Top tips for planning and delivery

1

Plan how it will work across the year

- Plan the learning journey across the year and schedule award sessions.
- Build life skills into existing planning where they fit naturally.
- Where helpful, group learners working at the same stage.

2

Make the life skill focus clear

- Make sure learners know which life skill they are working on and what it looks like in practice.
- Display the life skills, use simple examples and refer back to the language regularly so learners know what they are looking for.

> **One of the most successful aspects of the award delivery has been the high level of enjoyment and engagement shown by the children throughout the programme. Learners were enthusiastic about taking on leadership roles and demonstrated a genuine sense of pride in organising and leading activities for younger children during the EYFS Sports Morning.**
>
> **Vicki Walsh, Year 6 Teacher and PE Coordinator**

3

Embed life skills across the curriculum

- Although the award is rooted in PE and school sport, the life skills can be developed throughout the school day.
- Look for natural opportunities to reinforce the same language in other subjects, group work, play, clubs and wider school activities.



4

Give learners opportunities to lead

- Give learners time to plan, problem solve, run activities and take on leadership roles.
- Where appropriate, create opportunities for them to lead games, activities or events for younger pupils so they can apply their skills in a meaningful context.

5

Discuss and reflect regularly

- Build in time for learners to talk about what each life skill means, where they have used it and how they are developing.
- Use questions and discussion to help them recognise what went well, what they found challenging and next steps.

> **The children enjoyed working through the award, gaining confidence and being resilient, taking the lead when before they were nervous. The children have become more focused in class during lessons, more willing to volunteer for activities and behaviour has improved.**
>
> **Stewart Stevens, PE Teacher, Southwood Primary School**



6

Keep evidence simple and flexible

- There does not need to be a set amount or single type of evidence.
- Observations, photos, learner statements, discussion and Learner Journal entries can all show progress.