# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## Physical Education

Subject rationale

For BSTs to acquire the skills, knowledge and attitudes that will empower them to teach meaningful and engaging Physical Education (PE) lessons. Traditional sports and activities have long dominated the subject, with technique driven pedagogies failing to acknowledge holistic development opportunities. PE should involve ‘learning to move’ and ‘moving to learn’. BSTs will place the child at the heart of their decision-making processes to support them in finding a love of movement.

## **Sequencing the subject for each phase**

Phase 1: Understand aims and objectives of key curriculum documents. The BSTs will learn how the Early Years Foundation Stage statutory framework and the National Curriculum can be applied in a practical context. Students will apply adaptive teaching techniques using the STEP principle. S-Space, T-Task, E-Equipment and P-People.

Phase 2: Understand how to apply assessment for learning (AfL) strategies in a practical context. The BSTs will explore the similarities and differences between the use of AfL in PE and other curriculum subjects. Students will understand the holistic nature of Physical Development and PE, exploring this in the context of games-based learning. BSTs will understand their role in establishing effective learning behaviours in PE, identifying techniques that work outside of the classroom. BSTs will develop their understanding and confidence to teach dance.

Phase 3: Develop their understanding and confidence to teach gymnastics. BSTs will understand how to make links to other areas of the curriculum in PE lessons.

### How mentors can support BSTs in school

* ​​​​​​​​​​​​​​​​​​​​​​​​​​​​Model PE lessons that are situated in the different learning domains. Physical, Cognitive, Affective.
* ​​​​​​​Explain how your school’s PE curriculum is planned and sequenced.
* ​​​​​​​Provide opportunities for your BST to observe the PE Coordinator teaching the subject.
* ​​​​​​​Model ways to share learning objectives and success criteria outside of the classroom.
* ​​​​​​​Model the use of peer and self-assessment in PE lessons.
* ​​​​​​​Share games that have high levels of physical activity.
* ​​​​​​​Model organisational processes that allow PE lessons to be set up and packed away efficiently.
* ​​​​​​​Support your BST in using behaviour for learning strategies in a practical context.
* ​​​​​​​Show your BST how to use equipment safely e.g. climbing frames, tables, ladders.
* ​​​​​​​Show your BST how the PE and sport premium is spent each year.

### Indicative open access reading

1. Ofsted (2022) Research Review Series: Physical Education. Available at: [Research review series: PE - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/research-review-series-pe)
2. DfE (2023) PE and sport premium for primary schools: How much PE and sport premium funding schools will receive for the academic year 2023 to 2024 and advice on how to spend it. Available at: [PE and sport premium for primary schools - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)
3. Association for Physical Education (2019) Definitions of Physical Education, School Sport and Physical Activity. Available at: [Definitions of Physical Education, School Sport & Physical Activity - Association for Physical Education (afpe.org.uk)](https://www.afpe.org.uk/news/624058/Definitions-of-Physical-Education-School-Sport--Physical-Activity.htm)