



Coronavirus Support *Live*

22-25 February 2021



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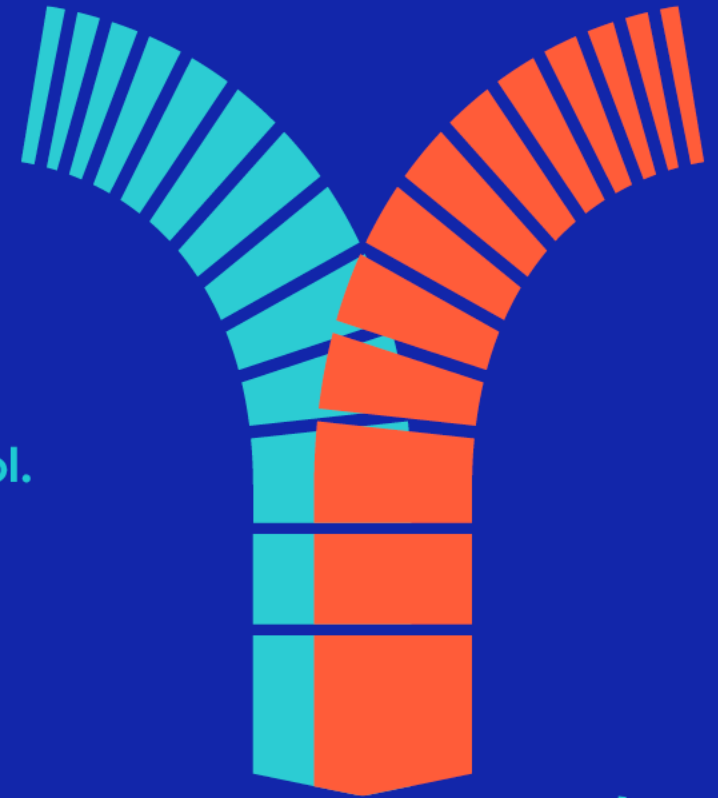
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Preparing to Return to School: Supporting schools to consider what to implement as pupils return to school and why

Emma Mackenzie-Hogg
Catherine Fitzpatrick



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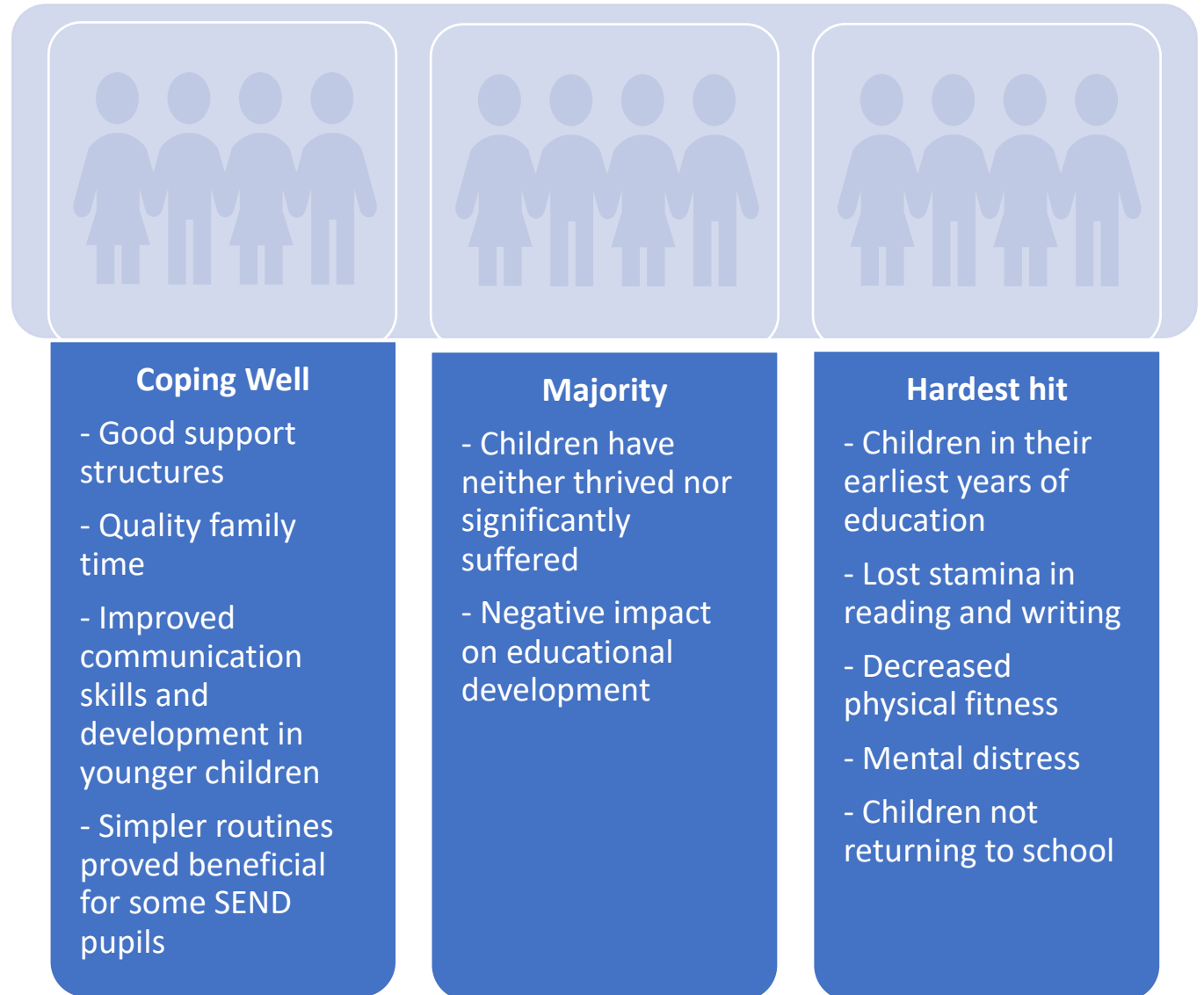


What will this webinar cover?

- Setting the scene, looking at the impact of lockdown and understanding the importance of movement.
- Through the Physical Education (PE) lens;
 - The importance of focusing on the needs of your pupils as you design your curriculum
 - What should we deliver physically to support our pupils to recover?
 - How can we support pupils' personal development linked to their specific needs?
- Through the Physical Activity (PA) lens;
 - What opportunities can we consider that will help pupils to access as much physical activity as possible?
- Bringing this to life with resources that can help.

Ofsted: Report on the effects of the coronavirus pandemic

- Children who were hardest hit by school closures and restrictions have regressed in some basic skills and learning
- Some young children, who were previously potty-trained, have lapsed back into nappies, particularly those whose parents were unable to work flexibly
- Older children have lost stamina in their reading and writing, some have lost physical fitness, others show signs of mental distress, including an increase in eating disorders and self-harm
- Concerns remain about children who were out of sight during school closures, with falling referrals to social care teams raising fears that domestic neglect, exploitation or abuse is going undetected



Impact of lockdown

49%

of school teachers and leaders reporting wellbeing challenges in the return to school with mental health concerns disproportionately affecting certain demographics (BAME, children of key workers)

19%

of children and young people meeting CMO guidelines for physical activity during lockdown

73%

of school teachers and leaders reported children returning to school with low levels of physical fitness.

20%

of UK pupils have done no school work or managed less than an hour a day during lockdown

52%

of teachers have noticed educational gaps as children return to schools

Every child's experience of lockdown will have been different



Data and existing research may be missing the voice of those "under the radar"



Further research and listening is required to gain better understanding of COVID-19 impact for children and young people and offer **targeted interventions**

The importance of movement

Prioritising sport, physical activity and wellbeing

“Staying active is vital for young people’s physical and mental health and can also improve behaviour and concentration.

On the importance of making sure that we elevate sport and physical activity in the agenda, and that it gets measured appropriately by Ofsted and others, I have had constructive conversations with the department for education.

Sports Minister, Nigel Huddleston



Enthusiasm and commitment to the challenge ahead

“We have a significant opportunity with schools now back to help get our children and young people active again, and there is clear evidence that it can help their attainment at school and contribute to their health and happiness.

Tim Hollingsworth, Sport England

Holistic Approach

“ The importance of ‘connection’ student to student and student to teacher to enable learning to take place
The lack of direct interaction during the Covid-19 crisis has significantly emphasised how valuable this connection is. Getting to know each and every child, making them feel safe, valued and achieving success at their own level is an extremely powerful learning tool.

John Hattie, author of Visible Learning

Building connections, [a] sense of belonging is particularly important for pupils. Activities that involve all pupils, and allow them to focus on their strengths, will be particularly helpful. Try creating a scavenger hunt for them to complete in teams, with different activities and puzzles – some might involve writing, drawing, physical challenges, problem solving or logic.

