity and adaptability
- Willingness to try without fear of failure

## Short-term planning prompts

### Which me?

#### Which life skill?

## PLAN

### (LIFE SKILL)

#### in PE, school and life enables learners to:

What is the purpose of this unit or lesson? How does it contribute to learning in PE and beyond? Why is this relevant to young people – now and in the future?

#### I will see or hear learners:

What will this skill look and sound like if learners are developing and applying it in practice? Think generally then consider the specific activity.

Use the learner cards for support.

## DO

#### To maximise this skill, I will:

Focus on the 'how' of teaching, not just the 'what'.

Consider a range of teaching and learning methods – some of which are suggested in My Personal Best – and select those that are most likely to enable **your** learners to develop this life skill at their current stage of learning.

Think about relationships – between you and learners and between the learners themselves.

#### For example:

Apply teaching and learning methods that will maximise this life skill – alongside the physical skills – in the context of the activity. Remember, activities are learning vehicles, not the purpose of learning in PE. Would other activities work better for your purpose?

How will you scaffold the life skill? How will you make it an **explicit** part of the learning process and activity?

How will you use **questioning** – and other review methods – to enhance and reinforce life skill learning?

## REVIEW

#### How well did I:

How effective were you in enabling learners to develop the life skill? What went well? What could you do differently next time?

Above all, to what extent did you make the life skill **explicit**? Do learners know what they learned?

#### Feedback focuses on learners':

**How** will you assess **for** learning of the life skill? What will be the focus of your feedback and/or learners' self- and peer-reviews?

Use the learner cards for support.

## Short-term planning template

**\_me?**

### PLAN

**(LIFE SKILL)**

**in PE, school and life enables learners to:**

**I will see or hear learners:**

### DO

**To maximise this skill, I will:**

**For example:**

### REVIEW

**How well did I:**

**Feedback focuses on learners':**

# Support

## Resources

- **Teacher guide – printed copy**
- **Learner life skills cards:**
  - 24 double sided cards (8 for each tree)
  - PDF downloadable copies
- **A3 My PB Life Skills Poster**
- **Advocacy video for use with senior leaders**

## Professional learning opportunities for PE teams

Module	Format	Length	Content
<b>An introduction to My Personal Best</b> NB. Staff must attend this before selecting the subsequent modules	Virtual – interactive	2 hours	Considers the WHY of My PB: <ul style="list-style-type: none"> <li>• importance of developing learners' life skills – for PE, school and life</li> <li>• what life-skilled looks like in different learners</li> <li>• how the My PB resources may be used in PE and whole school</li> </ul>
<b>My Personal Best Curriculum Development</b>	<ul style="list-style-type: none"> <li>• Virtual – interactive</li> </ul>	2 hours	Considers the HOW of My PB, with a focus on long-term planning: <ul style="list-style-type: none"> <li>• recognise learners' characteristics and needs</li> <li>• establish purpose of PE</li> <li>• create paths to achieve outcomes, including curriculum progression</li> </ul>
<b>My Personal Best Teaching and Learning</b>	Virtual or a face-to-face practical	2 hours	Considers the HOW of My PB, with a focus on pedagogy: <ul style="list-style-type: none"> <li>• recognise learning process</li> <li>• explore teaching and learning methods (practically in f-2-f)</li> <li>• enable learners to recognise, transfer and progress learning</li> </ul>
<b>My Personal Best Implementation</b>	Virtual – video or phone call	1 hour	One-to-one support to reflect on and implement life skills learning in school – with whole team or subject leader.

The Youth Sport Trust regularly develops new and updated resources that support life skills learning, curriculum development, teaching and learning, and whole school improvement in and through PE. Visit: [www.youthsporttrust.org](http://www.youthsporttrust.org)

# Self-review

This matrix supports PE teams to review their life skills teaching across the department.

