

# EDSTART

## PE MENTORING





**“Every expert was  
once a beginner.  
Confidence grows  
through doing”**

# WELCOME TO THE EDSTART PE MENTORING PROGRAMME

We're excited to welcome you to the **EDSTART PE Mentoring Programme**, a personalised, hands-on approach to professional development in Physical Education.

This programme has been designed with one core aim: to help you feel confident, capable, and supported in delivering high-quality PE lessons that make a lasting, positive impact on your pupils. Whether you're new to teaching PE or looking to refine your practice, this mentoring journey will equip you with practical strategies, structured support, and real-time feedback tailored to your needs.

Over the coming Academic Year, you'll work alongside an experienced **EDSTART PE Mentor** who will guide you through lesson planning, co-delivery, reflection, and improvement. This isn't about ticking boxes or being observed, it's about learning with someone in the classroom, in a way that's collaborative, encouraging, and empowering.

**EDSTART PE Mentors** are experienced professionals, holding either Qualified Teacher Status or a Level 4 Learning and Skills Mentor qualification. The **EDSTART PE Mentoring Programme** has been carefully designed and developed by our Quality Assurance Team to ensure the highest standards of support and professional development across the network.

Physical Education plays a crucial role in every child's development. It teaches teamwork, resilience, communication, and movement skills that will benefit them for life. By being part of this programme, you're helping to raise the standard of PE in your school, giving children the opportunity to enjoy, achieve, and thrive through physical activity.

This manual is here to support you throughout your journey. It includes guidance on planning and delivery, examples of good practice, reflection prompts, and tools you can continue to use well beyond the programme. The resource booklet provides comprehensive guidance and materials to support the effective planning, delivery, and assessment of curriculum PE within your school.

Thank you for your commitment to professional growth. We're proud to be supporting you, and we look forward to seeing you grow in confidence as you deliver inspiring, inclusive, and engaging PE lessons.

Let's get started.

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# OVERVIEW, STRUCTURE, AND SUPPORT

The **EDSTART PE Mentoring Programme** has been designed to empower teachers and support staff to deliver high-quality, confident, and inclusive PE lessons. The programme provides a clear structure for professional development, combining in-class support, tailored feedback, and practical resources that build knowledge, confidence, and consistency in PE delivery.

## PURPOSE

The programme aims to:

- Build teacher confidence in planning, delivering, and assessing PE lessons.
- Strengthen understanding of the PE curriculum and how to adapt it for all learners.
- Ensure PE provision reflects Ofsted's three pillars — Intent, Implementation, and Impact.
- Promote sustainable, high-quality PE teaching long after the mentoring period ends.

## PROGRAMME STRUCTURE

The mentoring journey is delivered through a phased, supportive model:

Stage	Focus	Description
1. Introduction & Observation	Baseline understanding	Mentor observes current PE practice to identify strengths and development areas.
2. Supported Delivery	Co-teaching and modelling	Mentor demonstrates high-quality PE lessons, shares planning templates, and introduces the Edstart PE structure (Warm Up – Skill Development – Application – Plenary).
3. Collaborative Practice	Guided improvement	Teacher and mentor co-deliver lessons, embedding new strategies such as the STEP model, assessment for learning, and differentiation.
4. Independent Delivery	Confidence and reflection	Teacher leads lessons independently with mentor feedback and continued coaching support.
5. Review & Next Steps	Sustained progress	Joint reflection on progress, setting SMART goals and future actions using the Next Steps Planning Page.

## SUPPORT AVAILABLE

Throughout the programme, teachers receive:

- Regular in-class mentoring sessions with practical, hands-on guidance.
- Observation feedback focusing on strengths and actionable next steps.
- Access to the **EDSTART PE Curriculum**, including structured lesson plans, success criteria, and knowledge organisers.
- CPD opportunities to deepen understanding of pedagogy, inclusion, and assessment in PE.
- Resources and templates for planning, reflection, and assessment.
- Ongoing communication and support from a qualified PE mentor, either a teacher or Level 4 Learning and Skills Mentor, trained by **EDSTART'S** Quality Assurance Team

By the end of the programme, teachers will:

- Feel confident and equipped to deliver engaging, inclusive, and progressive PE lessons.
- Understand how to adapt lessons to meet the needs of all pupils.
- Be able to assess learning effectively and demonstrate clear pupil progress.
- Contribute to a sustainable, high-quality PE culture across the school

## MEET THE TEAM

Adam Rowles is Managing Director of **EDSTART SPORTS COACHING** and Director of the **EDSTART PE Curriculum**. With deep experience in delivering high-quality school sport and wraparound support, Adam leads the organisation with a clear vision to evolve the business for the next generation of children and schools. Through his direction of the **EDSTART PE Curriculum**, and **EDSTART PE Mentoring Programme**, Adam ensures every coach and teacher is supported to deliver engaging, inclusive, and progressive PE lessons that meet national expectations and inspire lifelong participation.



**ADAM ROWLES**

Tom is the General Manager at **EDSTART SPORTS COACHING**, bringing over 20 years of experience in teaching and coaching across various sports and countries. As a qualified teacher, he has spent a decade leading PE and sports programs, demonstrating a deep commitment to Physical Education.