Mental Health Foundation, Return to School Guidance

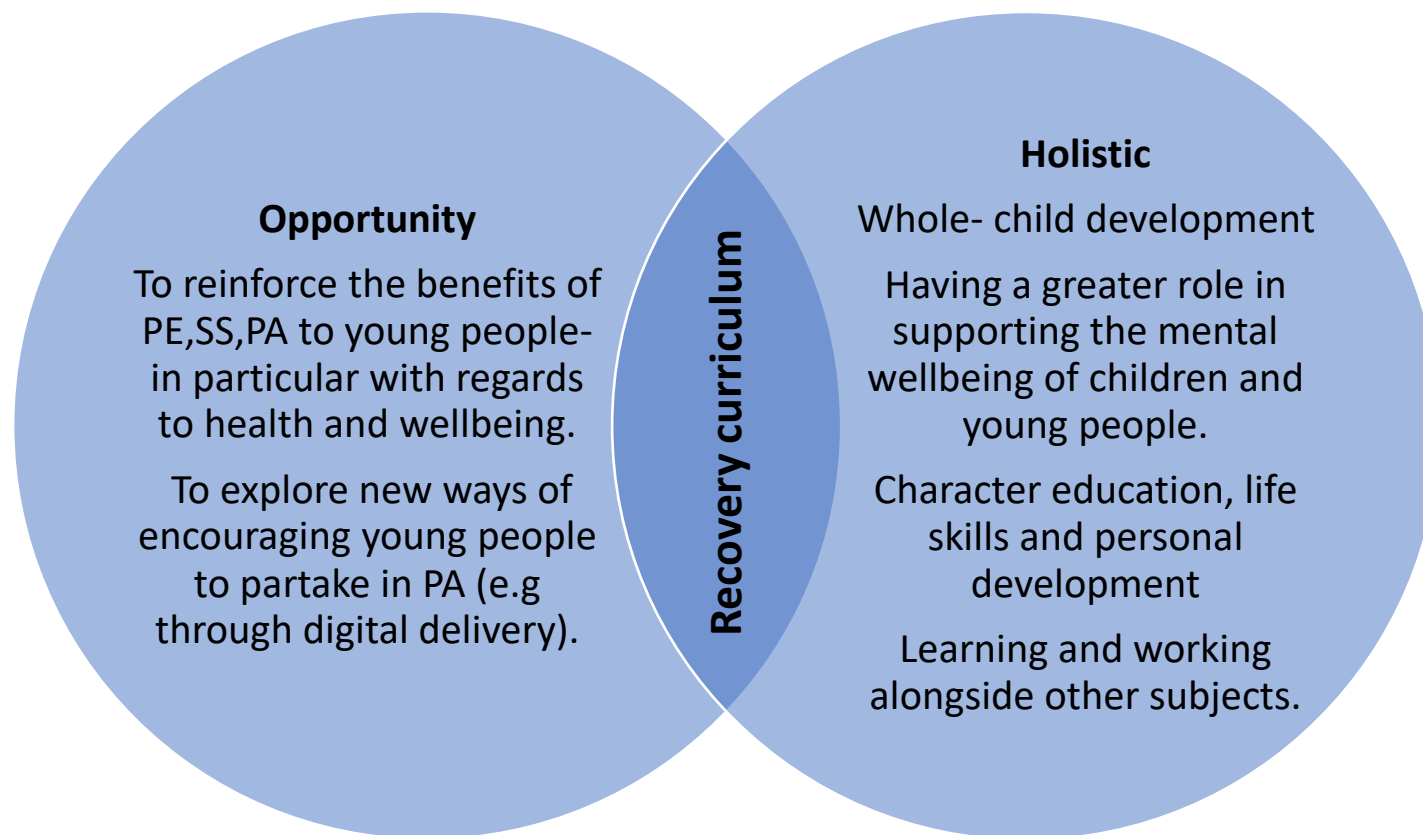
“ As PE teachers we have an amazing opportunity and responsibility to create the new generation of superheroes, providing them with their toolkit of weapons (‘useful’ transferable skills) that can be utilised across a range of situations.

Alan Dunstan @ARJDunstan



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An Active Recovery Curriculum



THE 5 LEVERS OF RECOVERY

LEVER 1: RELATIONSHIPS

We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

LEVER 2: COMMUNITY

We will recognise that your child's curriculum will have been based at home for a long time. We will listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

LEVER 3: TRANSPARENT CURRICULUM

Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

LEVER 4: METACOGNITION

In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.

LEVER 5: SPACE - TO BE, TO REDISCOVER SELF, AND TO FIND THEIR VOICE ON LEARNING IN THIS ISSUE

It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Changing focus

Schools could be measured on how much priority is given to physical activity and wellbeing

Activity levels have plummeted in lockdown with sports leaders calling for a national plan to mitigate the physical and mental health damage

By Jeremy Wilson, CHIEF SPORTS REPORTER

3 February 2021 • 7:31pm

Government to pledge £10m boost to open school sports facilities at evenings, weekends and holidays

Announcement to follow Telegraph Sport's 'Keep Kids Active' campaign

By Jeremy Wilson, CHIEF SPORTS REPORTER

5 February 2021 • 12:01am

Dr Alex George named government mental health ambassador

3 February



Through the PE Lens:
What are the specific needs
of your pupils?



As a result of long periods of absence from school, what are the needs of the majority of your pupils?



Primary Physical Education Response to COVID-19

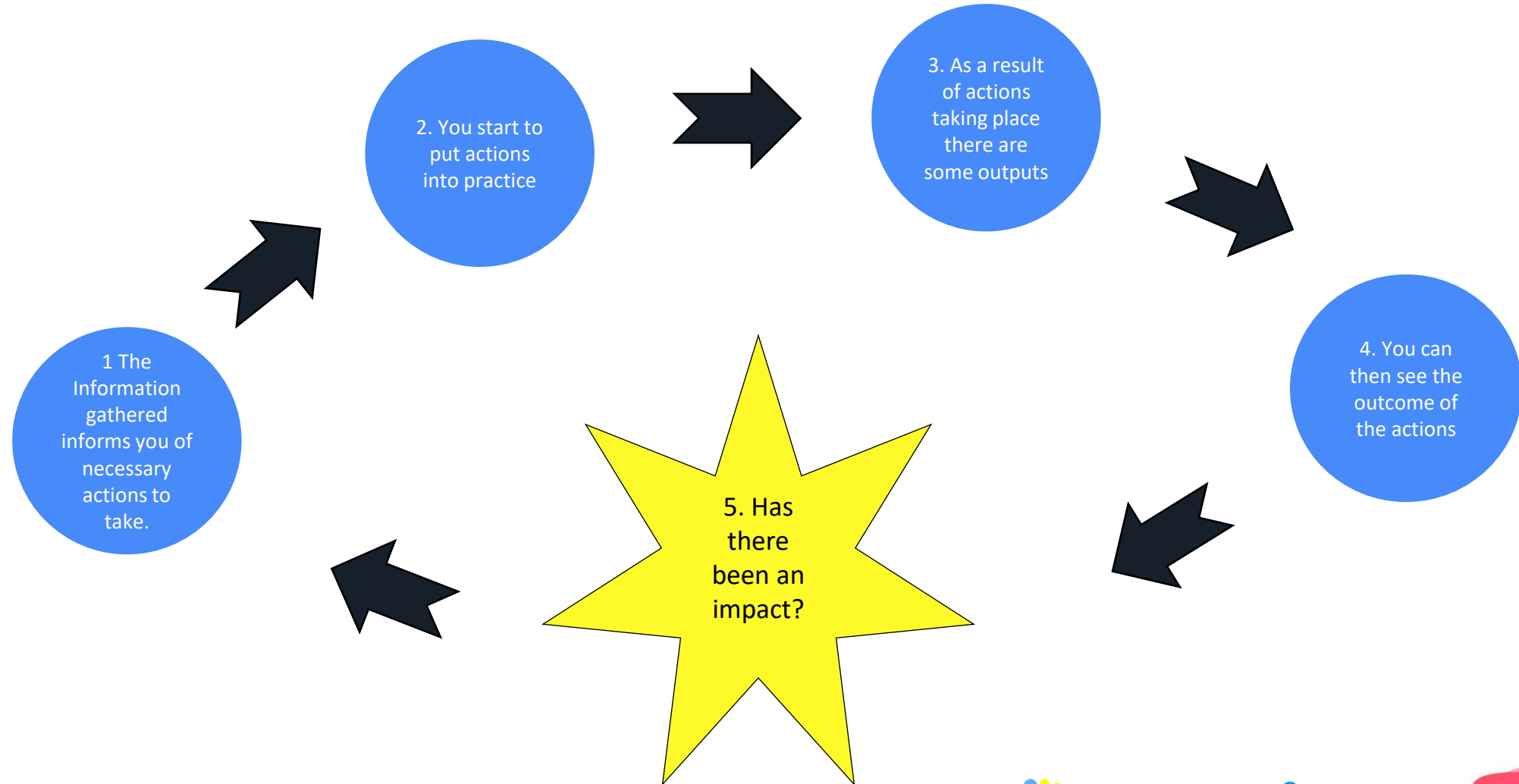
Helping children recover from the consequences of lockdown and COVID-19 delivery ideas

