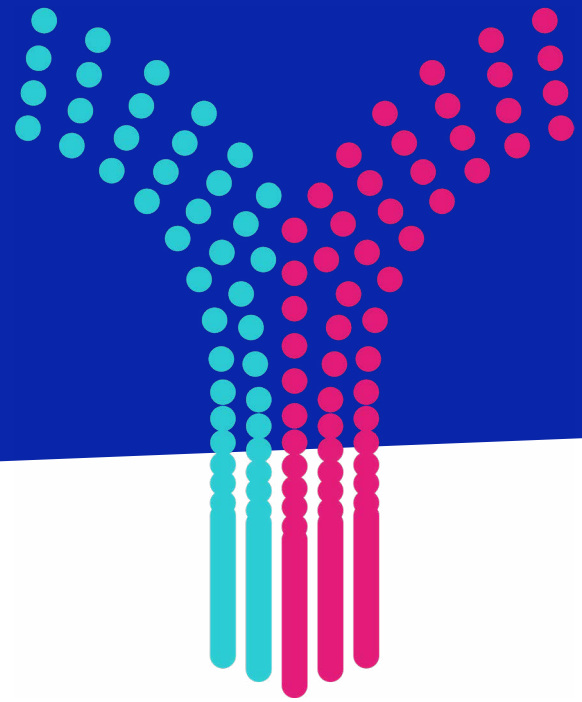


PE Life Skills Award

Churchill Secondary School

Case study



We asked **Gary Collingwood** from **Churchill Secondary School** how he has got on with the PE Life Skills Award.

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

We are a forward-thinking school and spent a lot of time researching what was out there for our learners. We recognised we could deliver this award as it focused on the core PE curriculum.

Year 7 have been struggling since September with routines, behaviour, and attitudes to learning, displaying much lower levels than previous year groups. We felt that this award would help us address these challenges through our PE curriculum. They started the award in January 2022.

Have you done anything similar to this before?

The old JSLA was our last experience of any external award.

Why did you feel it was needed in your school/setting?

The core values of the award fit very well with how we assess in PE – there was a lot of crossover but it also allowed us an element of choice. We felt we could use it to rate the progress of pupils in PE and reward them for their achievements in an official way.

How has it been received by young people?

Really well. 166/190 will achieve the award. They have engaged well and completed the tasks set.

We have surveyed the pupils through a Google form evaluation and received 96 responses. 93% of pupils were aware that they were working

towards the PE Life Skills Award in PE.

We have seen an improvement in behaviour, 59%, while 60% said the award made them try harder and 59% thought their social skills had improved.

How did you implement it?

We have had focus weeks on specific themes. Pupils complete evidence-based tasks in Google forms for their homework following their PE lesson so it's fresh in their minds (we do have paper-based forms for those pupils that can't or don't access a tablet/laptop).

Finally, a learning outcome is set in the PE lesson around the life skill that is being focussed on.

To what extent did the award complement other school priorities?

We have seen an improvement in behaviour across the college with fewer pupils moving through the behaviour system:

- 369 S1s compared to 489
- Fewer removals from lessons
 - 334 removes compared to 400 s2s
- Fixed term exclusions down 23 to 20.

What have been the biggest challenges? How have you overcome these?

The biggest challenge has been to train up all staff as we are a training school and have a lot of PE trainees with us. Ensuring consistency in implementation across staff and trainees has also been a challenge.

What impact has it had on your PE curriculum?

The award has made staff think and be creative about how to teach certain aspects which has led to more engaging tasks.

We mapped the themes in to our curriculum map and activities and looked at which themes were best suited to certain planned activities. Our curriculum map stayed the same, we mapped in the life skills.

Learning outcomes were shared with pupils and key themes were built around the life skill focus linked to physical, social, emotional and cognitive.

What impact has it had on your learners?

It has really helped learners focus on the ME in PE as well as helping to provide us with more evidence for assessment.

The engagement remains fantastic. We think it has improved attendance, behaviour and attitudes to learning in PE and around school.

The pupils are seeing the wider benefits of the award too.

Have you noticed any wider whole school benefits?

The award has help us to promote whole school engagement in extracurricular sport and PE, for example we have introduced lunch time Dodge Ball.

SLT conversations discussing PE AND PA/SS were lost due to the pandemic, but this award has helped put the conversations back at the forefront.

Similarly, active lunchtimes happened before the pandemic and the PE Life Skills Award has helped build them back again. The award also supports the whole school rewards programme.

Biggest Challenges?

We are a lead training school and have lots of PE trainees in year 7 lessons. It was challenging teaching them the approach alongside their subject knowledge, particularly given that they were behind due to Covid.

The trainees have had great ideas but struggled with implementing them as they have already too much to think about.

A learning has been the need to allow admin time to mark the Google forms.

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

Start in September!! This would give us a full year to run at it!

We would also pre-plan the tasks and have a bank of tasks already created and particularly look at the use of videos to demonstrate life skills like decision-making.

Is there anything you feel is missing?

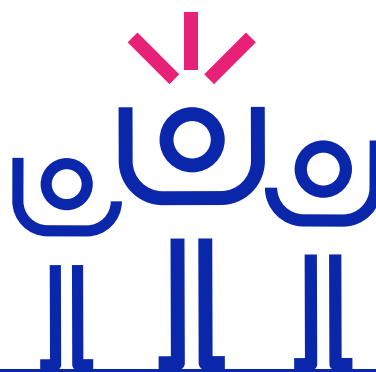
Support around the how to start the programme could have been a little clearer.

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

It's worthwhile and purposeful and makes a positive impact on your PE curriculum, but you must plan ahead with mapping it into your schemes of work. Your whole department must be on board for it to be successful and so you can all share responsibility.

What advice would you give them?

Be organised. We had a briefing every Monday where the theme for the week was discussed, planning and ideas shared and evidence discussed. The award was also on PE meeting agendas. Having Year 7 tutors on board was fabulous, they would talk about it in tutor time with their classes and check students had completed evidence files on Monday/Tuesday.



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