His academic credentials include a Master's degree in physical education, Sport and Physical Literacy, AfPE Level 6 PE Specialism Award, and the AfPE Level 4 Supporting Pupils' Wellbeing Award.

Tom is a Director of the **EDSTART Physical Education Curriculum**, where he leads the writing and design of the curriculum and the **EDSTART PE Mentoring Programme**.



**TOM FEIGHAN**

Chrissy is an ILM Level 7 Executive Coach and Mentor specialising in supporting leadership, organisational, team and individual change and growth.

She offers over 25 years of leadership experience with a background spanning both industry and education. Chrissy has enjoyed several leadership roles, initially as a chartered buyer and then moving into primary teaching and senior leadership roles, resulting in a wonderfully fulfilling career as Primary Principal of a leading 3 – 18 Independent School. She is committed to supporting education on a voluntary basis serving two governing roles in both the State/Academy Trust and Independent sectors.



**CHRISSE HOWARD**

James is the Headteacher at St James' C of E Primary School in Ashton. He recently joined the Trust in September 2021 as a new Headteacher, after 8 years as a Deputy Headteacher. James has supported schools across Greater Manchester in raising standards in English and supported schools with developing their curriculums with a focus on pupils with English as an additional language. As an SLE, he has lead training for Early Career Teachers across a local authority with reading, writing and behaviour management.

James is a Director of **EDSTART Physical Education Curriculum**, providing support and expert knowledge is how the Curriculum is written following with National Curriculum and Ofsted guidelines,



**JAMES ROLT**

# WHY YOUR ROLE IN PE MATTERS

Physical Education is so much more than movement. It's a unique subject with the power to shape the whole child, physically, socially, emotionally, and cognitively. Every PE lesson you deliver is an opportunity to ignite confidence, shape positive attitudes, and equip children with essential life skills that extend far beyond the school gates. From teamwork and resilience to focus and empathy, the benefits of high-quality PE are vast and lifelong.

As a Primary Teacher, your role in PE is powerful. You are not simply organising games or managing behaviour, you are a facilitator of movement, a champion of inclusion, and a catalyst for healthy, happy futures. You help children experience success, even when it looks different for every individual. You encourage perseverance, model emotional control, and create safe spaces where pupils learn to win with humility and lose with dignity. You are a role model, whether you feel confident teaching PE or not.

Primary PE is not about creating elite athletes. It's about developing the foundations that allow every child to thrive:

- Core movement patterns and physical literacy.
- Positive relationships with exercise and wellbeing
- Opportunities to lead, collaborate, and express themselves
- A sense of belonging and belief in their own ability

It's about giving every child a chance to shine, not just the sporty ones.

Children remember how PE made them feel. Did they feel encouraged? Included? Capable? A good PE lesson is not one where only the fastest child excels, but one where *everyone* is supported, stretched, and celebrated.

You don't need to be a sports expert to be an excellent PE teacher. You don't need to know every rule or skill. What matters most is your mindset, your willingness to try, reflect, and improve. With the right support, resources, and training, you can deliver purposeful lessons that are:

- Fun and engaging.
- Progressively structured.
- Inclusive.
- Aligned to the National Curriculum.

# What Makes High-Quality PE?

High-quality PE is more than just physical activity, it's a planned, inclusive, and meaningful learning experience that helps every child move, think, and feel better. It develops physical competence, promotes positive attitudes, and supports lifelong participation in physical activity. Every lesson should be active, engaging, and designed with a clear purpose in mind.

## High-quality PE is:

**Inclusive:** All children, regardless of ability, confidence, or background, should feel they can take part and succeed. Inclusion in PE is not about simplifying activities, it's about providing the right level of challenge and support so that everyone can achieve personal success. Using the STEP principles (Space, Task, Equipment, People) - (page 20 & 21) teachers can adapt lessons to meet individual needs, ensuring no child is left behind. Inclusive PE celebrates difference, builds self-esteem, and helps pupils understand that success looks different for everyone.

**Progressive:** Learning in PE should build logically over time, with skills, knowledge, and understanding developed step by step. High-quality PE lessons connect across weeks, terms, and year groups to form a coherent curriculum. Children move from mastering fundamental movement skills to applying these skills in games, dance, and outdoor activities. Progression is not just physical, it's cognitive and emotional too, as pupils learn to think tactically, make decisions, and show perseverance and teamwork.

**Purposeful:** Every activity has a clear reason for being included. High-quality PE is never "just a game", it's an opportunity to learn, develop, and apply key concepts. Lessons are driven by learning objectives and success criteria, so pupils understand what they are learning and why. Purposeful PE links directly to wider school aims, supporting behaviour, wellbeing, and personal development across the curriculum.

**Engaging:** When children enjoy PE, they engage more deeply and learn more effectively. High-quality PE captures interest through variety, creativity, and relevance. Activities should be exciting and inclusive, encouraging children to try new things and take ownership of their learning. Engagement also comes from challenge, when lessons are pitched correctly, every child feels motivated to give their best effort and proud of what they achieve.

**Reflective:** PE is about more than movement, it's about learning through movement. High-quality PE encourages children to think, review, and improve. Reflection allows pupils to recognise progress, give and receive feedback, and understand how effort leads to achievement. Teachers facilitate reflection through questioning, discussion, and peer observation, helping pupils develop self-awareness, teamwork, and problem-solving skills.