	Lockdown restrictions might cause pupils' to return to school with:	Suggested activities linking to the primary Physical Education National Curriculum*	Intent (In response to Covid-19)	
	Loss of functional capacity	<ul style="list-style-type: none"> Athletics (KS1 and KS2 running, throwing and jumping) Fitness Circuits (KS2 Health Related Exercise) Fundamental Movements Skills (KS1 locomotion) 	<ul style="list-style-type: none"> To build stamina, strength & flexibility 	
	Lacking movement competence	<ul style="list-style-type: none"> Skills based activities (KS2 games and KS1 ball skills) Movement and agility activities (KS1 locomotion) Create movement patterns (KS1 and KS2 dance) 	<ul style="list-style-type: none"> Increase in basic movements (agility and coordination) stability (balance) and object control 	
	Suffering loneliness, social isolation and lack of belonging	<ul style="list-style-type: none"> Activities which focus on communication and collective performance (Outdoor Adventurous Activities including, team building* and problem solving) 	<ul style="list-style-type: none"> Social interaction, connection, collaboration, and teamwork 	
	Anxiety, bereavement, trauma or stress	<ul style="list-style-type: none"> Play (maximise Physical Activity opportunities) Walking including the daily mile Yoga, Tai Chi or Dance 	<ul style="list-style-type: none"> Controlling breathing, controlling emotions and mindfulness Self expression, how they are feeling 	
	Inactivity (too much time indoors)	<ul style="list-style-type: none"> Outdoor adventurous challenges (Scavenger hunts) Athletics (KS1 and KS2 Running, Throwing and Jumping) Personal Challenges 	<ul style="list-style-type: none"> Connection with the environment and regaining perspective 	
	Lack of motivation and confidence	<ul style="list-style-type: none"> Personal Challenges to achieve their personal best (KS1 and KS2 athletics, KS1 locomotion and KS2 games) 	<ul style="list-style-type: none"> Engaged, confident and showing a willingness to try new things 	

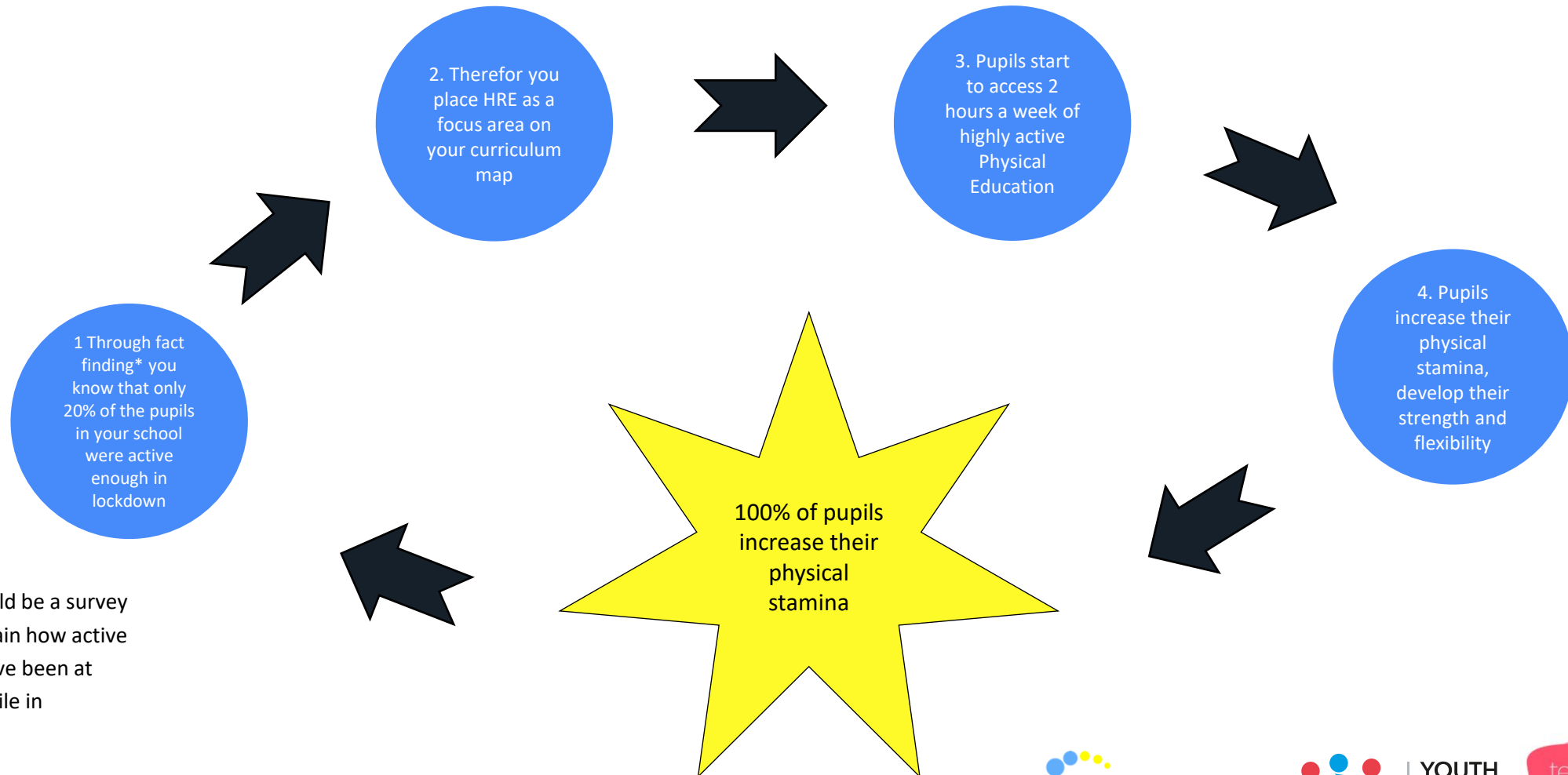
NB: All activities should follow Government Guidance in response to COVID-19 and afPE safe practice guidelines.



Understanding what to action or implement and as you shape your intent.



Understanding what to action or implement and as you shape your intent – loss of functional capacity 1



*This could be a survey to ascertain how active pupils have been at home while in lockdown



The purpose of the learning is made clear to the pupils.

