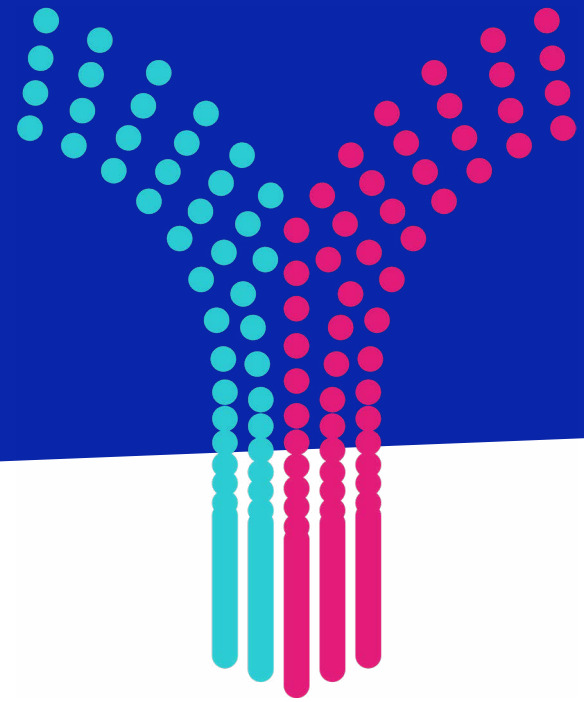


PE Life Skills Award Rumworth Special School Case study



Alison Moreton from **Rumworth Special School** in Bolton tells us why she has chosen to deliver the PE Life Skills Award.

Why did you choose to introduce the PE Life Skills Award?

It is the perfect fit for us. We are a special school and there was nothing out there to recognise how our learners develop in PE until this award came out. It is so important to our learners that they leave with something to show who they are and what they have achieved. It gave them the opportunity to develop the skills they need in life, particularly communication and empathy.

The award is low maintenance – all we had to do was tweak the booklet to help our learners, but it was only small changes.

How has it been received by staff?

Two staff were trained to deliver the award and they really embraced it. We have wellbeing sessions each morning and the PE Life Skills Award fits well here along with PE and enrichment lessons. The award has helped some learners focus and has helped with behaviour around school.

How did you implement the PE Life Skills Award?

We have implemented the award in a variety of ways. Firstly, it fits perfectly into the wellbeing slot in PE. They use the award as a focus to reflect on PE Lessons which some teachers had been finding quite challenging.

The nature of the learners in the school always challenges us to think creatively and differently about how to engage learners and keep them on task. We used the award as 'a secret mission, 'today your challenge is to....'', this challenge would be related to the life skills focus. They would use question and answer sessions techniques through the lesson that all focused on the life skill and would ask the learners what the link (life skill) was as a way of introducing the life skill and focus.

To what extent did the award complement other activities happening in school?

They used the award to engage learners in PE and to break down barriers that some pupils had around the 'why' in PE. The life skills award provided a 'why' for some learners. It also provided a great introduction and precursor to the Sports Leaders qualifications that learners undertook. Outdoor and adventurous learning was added to the PE curriculum map. This meant all learners were involved in this activity for 40 minutes a week, providing a great way to focus on life skills through the different challenges they were doing in this area of the curriculum.

What have been the biggest challenges?

The biggest challenge has been to monitor the learner journal, but we now realise this isn't essential.

We also need a better system in school to capture the assessment sheet and have learned how to use IT to store and record evidence.

How have you overcome these?

We have put visual displays around the teaching areas and the life skill approach can be seen in all lessons.

What impact has it had on your PE curriculum?

We have embedded the life skills into the curriculum which has enabled us to look more at things like creativity and problem solving which are skills our learners need.

We use 'head, heart, hands' method of assessment and the life skills have been embedded into this approach which keeps everything practical.

What impact has it had on your learners?

The Award has improved the language used by learners in lessons. Their vocabulary and use of PE specific and life skills language has improved.

Lower ability physical learners are still experiencing success as they are able to articulate and describe progress made in the other learning domains - social, emotional and cognitive without always being able to demonstrate the physical skill.

If you were to run the award again next year, is there anything you would do differently?

Yes, there are a few things. For example, we would allocate particular life skills to specific areas of the curriculum e.g. focus on empathy in dance, respect and cooperation in game activities, encouragement in athletics etc.

We would also produce Google forms e.g. for the reflection activities and might look at the curriculum and add in different activities that allow for the teaching of the life skills more explicitly.

Is there anything you feel is missing?

No! The award fits in perfectly with what our learners need and enables them ALL to achieve.

In fact, we'd like the award to transfer to college post 16, post 19 so our learners can continue with it.

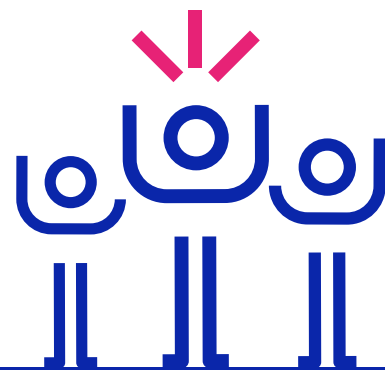
We believe that the award ticks all the boxes for learners with SEND and works really well with non-verbal learners too.

What would you say to another school that was interested in using the award?

You must do it! Something like this has been needed for so long and finally we have something that allows all learners to achieve. It recognises the development of the whole child and can be rolled out across the whole school. It enabled our learners to have something official outlining what they are capable of doing.

What advice would you give them?

Buddy up with another deliverer. You should definitely join the webinars to get ideas and always ask if you're not sure. But rest assured, there is no right or wrong way. You can make it work for your learners, whoever they are and whatever age.



If you are interested in the **PE Life Skills Award**, please check out the website <https://www.youthsporttrust.org/pe-life-skills-award> or email pelifeskillsaward@youthsporttrust.org