When these five elements come together, PE becomes a powerful part of school life, a subject that promotes health, happiness, and lifelong learning. High-quality PE develops confident movers, critical thinkers, and resilient young people who value physical activity and understand its importance to their overall wellbeing.

# Your Key Responsibilities in PE

During and after the **EDSTART PE Mentoring Programme**, your role as a PE teacher is to take ownership of the learning journey, for both your pupils and you. High-quality PE relies on preparation, consistency, and reflection. The following key responsibilities outline how to maintain excellence and confidence in your delivery

**Plan with Purpose:** Each lesson should have a clear learning objective linked to the National Curriculum and a success criterion that pupils can understand. Plan for progression, how will today's learning build on yesterdays? Use the STEP model to adapt activities for inclusion and challenge so that every child can succeed at an appropriate level. A well-structured plan supports smooth transitions, keeps lessons focused, and maximises activity time.

**Set High Expectations:** PE lessons should model the same standards of respect, effort, and engagement as any classroom lesson. Establish clear routines for changing, equipment setup, and group work. Praise perseverance, sportsmanship, and teamwork just as much as technical skill. When expectations are high and consistent, pupils feel valued and motivated to give their best.

**Create a Safe and Structured Environment:** Safety underpins everything in PE. Complete area checks before each lesson, ensure equipment is appropriate for the age group, and manage space effectively. Establish start/stop signals and use visual markers to support awareness and boundaries. A calm, organised environment allows pupils to take risks safely, explore movement confidently, and focus on learning rather than logistics.

**Use Clear Demonstrations and Modelling:** Show, don't just tell. Break skills into small, visible steps using key words or actions. Position yourself so all pupils can see the technique and encourage peer demonstration to build ownership. Keep instructions concise and use questioning to reinforce understanding. Demonstrating enthusiasm and enjoyment is just as important as showing correct form, children mirror the energy and confidence you model.

**Observe and Assess Learning:** High-quality PE assessment goes beyond performance scores. Observe how pupils move, communicate, and problem-solve. Track progress across physical, social, and cognitive domains are they improving coordination, confidence, and understanding? Use informal questioning, self-assessment, and success criteria checklists to capture evidence of growth. These insights help you adapt teaching and celebrate progress meaningfully.

**Reflect and Improve Continuously:** After each lesson, take time to evaluate what worked and what could be refined. Use your Weekly Reflection Log and mentor feedback to identify small, achievable next steps. Continuous improvement keeps teaching fresh, purposeful, and responsive to pupils' needs. The best teachers are reflective learners, always evolving and striving to make PE more inclusive, engaging, and inspiring.

**Remember:** High-quality PE thrives on preparation, positivity, and progression. Your enthusiasm, organisation, and reflection set the tone for a learning environment where every child and every teacher can succeed.

## Your Mentor's Role

Your **EDSTART PE Mentor** is not here to judge, grade, or evaluate you, they are here to support, guide, and empower you.

Mentoring is a collaborative partnership, built on trust and shared purpose. The aim is to help you feel more confident, competent, and independent in delivering high-quality PE that meets the needs of all pupils. Your mentor's role is to walk alongside you, offering encouragement, practical advice, and constructive feedback that focuses on improvement, not perfection.

Think of your mentor as both a coach and a colleague, someone who understands the challenges of teaching PE and is there to celebrate progress, help overcome barriers, and inspire confidence in your own teaching style.

### Your Mentor will: ...

**Support You During Planning and Lesson Delivery:** Your mentor will work with you to plan and prepare purposeful lessons using the **EDSTART PE Curriculum** structure. Together, you'll discuss learning objectives, success criteria, and how to adapt activities for all pupils using the STEP model. They may help you identify how lessons fit into the broader unit of work or support you in linking PE learning to whole-school priorities such as wellbeing, teamwork, and inclusion.

During delivery, your mentor will stand alongside you, co-teaching, observing, and offering guidance where needed. They'll ensure you feel supported, not scrutinised, helping you focus on your pupils and the learning taking place.

**Example:** If you're unsure how to organise a warm-up safely or demonstrate a skill, your mentor may model the activity first, then hand it over for you to practice while they provide feedback in real time.

**Model Effective Teaching Strategies:** Your mentor will show rather than tell. They'll model practical examples of high-quality PE teaching, from managing transitions efficiently to giving clear demonstrations and using questioning effectively. Through observation, you'll see how simple adjustments, like positioning yourself strategically, using visual cues, or encouraging pupil voice, can have a big impact on learning.

Mentors model strategies that reflect the **EDSTART KNOW-GO-SHOW** framework and Ofsted's three pillars (Intent, Implementation, Impact). You'll watch how they connect each lesson to clear learning outcomes and then practise using the same techniques in your own delivery.

**Mentor Tip:** Notice how your mentor uses language to reinforce learning, short, purposeful instructions such as "step, point, throw" or reflective prompts like "What helped your accuracy?"

**Build Your Confidence Over Time:** Confidence develops gradually, through supported experience. Your mentor's job is to create a safe space where you can try new ideas without fear of failure. They'll help you recognise your strengths and celebrate progress at every stage, no matter how small. This growth mindset approach mirrors what we promote with pupils, learning through doing, reflecting, and improving.