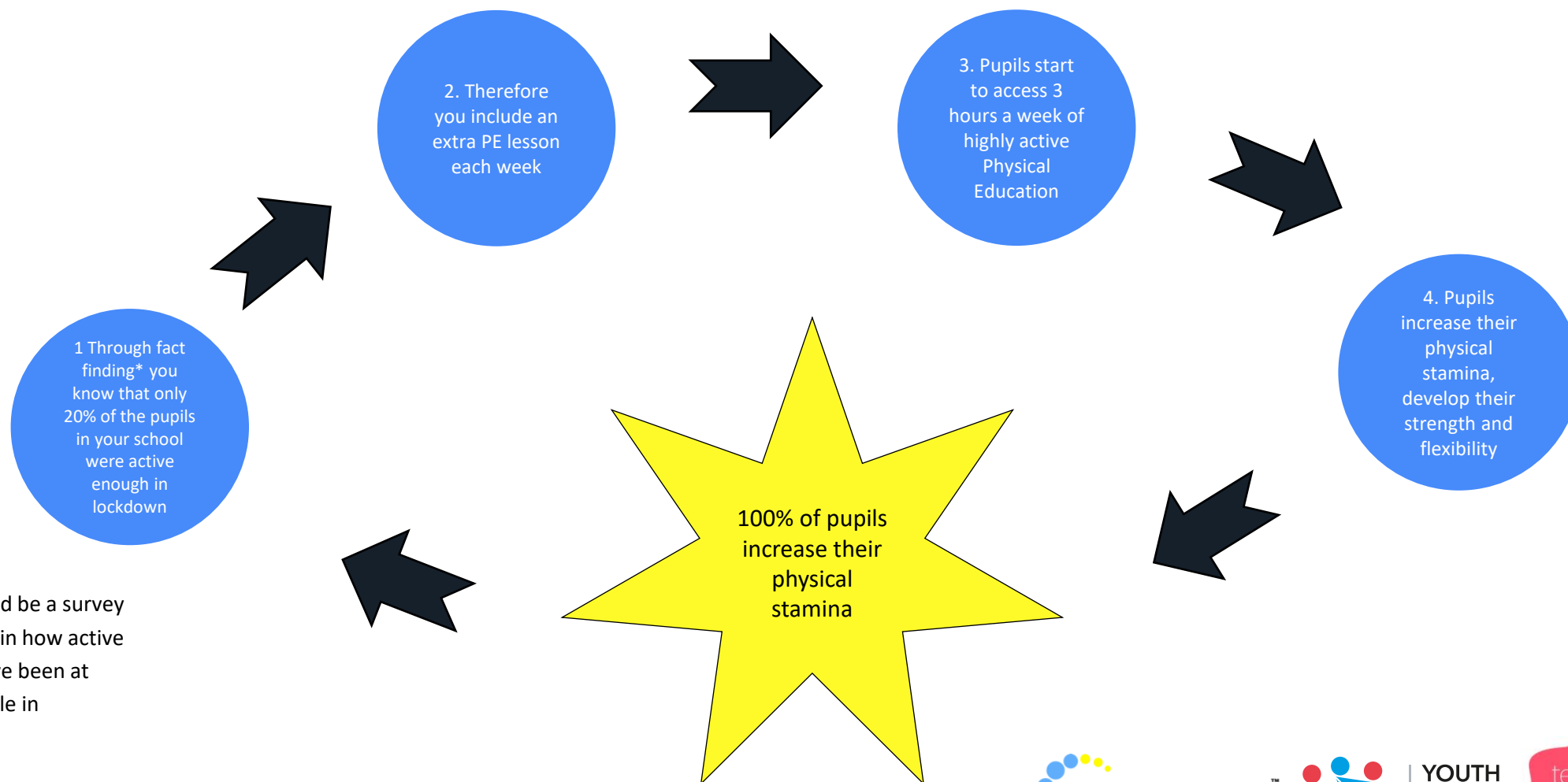


The purpose is bespoke to the needs of these pupils. i.e. focus on building stamina.



This is an example of how one school used this approach to support pupils back in September.

Understanding what to action or implement and as you shape your intent – loss of functional capacity 2



Fact Finding

- By conducting a survey, listing all the different types of activity pupils could be doing, it will create a complete picture.
- Why? Sometimes families don't realise a walk in the park is a 'physical activity'
- When? During your communication with parents while home schooling before pupils return, parent mail or text facilities, ask the pupils (KS2), parents evening.
- Now what? Use that information to identify those who are and who are not active 60 minutes a day, 7 days a week on average.
- Next steps – This tells you if this is or is not something you need to focus on and to what extent.

Fact finding resources:



Physical Activity Tracker

Physical Activity	Yes or No (Please tick or cross)	On average how long per week (minutes/hours)
Football club/team		
Football other (i.e. park)		
Swimming lessons		
Swimming recreational (i.e. friends/family)		
Playing at the Park		
Dance club		
Gymnastics club		
Walk to/from school		
Ride bike/scooter		
Walk the dog		
Walk to shops		
Martial Arts club		
Basketball clubs/recreational		
Cricket clubs/recreational		
Netball clubs/recreational		
Park run		
Horse riding		
Brownie/Cub/Beaver/Rainbow		
Other:		

Physical Activity Assessment

Academic year *
2020-2021

Year group *
Year 4

Class *
Bills

Filter

Red = upto two additional hours spent physically active per week

Yellow = three to four additional hours spent physically active per week

Green = five additional hours spent physically active per week

Blue = more than five additional hours spent physically active per week

Below0%

Emerging33.33%

Expected66.67%

Exceeding0%

N/A

GenderSelect

SEN-DSelect

Free school mealsSelect

Clear

Time spent active in addition to two hours PE

Recommended amount of physical activity per week = 7 hours (60 minutes a day)

Show10

Search:

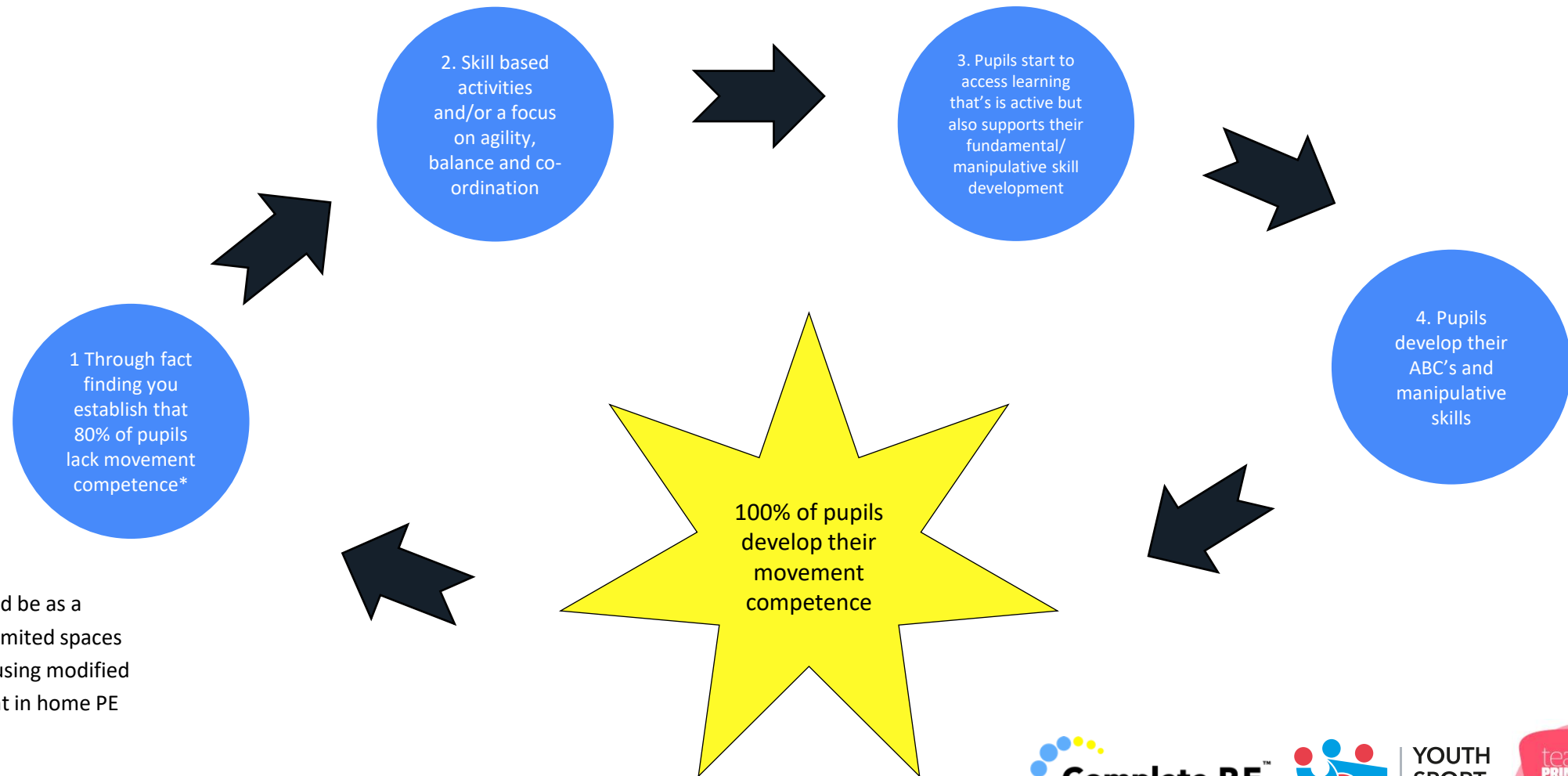
Pupil Name	External Activities & No of Hours	Internal Activities & No of Hours	School Sport Teams & No of Hours	Intra Level 1	Inter Level 2	PA Assessment
Annie Tyskerud	Swimming, riding bike3	None		Select Le	Select Le	<div></div>
Catherine Fitzpatrick	Park with family2	Gymnastics, Dodgeball3		Select Le	Select Le	<div></div>
Emma Magee	Walking, Tennis2	Netball, Football, Football3		Select Le	Select Le	<div></div>



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Understanding what to action or implement and as you shape your intent – *lack of movement competence*

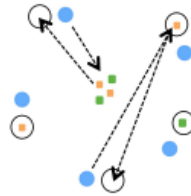


*This could be as a result of limited spaces and only using modified equipment in home PE

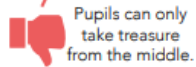
Galaxy Stars: Attacking competition

Structure

- Split the class into groups of five. Each pupil starts behind their own hoop.
- In the middle of the playing area place beanbags or cones known as treasure.
- On your command pupils can take treasure from the middle or from another pupil. The pupil with the most treasure at the end of the game is the winner.
- Rotate pupils around the groups so that they have an opportunity to compete against other pupils.