Question	Emerging	Established	Embedded
<b>1.</b> <b>Does your vision for PE (or your PE policy) clearly state your commitment to life skills development in and through PE?</b>	There is a limited vision that makes broad reference to the development of learners' wider skills through PE.	There is a vision statement that clearly states the role of PE in developing learners' life skills. Staff and parents can access this.	The vision statement champions the role of PE in developing learners' life skills. This was developed by staff and learners and is actively shared with all learners and parents.
<b>2.</b> <b>Does your PE curriculum clearly include life skills development?</b>	There are limited references to multi-abilities or life skills within the curriculum map. Individual teachers choose whether and how to build these into lesson plans.	The curriculum map includes a 'learner profile' that incorporates a range of key life skills. Teachers are guided or supported to build these into lesson plans.	The curriculum map includes detailed learning outcomes for learners' life skills with clear progression and opportunities for personalised life skills learning. These are shared with learners and embedded in all lesson plans.
<b>3.</b> <b>Are activities selected and structured to develop learners' life skills as well as their physical skills?</b>	Activities tend to focus on sports-specific skills. Links to wider skills, e.g. team work, tend to be casual or inadvertent.	Activities are used as vehicles for learning wider skills as well as physical skills. Actual learning tends to be implicit: learners don't necessarily make the connections.	Activities are structured and planned to maximise opportunities for life skills learning. Learners are fully aware of what life skills are being developed when.
<b>4.</b> <b>Are your teaching methods designed to develop learners' life skills as well as their physical skills?</b>	There are some opportunities for learners to work independently or interdependently. Most teaching is teacher-led, e.g. instruction, demonstration.	Learners do work independently and interdependently. Teachers use a range of teacher and learner-centred methods but tends not to relate these to life skills.	Teaching methods and relationships are designed to maximise learners' life skills learning. Learners are fully aware of how the learning process develops their skills.
<b>5.</b> <b>Do your formative and summative assessment processes help to develop learners' life skills?</b>	Some feedback on wider skills is offered through AfL, but the assessment process focuses mostly on learners' physical, technical and tactical skills.	Formative and summative assessments refer to life skills. They tend not to be progressive so learners don't always know what or how to improve.	Learners' life skills progress and achievement are explicit within all areas of assessment. All learners know their PBs and how to improve.
<b>6.</b> <b>Are learners' life skills recognised, rewarded and celebrated in PE and beyond?</b>	Within PE lessons and sports sessions, praise is often given for particular learners' wider skills, e.g. fair play, but not consistently for all learners.	PE lessons/sport sessions always include recognition of a wide range of skills so all learners see their own and others' contribution. Links to life are not explicit.	Individuals' life skills are consistently and explicitly recognised. They are linked to PE, sport and whole school rewards and celebration, e.g. notice boards, assembly.
<b>7.</b> <b>Does PE clearly lead or contribute to the whole school commitment to developing learners' life skills?</b>	PE and school sport are generally credited with developing some learners' wider skills and values. This tends to be incidental and inconsistent depending on which learners or levels of senior leader, staff, governor or parental interest.	The life skills developed through PE and sport have a high profile in school. They are regularly shared with learners, parents, governors and staff through a variety of media. Senior leaders value PE's contribution to wider learning.	The PE department plays a lead/key role in ensuring there is a shared vision and understanding of how to develop learners' life skills across the school. PE collaborates with other subjects to help learners recognise and transfer life skills.

# Action plan

Following professional learning and self-review, this action plan supports PE teams' ongoing development of life skills learning in PE.

**Personal action** – embed a life skills approach in your own teaching

**What will I do?**

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**When will I do it?**

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**What support will I need**

**Department action** – embed a life skills approach within PE

**What is our priority?**

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**What first step will we take?**

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**When will we take it?**

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**What resources do we need?**

**School-related action** – share our learning with others in school

**What will we do first?**

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**Who will do what?**

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**What support do we need?**

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**Remember:** every journey starts with a single step.  
Make yours do-able!

To access further support please contact  
[membership@youthsporttrust.org](mailto:membership@youthsporttrust.org)



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