Your mentor understands that everyone starts from a different point. They will tailor their approach to your experience, supporting you to move from observing (**I DO**), to co-teaching (**WE DO**), to leading your own lessons (**YOU DO**).

**Remember:** The goal isn't to be perfect, it's to feel prepared, capable, and confident in your delivery.

**Provide Honest, Constructive Feedback:** After each session, your mentor will provide structured, two-way feedback, focusing on what went well, what could be improved, and practical next steps. Feedback will always be specific, actionable, and encouraging. For example:

- "Your demonstrations were clean, next time, try positioning yourself so all pupils can see your follow-through."
- "You created a calm start, consider adding a visual success criteria board to reinforce learning."

You'll also have space to share your own reflections, so feedback becomes a conversation, not a critique.

Over time, this reflective dialogue helps you identify patterns in your teaching and take ownership of your development.

**Help You Grow at Your Own Pace:** Every teacher's journey is different. Your mentor will adapt the pace and focus of support to match your confidence, experience, and classroom context. Some areas might click quickly (like behaviour routines), while others may need more time (like differentiation or assessment).

Your mentor's flexibility ensures you always feel challenged but never overwhelmed.

They will work with you to set achievable weekly goals, track progress using the Confidence Tracker, and review development through the End-of-Programme Reflection.

As you grow, your mentor will gradually step back, empowering you to take full ownership of your lessons while knowing you can still seek guidance when needed.

**Mentor's aim:** To make themselves "less needed" as your confidence grows, a sign that you've become self-assured, reflective, and capable of leading PE independently.

**How Mentoring Feels in Practice:** During your time on the **EDSTART PE Mentoring Programme**, you can expect:

- A collaborative working relationship built on trust and positivity.
- Regular discussions before, during, and after lessons to connect theory to practice.
- Modelling, coaching, and feedback that focus on skill development, not evaluation.
- Encouragement and reassurance that boost your self-belief and teaching confidence.
- Constructive challenge that pushes you gently outside your comfort zone, where the best learning happens.

Your mentor isn't there to test you, they're there to teach with you, think with you, and grow with you.

"Great mentors don't just build better teachers; they build teachers who believe in themselves."

Your **EDSTART** mentor's role is to equip you with the skills, confidence, and mindset to deliver PE that inspires every child to move, learn, and thrive.

# The EDSTART “I DO, WE DO, YOU DO” Mentoring Model

A gradual release approach to building confidence, competence, and independence in PE teaching. The **Edstart PE Mentoring Programme** follows a clear and supportive structure designed to help teachers develop practical skills, reflective habits, and confidence in delivering high-quality PE lessons.

Over the course of the programme, you'll move through three progressive stages, **I DO, WE DO, and YOU DO**, working side by side with your mentor to learn, apply, and refine effective teaching strategies. This approach is collaborative, non-judgemental, and focused on growth. The aim is not perfection, but progress, so that by the end, you feel capable and empowered to deliver inclusive, engaging, and purposeful PE independently.

## I DO: Observation and Modelling

**Mentor-Led Learning:** In this first stage, your mentor takes the lead while you observe and reflect. They will model lesson structure, delivery techniques, and management strategies aligned with the **EDSTART PE Curriculum** and the **EDSTART KNOW-GO-SHOW** framework.

You'll see how the lesson is introduced, how transitions are managed, and how feedback is given to pupils. Watch for tone, questioning, and differentiation in action.

You will:

- Observe how the mentor sets expectations and maintains safety.
- Note how learning objectives and success criteria are shared with pupils.
- Record examples of inclusion and differentiation using the STEP model.
- Ask questions and discuss what strategies could work in your own teaching.

**Purpose:** To provide a clear example of high-quality PE delivery in practice. Observation builds understanding before hands-on application.

**Tip:** Use your observation sheet to record what you notice about language, pace, transitions, and pupil engagement.

## WE DO: Co-Teaching and Collaboration

**Shared Delivery and Reflection:** In this phase, you and your mentor plan and teach together. Lessons are jointly designed with clear roles, sometimes you'll introduce an activity while your mentor demonstrates; other times, you'll manage a group while they observe and guide.

This is the “learning through doing” stage, where feedback happens in real time. You'll begin taking ownership of planning, differentiation, and questioning, while still having expert support beside you.

You will:

- Co-plan using EDSTART'S lesson template and success criteria.
- Deliver parts of the lesson e.g., warm-up, skill activity, or plenary.
- Receive immediate, constructive feedback and try adjustments in the moment.
- Reflect together after each session using your Weekly Reflection Log.

**Purpose:** To bridge observation and independence by practising skills collaboratively in a safe, supported environment.

**Mentor reminder:** This stage is about partnership, not evaluation. It's where confidence grows through shared experience.

## **YOU DO: Independent Delivery with Support**

**Teacher-Led Practice and Reflection:** In the final stage, you take the lead. Your mentor steps back, observing and guiding only when needed. You plan, deliver, and reflect on full lessons using all the tools and feedback gathered through earlier stages.

Your mentor will provide detailed observation notes highlighting strengths, areas for refinement, and next steps for continued professional growth. Together, you'll review progress against the confidence tracker and set future development goals.