Pupils will make decisions on where to take treasure from to try and win the game.



Pupils can only take treasure from the middle.



Introduce a second piece of treasure worth a higher points value.



Key Questions

- What is the consequence if we take more than one beanbag at a time?
- Can we adapt our strategy to help us increase our score?
- Are we taking from the middle or from another attacker? Why?
- If we are taking from another attacker, which attacker are we taking from and why?



Pupils can only pick up one piece of treasure at a time.



Can pupils run and stay in a space?



Do pupils understand what attacking means?



Can pupils collaborate?



Can pupils count their own score?



Year 1, Attack vs Defence Suggested Sequence of Learning Part 2

(P) Are pupils able to change direction (dodge) and keep away from the other pupils as they try to get the beanbags?



Understanding the research the Ofsted conducted highlights that there are concerns over not just a lack of activity, but also hand eye co-ordination, plus fine and gross motor skill development.



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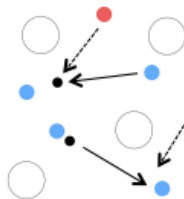




Space Invaders: Alien Attack

Structure

- Mark out several areas, using chalk or cones, within the playing space.
- In pairs, partner one dribbles their ball around the space with partner two following.
- Choose two or three pupils to be the aliens (defenders), whose aim is to catch a pupil with the ball.
- If a pupil with a ball is caught or enters a marked out zone they must stop and pass their ball to their partner, swapping roles.



Pupils will dribble their ball into space, avoiding the defenders.



Reduce the number of areas.



Introduce a defender who can gain possession of a pupil's ball.



Key Questions

- What does the word, 'dribbling,' mean?
- Why do we need to control the ball?
- Why do we need to look for space when we are moving?
- Why do we want to keep the ball away from the defenders?
- What is the consequence if the defender gains possession of the ball?



The aliens (defenders) cannot knock an attackers ball out of their hands.



Can pupils move the ball around the space keeping away from the defenders?



Do pupils look at their partner when passing?



Can pupils play by the rules?



Do pupils always stop and pass if they are tagged?



Year 1 Ball Skills Hands 1 Suggested Sequence of Learning Part 1

(P) Can pupils dribble (bounce) the ball with two hands with control?



By focussing on areas of the curriculum that will support pupil's to develop their agility balance and co-ordination, and/or their fine and gross motor skills, we can support pupils to catch up in their development.



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Fact Finding

- What has been happening during lockdown? Find out the types of activities that pupils have been taking part in. You will know the home learning focuses and have this piece of the puzzle, but has every child participated? What activities have they completed outside of 'Home Learning?'
- Why? This will inform you as to whether or not a focus on fundamental skills and manipulative skills is a priority.
- When? During your communication with parents while home schooling before pupils return, parent mail or text facilities, ask the pupils (KS2), parents evening.
- Now what? Use that information to inform your next steps.

How can a focus on
the 'whole child'
help in our recovery
curriculum?



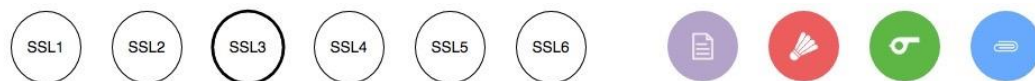
We can use Physical Education as the tool to drive the personal development of all pupils and support their return to school.

Personal Development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- ✓ The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents
- ✓ The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- ✓ At each stage of education, the provider prepares learners for future success in their next steps
- ✓ The provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

The curriculum and the provider's wider work support learners to **develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.**



Develop passing and moving			
Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
The focus of the learning is to develop passing and moving, building up into mini games, where pupils explore the transition between attack and defence.	<p>How do we pass in netball?</p> <p>What is the consequence in a game of an inaccurate pass?</p> <p>Why do we not stand behind the defender when finding a position to receive the ball?</p> <p>Where should we stand to receive the ball?</p> <p>How are we going to pass and move to get the ball into a suitable place to score?</p> <p>Where is a suitable place to shoot from?</p> <p>When we have possession of the ball what is our role?</p> <p>How can we win the ball back if you lose possession?</p> <p>What do we need to do to win the ball back?</p>	<p>5v1: Against a defender </p> <p>Attackers v defenders (5v1 or 4v2) re-visit in the form of a 'show what you know' assessment (opportunity when pupils warm up).</p> <p>Pupils start at an appropriate point based on their learning; 4v2, progressing to 3v3. Ability set the group to add appropriate challenge and pace.</p> <p>Endzone Netball (3v3) </p> <p>Pupils apply their developing knowledge and understanding of passing and moving with a clear objective to focus on. The aim of the game for the attacking team is to pass to a member of their team inside the endzone. The endzone player is not a fixed player, attackers should move into the endzone to receive the ball to score. Defenders are not allowed in the endzone. Pupils can only use chest passes to pass the ball, allow overhead passes when shooting.</p>	<p>(P) In teams are pupils able to pass around the defender using chest passes? </p> <p>(P) Can pupils outwit their opponents and keep possession of the ball? </p> <p>(P&C) Do pupils demonstrate physically and cognitively that they understand where we pass a ball and why? </p> <p>(C) Can pupils apply an understanding of passing and moving to score points against another team? </p> <p>(C) Do pupils understand the difference between attack and defence? </p> <p>(S) Can pupils play by the rules? </p> <p>Respect YST MY PB</p> <p>(W) Are pupils succeeding and enjoying keeping possession? </p> <p>Self Motivation YST MY PB</p> <p>(W) Do pupils show confidence when passing the netball? </p> <p>Resilience YST MY PB</p> <p>(P) Are pupils able to pass and move accurately and consistently? </p>



PE should include physical, cognitive, social and emotional outcomes



By **celebrating** and assessing learning across all four domains we can promote 'Mastery' learning.



If we are celebrating the whole child, all of our pupils will succeed in the **positive** learning environment we have created

At each stage of education, the provider prepares learners for future success in their next steps.



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High Quality PE will naturally encourage the development of life skills through the cognitive, social and emotional elements of learning.



By educating children to understand and implement life skills such as **respect, resilience, self motivation and creativity**, we are preparing children to be successful in anything they want to do in later life.



The **physical** element of PE:

- High Quality PE naturally develops **physical skills** and competencies.
- These physical skills can be taught, learnt and then **applied** across a broad range of activities as you shape your curriculum.
- High quality PE will also **inspire** and **motivate** pupils to want to seek a **healthy active lifestyle** in later life.
- By **encouraging** pupils to find a sport, activity, area of learning that they can **enjoy**, we know we are meeting everyone's needs.
- The national curriculum invites schools to **design** a provision, that best suits the **needs of their pupils**.
- We can then celebrate physical learning across a **broad range** of contexts.

The **cognitive** element of PE:



- If we can give Physical Education a clear **purpose** and integrate key questions that align with the context and purpose, we can develop pupils cognitive **understanding** of the learning.
- Through High Quality PE will can teach and encourage life skills such as **concentration**, **creativity**, **imagination** and **evaluation**.
- All contexts will align with different cognitive **life skills**, e.g. imagination and creativity in Dance, also applies in games as pupils consider how to **outwit** opponents. Decision making is happening constantly throughout all PE contexts.

The **social** element of PE:



- Whether pupils are learning **individually** or within a **team**, social learning is essential.
- **Peer assessment**, **feedback**, playing against an opponent, working within a team or with a partner will naturally see pupils learning socially. Its up to the teacher to support these social skills and development them in line with the **individual pupil's needs**.
- Essential life skills such as **communication**, **respect** and **empathy** are all life skills that young people need to be able to **apply in later life**.

The **emotional** element of PE:



- By placing **importance** on the value of **trying your best** and not giving up, creates a **positive learning environment**.
- Emotional learning really allows us as teachers to focus on the **individual pupil's needs**.
- By celebrating and assessing learning such as **self belief** and **honesty**, we build **character** in our pupils and enable them to develop **determination** and **integrity**.

What could this look like
in practice?



Focus on all 4
during the lesson
and celebrate
everything



Everyone has been successful and celebrated in their own way = Mastery.



This enables us to approach the 'whole child' in a broader sense.



This creates a really positive learning environment, essential to support pupils return to school.

