Top tips for planning and delivery

1

Start small and choose the level

- Consider starting with a key target group and building from there.
- You do not need to cover everything: choose the skills that best suit your learners' needs.
- Look across the different levels and choose the most appropriate starting point for each learner.

2

Plan it into your existing curriculum

- Link the award to your existing curriculum and relevant whole-school curriculum areas.
- Give learners a say in the skills they want to cover.
- A 'little and often' approach can work particularly well, letting learners lead the pace.

> **Across our lessons, we have observed clear progress in students' ability to communicate effectively with both peers and staff, not only in PE but across the wider curriculum. They are increasingly able to work collaboratively in small groups, demonstrating problem-solving skills when setting up and putting away equipment, at times without adult support.**
>
> **Daniel Coutakis, Lead PE Teacher, Croft Community School**

3

Make the skills visible

- Make sure learners know which life skill they are working on and what it looks like in practice.
- Keep the skills visible in learning spaces, refer back to them regularly and use examples that are relevant to learners' interest and experiences.



4

Keep learning practical and relatable

- Use practical PE and sport to bring the life skills to life.
- Give learners opportunities to demonstrate the skills, then use discussion and reflection to help them understand what they mean.
- Link sessions to other areas of interest to increase engagement.

5

Give learners a voice in their journey

- Let students review the award content before they begin so they know what they are working towards.
- Encourage learners to identify where they have demonstrated a skill, explain why and reflect on their progress.

Pupils see that irrespective of ability levels in the subject, they can achieve by learning and developing skills that are essential in life. This in turn brings engagement that might not normally be there. These combined have had a positive effect on not only their resilience but also the other skills and in turn their behaviour.

Darren Carrick, PE Lead, Manor Green College



6

Keep evidence manageable

- There is no required format or set amount of evidence needed to achieve the award, so use a system that works for you.
- Use your professional judgement to decide when a learner has demonstrated the required skills.
- Celebrate progress along the way to help maintain engagement.