**You will:**

- Independently plan and teach complete lessons.
- Apply strategies for inclusion, behaviour, assessment, and reflection.
- Use success criteria and pupil feedback to measure impact.
- Engage in a reflective conversation with your mentor after each session.

**Purpose:** To demonstrate your ability to deliver high-quality PE independently, showing confidence, clarity, and creativity in your approach.

**End goal:** You finish the programme feeling equipped to plan, teach, and evaluate PE lessons that are inclusive, progressive, and inspiring for every pupil.

## **How the Programme Works:**

Phase	Focus	Your Role	Mentor's Role	Outcome
<b>I DO</b>	Observation & Modelling	Watch, note strategies, ask questions	Lead lessons, explain techniques	Understanding of effective PE delivery
<b>WE DO</b>	Co-Teaching & Collaboration	Plan & teach parts of lessons, reflect	Co-plan, guide, and give feedback	Shared confidence and practical skill
<b>YOU DO</b>	Independent Delivery	Lead full lessons & self-reflect	Observe & support when needed	Independent, confident practitioner

## **Programme Timetable:**

Each week, you'll move one step closer to independence:

- **Week 1: I DO:** Observe and absorb. Take notes, ask questions.
- **Weeks 2–4: WE DO:** Teach together, share feedback.
- **Weeks 5–6: YOU DO:** Take the lead and reflect on progress.

Your mentor will review reflections weekly and celebrate milestones, helping you see how your practice is improving in real time.

# THE IMPORTANCE OF PE AND HOW THE MENTORING PROGRAMME SUPPORTS YOU

Physical Education is a vital part of a child's development. At **EDSTART**, we believe that PE is more than just physical activity - it's an opportunity to develop the whole child.

The **EDSTART PE Curriculum** is a planned and progressive programme of learning, designed to be inclusive, engaging, and meaningful for all pupils. It develops not only physical competence - such as coordination, control, and movement skills, but also key personal and social skills like communication, confidence, teamwork, and resilience.

## PHYSICAL EDUCATION PROGRAMMES OF STUDY: KEY STAGE 1 AND 2 - NATIONAL CURRICULUM IN ENGLAND

### Purpose of Study

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

The national curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

### Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Key Stage One:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

- master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

## Key Stage Two:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform movement to music using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

# High-Quality PE and Ofsted's Three Pillars

Delivering high-quality PE means more than just running active lessons, it's about creating purposeful learning experiences that build confidence, competence, and a lifelong enjoyment of movement. Ofsted's Education Inspection Framework (EIF) highlights three key pillars that define effective teaching and learning: Intent, Implementation, and Impact.

Every PE lesson contributes to these pillars when it is well planned, well taught, and focused on progress for every child.

## Intent – What and Why We Teach

Intent is the thinking behind your PE curriculum. It's about knowing what you want pupils to learn, why it matters, and how each lesson fits into the bigger picture of physical development, wellbeing, and lifelong participation.

In practice, this means:

- Having a clear learning objective that links to your unit and long-term progression plan.
- Making sure pupils understand *what* they are learning and *why*.
- Building lessons that support the development of physical literacy — motivation, confidence, physical competence, knowledge, and understanding.
- Ensuring activities are inclusive, purposeful, and sequenced to support every learner.

Teacher Example:

- "Today we're learning how to dribble with control so we can use it in small-sided games next week."
- "By improving our balance today, we'll be more stable and coordinated when jumping and landing in gymnastics."

In short: Intent is about planning for progress and making sure pupils know why their learning matters.

## Implementation – How We Teach

Implementation focuses on how teaching and learning take place. High-quality PE delivery relies on clear explanations, effective modelling, and purposeful practice. Every child should be challenged at an appropriate level, supported through differentiation, and given opportunities to reflect and succeed.

In practice, this means:

- Using clear demonstrations, key vocabulary, and visual cues.
- Applying the STEP principles (Space, Task, Equipment, People) to adapt activities for inclusion and challenge.
- Encouraging peer and self-assessment to support reflection and responsibility.
- Using questioning to develop understanding (e.g., "How could you change your position to make passing easier?").
- Providing immediate feedback to reinforce success and guide improvement.

Teacher Example:

- Using peer demonstrations so that all pupils can visualise success.

- Rotating roles (player, coach, referee) to build communication, tactical thinking, and confidence.

In short: Implementation is about high-quality delivery, ensuring all pupils are active, engaged, and supported to achieve.

## Impact – What Pupils Learn and Can Do

Impact shows the difference your teaching makes. It's about the progress pupils make in their physical skills, knowledge, and attitudes over time. High-quality PE lessons lead to confident, motivated children who enjoy being active and can talk about their learning.

In practice, this means:

- Measuring improvement in performance, confidence, and understanding.
- Gathering evidence of progress through observation, discussion, and assessment tools.
- Using reflection time at the end of lessons ("What went well? What could we improve next time?").
- Tracking development through confidence scales, skill progression charts, or personal best challenges.

Teacher Example:

- Tracking pupil confidence from 5/10 to 8/10 across a mentoring programme.
- Using termly assessments to show improvement in coordination, control, or teamwork.

In short: Impact is about visible progress, pupils know more, can do more, and enjoy PE more.