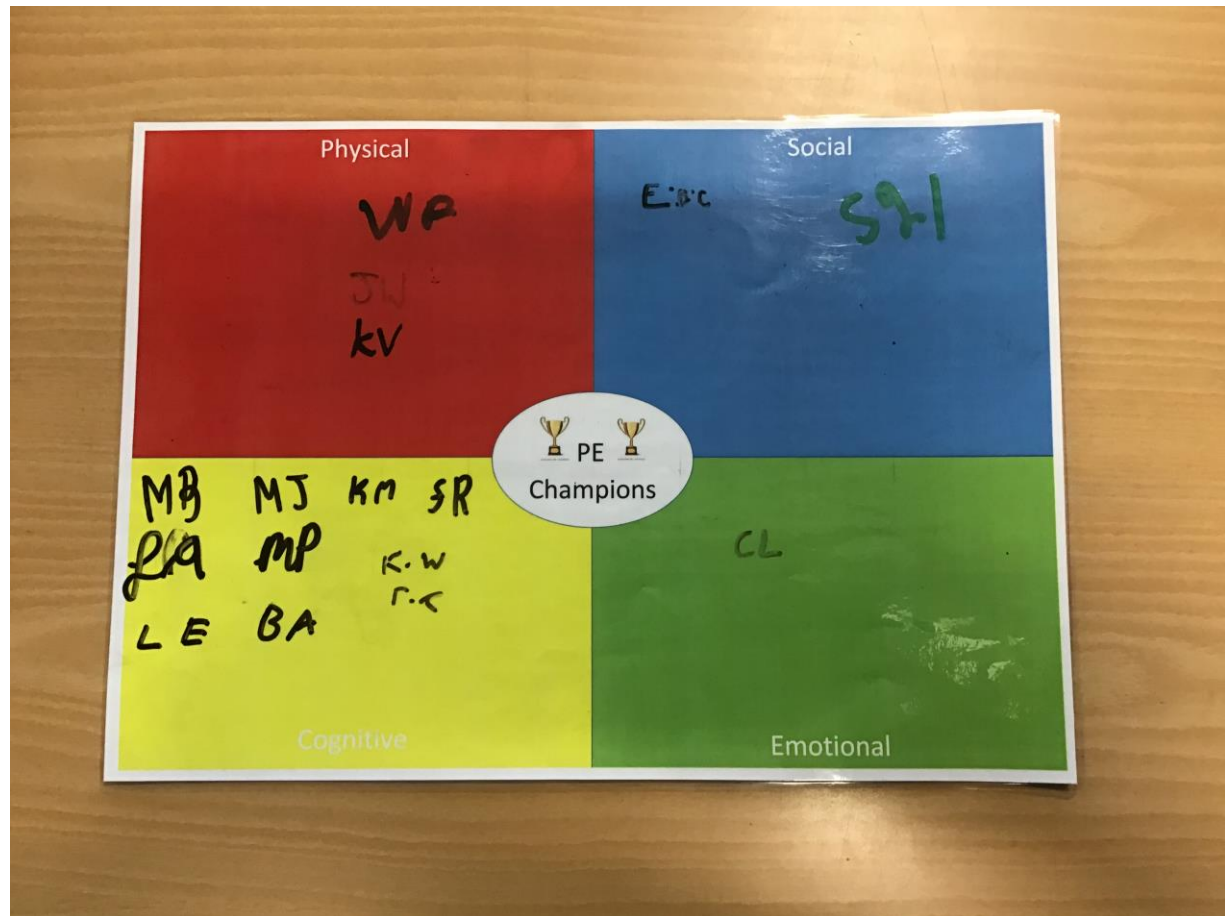


This is achieved with the bib method but there are many alternatives to this.

How can we make
this work if
we do not want to
use bibs?

- Consider using stickers.
- Pupils could have their own white boards/paper and pen to record their own physical, cognitive, social, wellbeing points.
- Teacher uses a central white board or flip chart and records for each pupil.
- Focus on a life skill and reward points for that particular focus, for example determination.

How can we make
this work if
we do not want to
use bibs?



We could take more
of a focused approach
and focus on the specific
needs of our pupils.





The teacher explains that the focus is physical and emotional.



Pupils are challenged develop their physical stamina and mental resilience (emotional learning).



This time the teacher is going to celebrate learning using the bib method.



By adapting the format but using the same context, social learning is possible, but this structure enables pupils who are 'resting' to focus on encouraging and supporting their partners, which ties in social skills such as empathy, communication and encouragement.



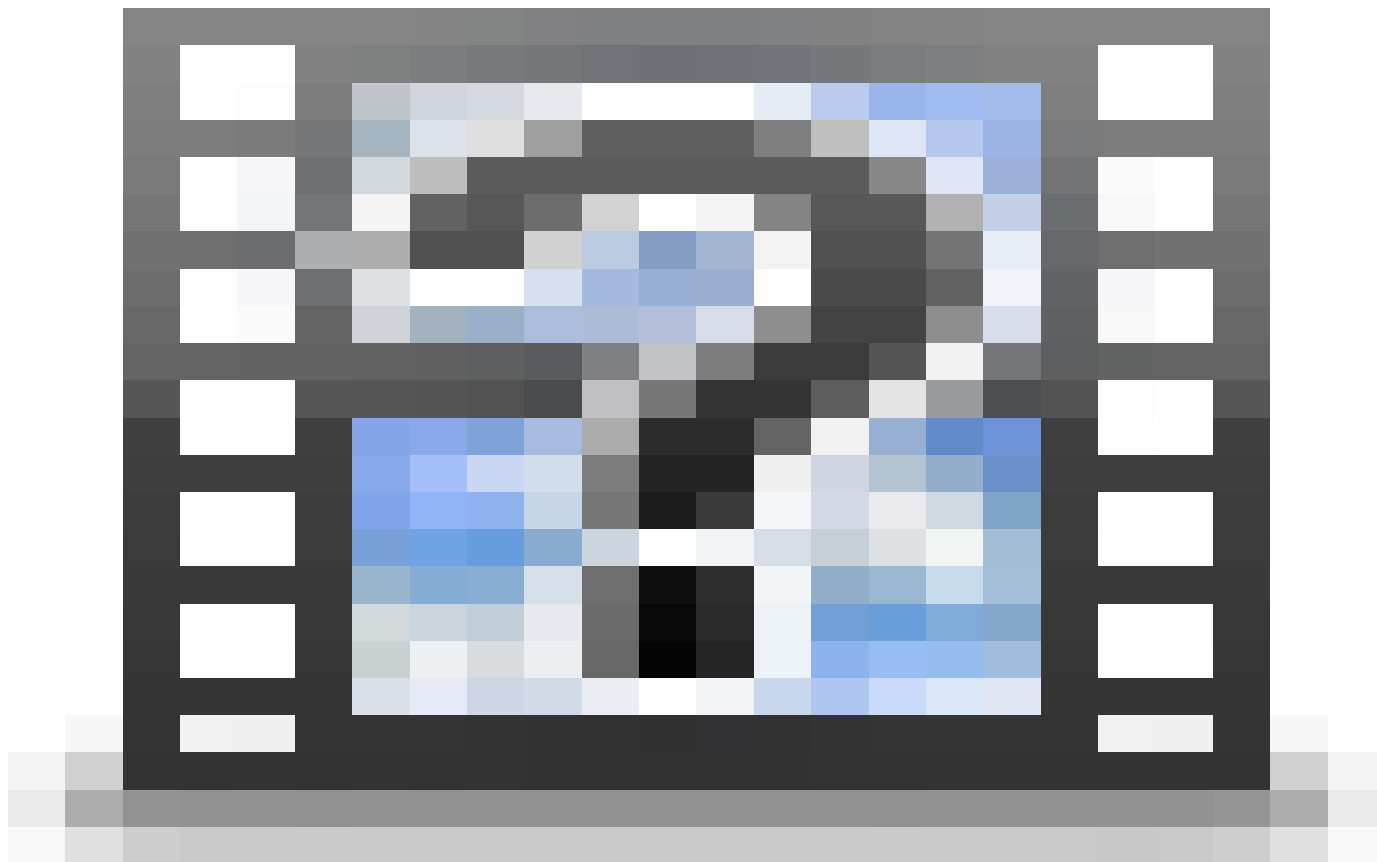
This is perfect for pupils who may have returned to school experiencing a lack of motivation and confidence.



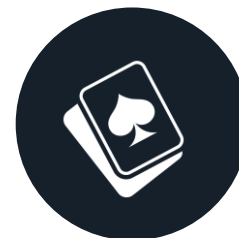
The structure involves pupils working individually or in pairs (using Pupil Led Learning Cards) and organising and setting up the learning independently.



These activities help develop pupils' life skills such as, communication and cooperation.



Problem solving challenges are brilliant activities to utilise to engage the whole class in something 'different'.



The activities will challenge pupils thinking, interaction with others and their own integrity.