## Bringing It All Together

When Intent, Implementation, and Impact work together, PE becomes a powerful driver of whole-child development. Lessons are inclusive, progressive, and purposeful, supporting pupils to thrive physically, cognitively, socially, and emotionally.

High-quality PE looks like:

- A clear sequence of learning across each unit and year group.
- Differentiated tasks so that *every* child can achieve success.
- Active participation from all pupils, with minimal waiting time.
- Opportunities for reflection, feedback, and celebration of progress.
- A safe, supportive, and positive learning environment.

By aligning your teaching with Ofsted's three pillars, you are not only meeting curriculum expectations, but you are also helping pupils build the knowledge, skills, and confidence to lead healthy, active lives.

## High-Quality PE in Action – Classroom Examples

**Warm-Up:** A high-quality warm-up sets the tone for learning. It should be fun, purposeful, and connected to the lesson's focus. For example, begin with a simple movement challenge like “mirror your partner's actions.” This builds concentration, coordination, and spatial awareness while engaging all pupils immediately. Use dynamic movements such as jogging, skipping, or balance poses to prepare the body and mind. Highlight vocabulary like control, balance, and focus, helping children understand why warming up matters — to increase heart rate, loosen joints, and mentally prepare for skill development.

**Skill Development:** This phase introduces or refines a specific skill linked to the learning objective. Demonstrate clearly using keywords such as “step–point–throw” or “bend–extend–follow through” to reinforce technique. Break the movement down, model slowly, then build pace and challenge gradually. Allow pupils to practise repeatedly in pairs or small groups, giving peer and teacher feedback after each attempt. Use questioning like “What part of your body helped you aim?” to develop understanding. Focus on quality over quantity — mastery comes from repetition, reflection, and small, progressive improvements.

**Application:** Once pupils understand the technique, move into applied game situations that test decision-making and teamwork. Adapt activities so that learning remains the focus, not competition. For example, in a throwing unit, pupils might play a target-based team challenge where accuracy scores more than power. Encourage tactical thinking with prompts such as “When should you pass?” or “Where's the best space to move?” This stage helps children connect skill to context — learning how and when to apply it effectively. Inclusion remains key: every pupil should have a clear role and purpose.

**Reflection:** where learning becomes visible. End the lesson with a quick discussion or paired conversation asking, “What helped you improve today?” or “What will you try differently next time?” This promotes ownership and self-assessment, encouraging pupils to articulate progress in their own words. Link back to the success criteria and celebrate both effort and achievement. You might use mini whiteboards, a quick thumbs-up check, or peer feedback. Reflection not only consolidates knowledge but also builds confidence, communication, and resilience — vital skills that extend beyond PE into everyday learning.

**Example in Practice:** In a Year 4 volleyball lesson, pupils begin with partner mirroring (to improve reaction and coordination). They then move into practising underarm serving in pairs, focusing on stance, arm swing, and follow-through (**KNOW**). Once consistent, they serve over a low net into target zones (**GO**) adjusting power and accuracy. The session ends with pupils explaining how body position affected control and success (**SHOW**). Through this sequence, pupils experience progression, application, and reflection, the hallmarks of high-quality PE that link skill, understanding, and confidence.

This cycle reinforces both skill development and metacognition, the essence of high-quality PE

# PLANNING & PREPARATION

## HOW TO PLAN A PE LESSON

High-quality PE starts with purposeful planning. Every lesson in the **EDSTART PE Curriculum** follows a clear, consistent structure designed to promote engagement, inclusion, and progression. Lessons are not about filling time or simply keeping pupils active, they are about teaching movement, thinking, and teamwork through structured learning experiences.

A well-planned PE lesson should be active, progressive, and focused on a clear learning objective that pupils understand. The structure below supports consistent delivery across all schools and allows flexibility for teacher confidence, available space, and pupil needs.

### LEARNING OBJECTIVE

Defines the focus for the lesson, what pupils should know, understand, and be able to do by the end. Objectives link directly to the Edstart unit overview and National Curriculum outcomes. **Example:** "To perform an underarm throw with control and accuracy."  
Share this clearly at the start of the lesson and revisit it during the plenary to reinforce learning.

### SUCCESS CRITERIA

Provides clear "I can" statements that show what success looks like for all pupils. Display and refer to them regularly so children can self-assess their progress. **Example:** "I can aim for a target using the correct technique." / "I can explain how to improve my accuracy."

### WARM-UP

Prepares the body and mind for physical activity. A good warm-up links to the main lesson theme (e.g. coordination, reaction, or teamwork). Use fun, inclusive activities that gradually increase heart rate while reinforcing key skills. **Example:** In a throwing lesson, use "Beanbag Dash" — pupils collect and return beanbags while practising safe movement and hand-eye coordination.

### SKILL DEVELOPMENT

The teaching and learning focus of the lesson. Introduce or refine a specific technique using demonstrations, modelling, and repetition. Break down the movement using key teaching points and encourage pupils to observe, practise, and improve.  
Provide differentiation through STEP (Space, Task, Equipment, People) to ensure challenge and support for all. **Example:** Pupils practise chest passes in pairs, increasing distance for challenge or using larger balls for support.

### APPLICATION

This is where skills meet context. Apply the skill in a modified game, competition, or challenge. Encourage pupils to make decisions, use tactics, and reflect on what works. The focus here is understanding as much as execution. **Example:** Pupils play a "target challenge" — aiming beanbags into hoops to test accuracy under gentle pressure. Discuss how stance and focus affected success.