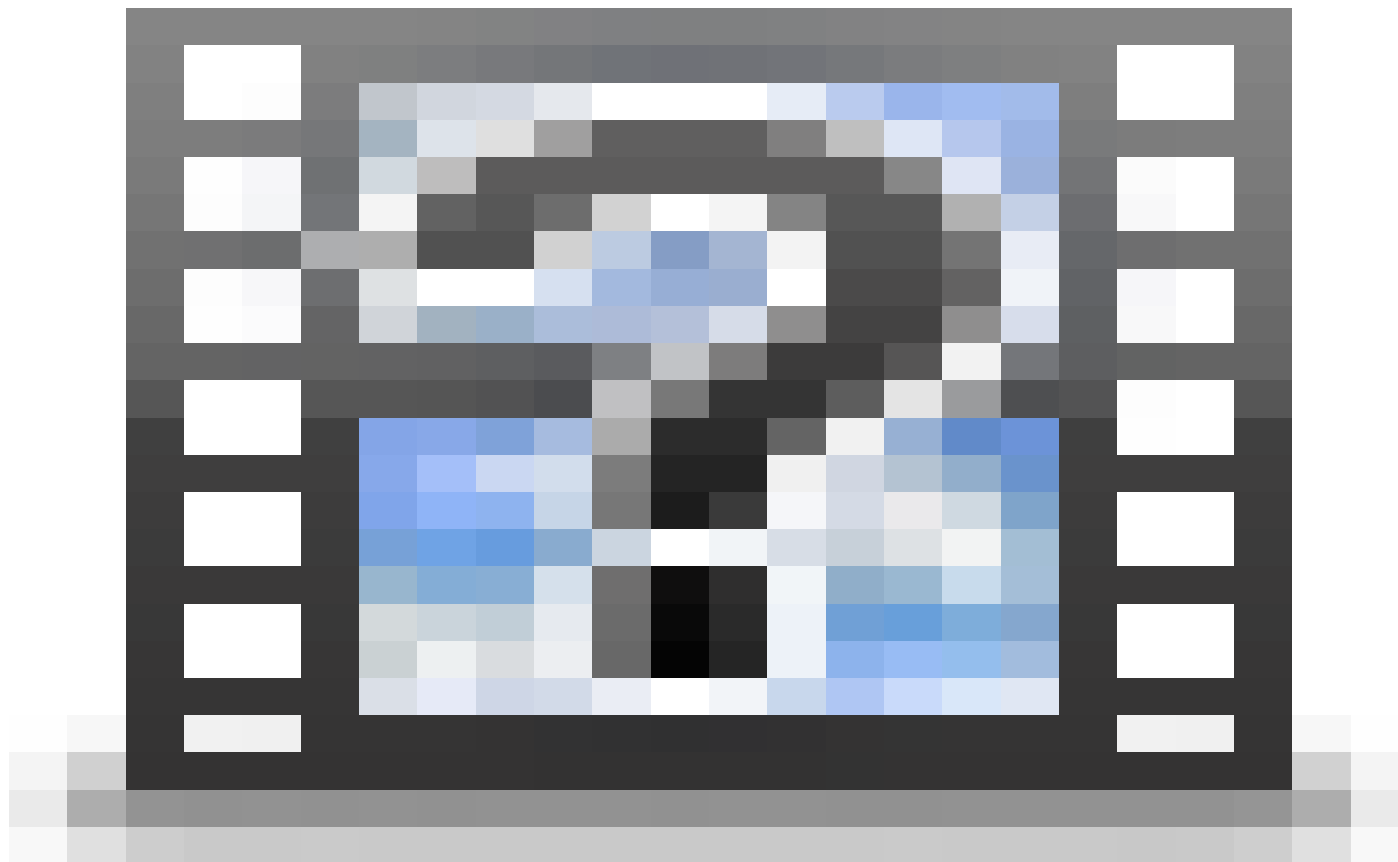
These activities would be perfect if you need to focus on supporting pupils suffering from a lack of social interaction or loneliness.



- Pupils can be challenged so easily to develop personal skills through OAA.

Teachers need to ensure the purpose is clear, which can be things such as:

- Cognitive - evaluation and creation of tactics, analysis of tactics and problem solving.
- Social - linked to teamwork, collaboration, communication, fairness, leadership etc.
- Emotional – integrity, resilience, motivation etc.



Enabling pupils to engage in athletics based learning allows them to focus on their own individual abilities. Physical and personal success can be easily integrated.



Here, pupils have target markers to jump past so they can measure their own performance.



This could work really well if pupils have returned to school suffering from a lack of motivation and/or confidence.



- Pupils can work to develop their own ability to jump, focusing on jumping as far as they can as opposed to jumping further than anyone else.
- This enables physical learning, cognitive through understanding the technique and applying it, social by supporting and helping others to improve (can be cognitive too through evaluation), and emotional integrity for example as they strive to improve.

So how do we
know what our
pupils need?
Complete PE

Gratitude	Alien 1 eats all its dinner and then leaves a big mess for another Alien to clear up.	Alien 2 eats its dinner, says thank you to the Alien that cooked it. Alien 2 gets up and leaves the mess for another Alien to clear up.	Alien 3 eats its dinner, says thank you to the Alien that cooked it and then tidies up its own mess.
Empathy	The Aliens are going swimming. Alien 1 spots another Alien sitting on the edge crying. Alien 1 really wants to swim so Alien 1 runs and jump in the pool.	The Aliens are going swimming. Alien 2 spots another Alien sitting on the edge crying. Alien 2 asks the crying Alien if it is ok? It says no, so Alien 2 jumps in the pool to swim.	The Aliens are going swimming. Alien 3 spots another Alien sitting on the edge crying. Alien 3 asks the crying Alien if it is ok and sits talking to it until the crying Alien is ready to join in some swimming.
Fairness	Alien 1 has decided to design a new sports kit. Other Aliens have some ideas too, but Alien 1 doesn't want to see these ideas and is only going to use its own ideas.	Alien 2 has decided to design a new sports kit. The other Aliens want to help so Alien 2 looks at some of their ideas but thinks its own idea is better.	Alien 3 has decided to design a new sports kit. The other Aliens want to help so Alien 3 looks at some of their ideas. Alien 3 decides that they should design the best kit together.

Complete ME

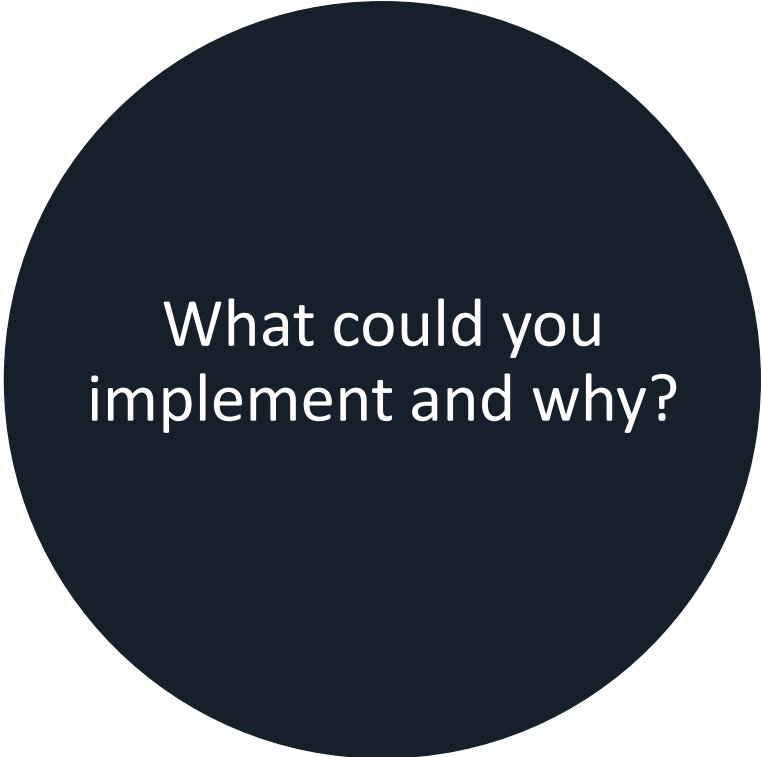
<p>The social skills I am strong at are:</p> <p>Empathy []</p> <p>Fairness []</p> <p>Gratitude []</p>	<p>The emotional skills I am strong at are:</p> <p>Self-Belief []</p> <p>Courage []</p> <p>Honesty []</p>
<p>The social skills I am developing are:</p> <p>Empathy []</p> <p>Fairness []</p> <p>Gratitude []</p>	<p>The emotional skills I am developing at are:</p> <p>Self-Belief []</p> <p>Courage []</p> <p>Honesty []</p>
<p>My social focus is going to be:</p> <p>Empathy []</p> <p>Fairness []</p> <p>Gratitude []</p>	<p>My emotional focus is going to be:</p> <p>Self-Belief []</p> <p>Courage []</p> <p>Honesty []</p>

Complete ME

Day	Date	Lesson Focus
Physical Challenge:		
Thinking Challenge:		
My social focus is: Empathy [] Fairness [] Gratitude []	My emotional focus is: Self-Belief [] Courage [] Honesty []	
I showed this skill today by:	I showed this skill today by:	
How do you feel now?		