### PLENARY

Conclude the lesson by reflecting on what was learned. Use questioning, pupil demonstrations, or peer feedback to consolidate understanding. Connect today's learning to the next lesson.  
**Example:** "What helped your throw become more accurate today?" / "How will this skill help in a game situation next week?"  
Encourage pupils to verbalise progress using the **KNOW-GO-SHOW** framework, what they know, how they go and apply it, and how they can show improvement.

# EMBEDDING INCLUSION AND CHALLENGE WITH STEP

STEP = Space · Task · Equipment · People, a simple, on-the-spot way to adapt learning so *every* pupil is successful and challenged at the right level. In **EDSTART** lessons, use STEP while planning and live tweaking during delivery to keep progress purposeful, inclusive, and safe.

## HOW TO USE STEP (BEFORE · DURING · AFTER)

### BEFORE THE LESSON (**PLAN**)

- Identify the *core learning objective* and a *non-negotiable success* everyone can reach.
- Pre-write two STEP options for support and two for stretch you can deploy instantly.
- Map the space and equipment you have; decide your safe max group sizes.

### DURING THE LESSON (**ADAPT**)

- Scan for over- or under-challenge (fast finishers, stuck learners, safety issues).
- Change one STEP variable at a time so pupils feel the impact and stay focused on the learning, not the admin.
- Narrate the *why*. “I’m shrinking your court (Space) so you can focus on control, not power.”

### AFTER THE LESSON (**REFLECT**)

- Note which STEP tweaks moved learning the most.
- Build your next lesson’s tasks around the adaptations that worked.

## STEP PRINCIPLES

### **S** **SPACE**

- Change the area, distance, targets, or orientation.
- Support: Reduce court size for shorter rallies; bring targets closer; add safe waiting zones.
- Stretch: Increase distances; widen channels to encourage scanning and movement; create “no-go” zones to prompt decision-making.
- Quick wins: Tape/cones create mini courts; arrows on the floor to guide rotation; hoop = target zone; line = serving line.

### Examples

- *Net/Wall (Y4):* Narrow the lane to reward straight serves; widen when accuracy improves.

- *Invasion*: Shrink pitch for ball-retention practice; enlarge to emphasise width and switching play.
- *Athletics*: Shorten run-ups for technique; extend for power once consistent.

## T TASK

- Alter the rules, repetitions, tempo, focus, or information.
- Support: Fewer decisions (e.g., “two touches before pass”); longer holds; one outcome focus (accuracy only).
- Stretch: Add constraints (weak-hand only, time-bound scoring); layer tactics (must pass through a “gate”).
- Questioning stems: “What would happen if we add one defender?” “How could you keep the ball and move forward?”

### Examples

- *Target Games (Y2)*: “Hit the floor inside the hoop = 2 points; touching the hoop = 1.”
- *Gym/Dance*: “Build a sequence with one balance, one travel, one level change.”
- *OAA*: “Follow the map but collect controls in *any* order” (introduces route choice).

## E EQUIPMENT

- Vary size, weight, bounce, grip, height, or feedback.
- Support: Larger/lighter balls; lower nets; beanbags instead of balls; bigger targets; wrist bands for grip.
- Stretch: Smaller/heavier balls; higher nets; smaller targets; introduce rebound or uneven surfaces.
- Inclusive tips (SEND): Use tactile/bright equipment; audible balls; textured markers; weighted scoops for stability.

### Examples

- *Throwing lesson*: Big foam balls to learn pattern → tennis balls for precision; buckets → flat spots as targets.
- *Volleyball*: Beach balls for success → “trainer” balls → regulation.

## P PEOPLE

- Change groupings, roles, numbers, or interaction patterns.
- Support: Pair with a coach/peer; make roles explicit (feeder/performer/observer); 2v0 rehearsals.
- Stretch: 3v2 overloads; rotating leadership (caller, coach, official); asymmetrical teams to prompt tactical choices.
- Leadership & voice: Give sentence stems: “I noticed...”, “Try moving your foot to...”, “Your next focus is...”

### Examples

- *Invasion*: 4v2 keep-ball for support; 3v3 with a neutral “joker” for stretch.
- *Net/Wall*: Trio: feeder–hitter–analyst (swap every minute).
- *Dance/Gym*: Expert–novice pairs for modelling.

The best teachers constantly adjust their lessons, not by rewriting plans, but by making small, smart decisions in real time.

The STEP model gives you a simple way to react to what you see and keep learning on track. Use this flowchart as your instant decision guide when teaching PE. Each question helps you diagnose what's happening in your lesson and which part of STEP to change first.

## ARE PUPILS SAFE AND ACTIVE?

If pupils are standing still, waiting in long lines, or struggling with unsafe spacing, your priority is *activity and safety*.

- **Adjust Space:** Reduce overcrowding by spreading equipment or setting up mini stations. Create clear activity zones marked with cones.
- **Adjust People:** Split large groups into smaller teams or pairs so everyone participates more often. Rotate roles (e.g., leader, scorer, coach) to minimise downtime.

**Quick fix:** If you notice children queuing, ask yourself, “Can I double up the space or equipment to get everyone moving?”