Through the PA Lens:
What are the specific needs
of your pupils?





What could you implement and why?

Placing the pupils at the heart of your decisions is integral.

- If we know that our pupils have spent a long period of time where they haven't been as active or moved their bodies in the way they would have done pre lockdown, then we can use PE and Physical Activity opportunities to really address this issue and support our pupil's to recover.
- The Government have said that pupils should be active an hour a day! Research has shown only 19% of pupils have achieved this while schools have been closed.
- So, how much Physical Activity can we include in our school day and why?

The impact of Physical Activity on the brain.

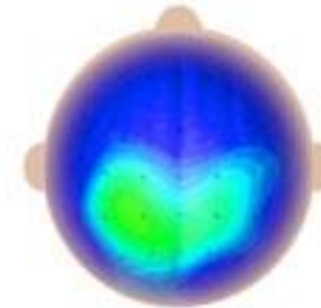
- Research has proved that by starting the day with physical activity, it not only wakes the body up but activates the brain
- In many schools pupils enter the classroom and sit and read before the first lesson.
- Imagine starting the school day by activating all the brain cells and even growing new ones.

active kids learn better

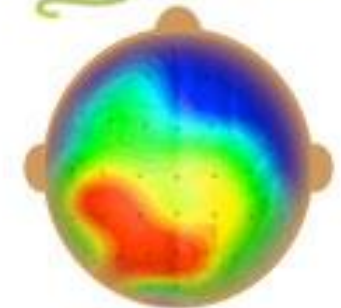
BRAIN SCANS OF STUDENTS TAKING A TEST:



Red areas are very active;
blue areas are least active.



after 20 minutes of
sitting quietly



after 20 minutes of
walking

Learn more about why active kids learn better and how schools can help at activelivingresearch.org/activeeducationbrief.

The remarkable difference Physical Activity makes

- Research from Dr John Ratey, Harvard University Medical school, in February 2018 has proved that exercise not only improves concentration but grows brain cells!
- In 100% of the schools tested, 100% of the pupils who took part grew brain cells after exercise and therefore 100% of them out performed their 'unfit' peers in Maths and English.
- We need more PA and PE than ever before! Not just to support pupils' physical recover, but to support them in everything they do.
- Children who are physically able do better in all areas in school, compared to pupils who do not engage in a physically active lifestyle.

Maximise physical activity opportunities



Before School Activities
Daily Mile, aerobics,
scooting, parent and child
fitness

Daily Mile,
awards and
competitions

Scooting
Case study
(Linked to attendance and
behaviour)

Parent Fitness
Morning sessions
case study
(Linked to punctuality and
low PA data)

Active Maths
and English

Activity Bursts
Complete PE YouTube
5 a day
Go Noodle
BBC

Slot these bursts
into the day
whenever and
wherever you
can

Intra
competition

Links to PM
concentration
and attainment
Case study

Lunchtime
Playground leaders
dance clubs
equipment

Playground
Leaders
Programmes

Activity
Opportunities

Engage
lunchtime staff in
tracking PA levels

Music and dance
ideas

Case study

(Linked to behaviour and
emotional well being
(Personal Development))



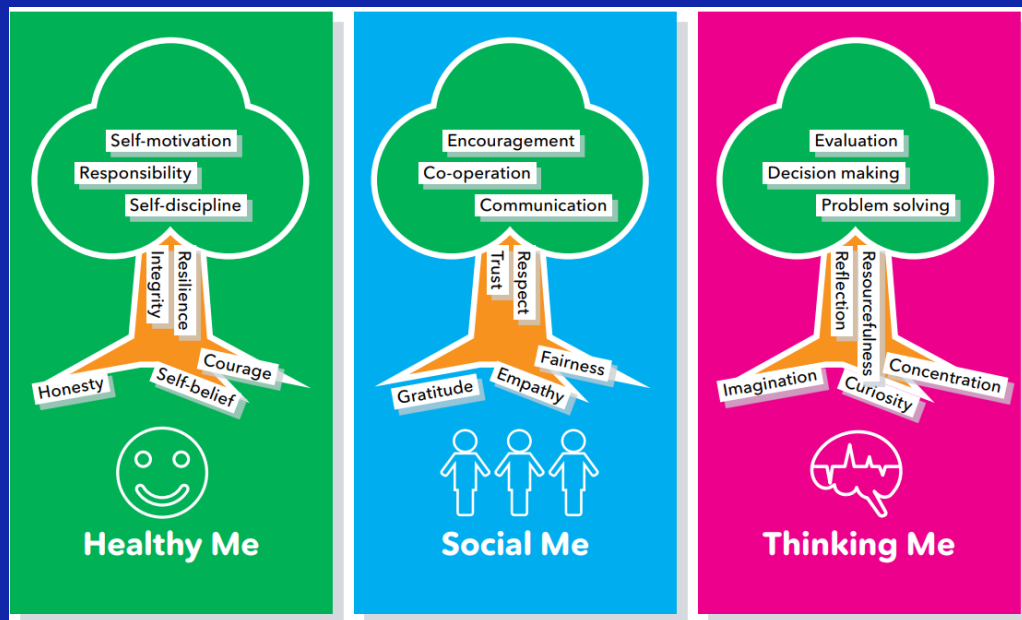
In summary

- Shape your intent to meet the needs of your pupils.
- Consider how you can ‘fact find’ and gather that baseline information.
- Celebrate the whole child at lesson level, no matter what the context of learning is.
- Use ‘Complete ME’ to take a deeper look into the specific needs of your pupils.
- Utilise Complete PE and My Personal Best resources to support the implementation of these ideas and bring this to life.

For further
support and guidance

For more information and support contact,
Catherine Fitzpatrick
catherine@completeperesource.com

Thank you



<https://www.youthsporttrust.org/mypersonalbestpri>

www.completeperesource.com

May Virtual CPD week

National School Sport Week- 19th-25th June

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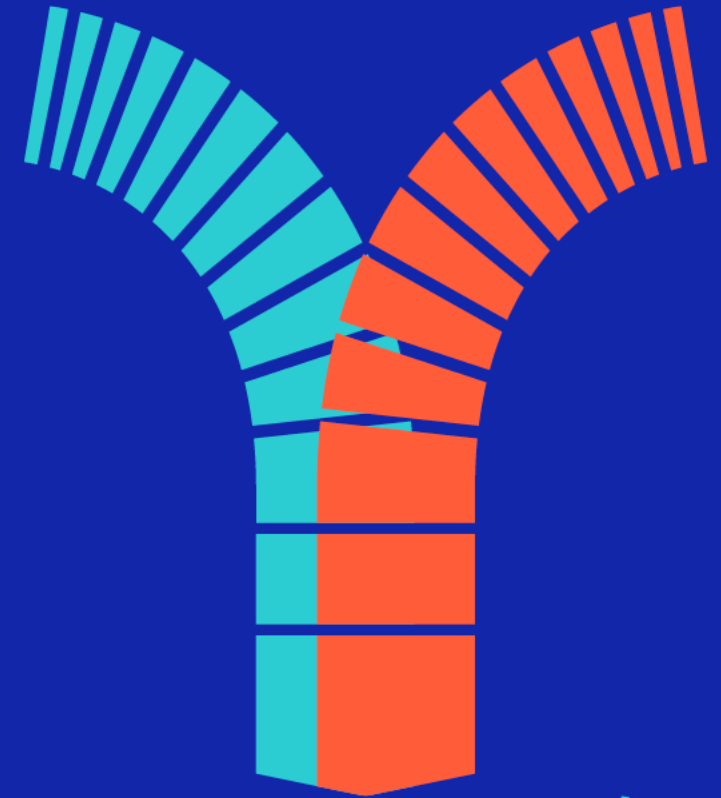


We hope you have enjoyed today's free to access webinar.

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THANK YOU



It has been the most challenging year. We have all suffered. We have lost lives, jobs, friends, and family. We have lost holidays, weddings, birthdays, and anniversaries. Our day-to-day existence has changed in ways we could not have imagined. At times it has been unimaginably tough. Through one of the darkest and most difficult years in modern history, you have been part of the solution. You have made a genuine difference to the lives of so many people. There is much still to do but I know you will be there again, prioritising what matters most for our children and young people. I am unbelievably proud to call you all my colleagues and friends and feel truly blessed to be part of this profession that makes such a positive change in the world.

BEN LEVINSON

HEADTEACHER, KENSINGTON PRIMARY SCHOOL & WELL SCHOOLS BOARD



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