Active pupils are engaged pupils, movement reduces behaviour issues and increases enjoyment.

## IS THE TECHNIQUE BREAKING DOWN?

If pupils are losing control, forgetting cues, or performing a skill incorrectly, simplify the task or adapt the equipment.

- **Adjust Task:** Remove extra rules or reduce complexity. Focus on one key point (e.g., “Just practise your step and release”).
- **Adjust Equipment:** Use a lighter, slower, or larger item, like a foam ball instead of a tennis ball, to rebuild confidence and control.

**Example:** In a Year 3 striking lesson, if pupils keep missing the ball, lower the tee height or switch to a larger ball. Once accuracy improves, return to the smaller ball.

Keep the challenge, but remove unnecessary barriers so pupils can experience success and progress again.

## ARE SOME PUPILS BORED OR ANXIOUS?

If a few pupils are disengaged because it's too easy or too hard, balance the challenge through differentiation.

- **Stretch (for boredom):** Add constraints, limit touches, increase distance, or add a tactical challenge like “Can you score using your weaker side?”
- **Support (for anxiety):** Make the space smaller, pair with a confident partner, or simplify the rule. Sometimes just changing the equipment (e.g., a softer ball) can reduce fear and increase willingness to try.

**Tip:** Watch facial expressions — frustration, hesitation, or over-excitement can all signal when to intervene. **Remember**, challenge should inspire effort, not create anxiety.

## IS THE LEARNING VISIBLE?

High-quality PE is about what children learn, not just what they *do*.

If you're unsure whether pupils understand the learning focus, add or refine a Task constraint that links directly to the lesson's success criteria.

For example:

- "You score a point only when you use a chest pass."
- "Your partner has to explain what changed in your throw."
- "Show me how your stance helped your control."

These prompts make learning explicit and encourage pupils to connect movement to thought, reinforcing the "**KNOW-GO-SHOW**" approach. **Remember:** If pupils can explain why they're successful, the learning is visible.

## HOW TO USE IN REAL TIME

1. Scan the class every few minutes — look for safety, engagement, and quality of movement.
2. Identify the issue using the four guiding questions.
3. Tweak one STEP variable — Space, Task, Equipment, or People.
4. Reassess immediately — has the problem improved?
5. Keep notes of which changes worked best for your reflection log.

**Mentor tip:** During your **EDSTART PE Mentoring** sessions, your mentor might pause the lesson with you to identify which STEP change would make the biggest impact. This process helps build instinctive confidence in adapting PE for every learner.

## QUICK REFERENCE: STEP FLOW SUMMARY

OBSERVATION	LIKELY ISSUE	TRY ADJUSTING	EXAMPLE
Pupils queuing or colliding	Space too small / grouping issue	Space / People	Set up duplicate stations; halve group size
Pupils losing control of skill	Overly complex task or wrong equipment	Task / Equipment	Simplify rules; switch to softer or larger ball
Some pupils coasting or worried	Challenge not balanced	Task / Space / People	Add stretch for advanced; pair supportively for beginners
Unsure what learning is	Focus not clear	Task (Success Criteria)	Add rule or question linked to lesson goal

**Final Thought:** The best PE lessons are alive, they respond to what's happening in front of you. STEP gives you the confidence to teach dynamically, to adapt with purpose, ensure safety, and guarantee that every child learns something new in every lesson

## WORKED EXAMPLE (THROWING & CATCHING)

- Support track: Smaller Lane (Space) + beanbag (Equipment) + “catch then pause” rule (Task) + coach partner (People).
- Core track: Standard Lane + soft ball + “step–point–throw” focus + peer feedback.
- Stretch track: Longer Lane + smaller target + “weak hand only, 3 throws in 20s” (Task) + 2v1 pressure (People).

## COMMON PITFALLS (AND FIXES)

Even the best teachers occasionally fall into patterns that limit learning in PE. Recognising these pitfalls early helps you make quick, confident adjustments. Below are four of the most common issues and how to fix them effectively using the STEP model and reflective practice.

### CHANGING TOO MUCH AT ONCE

When lessons feel off track, it's tempting to change everything, rules, groupings, and equipment all at once. But this often confuses pupils and makes it hard to see what worked. The golden why: change one variable, then observe.

If pupils are struggling with control, start by adjusting Equipment (e.g., softer ball). Watch for improvement before adding another tweak, such as reducing Space. Once learning stabilises, return to normal conditions. This measured approach helps you isolate what made the difference and strengthens your understanding of adaptive teaching.

**Mentor Tip:** During observations, your mentor may ask, “Which change improved learning most?” Reflecting on one variable at a time helps build your confidence in future decision-making.

### LOSING THE LEARNING INTENTION

Sometimes lessons drift into play without purpose. Children are active but not necessarily learning what you intended. Keep the learning intention visible and verbal. Whenever you make an adjustment, explain

- “We reduced the court to improve control.”
- “We're using larger balls so everyone can practice accuracy.”
- “We're switching pairs so you can apply your teamwork skills.”

By linking every change back to the lesson objective or success criteria, pupils understand the reason behind the activity, turning physical participation into cognitive learning. It also ensures that assessment remains focused on progress, not just performance.

### ONE-WAY DIFFERENTIATION

Many teachers plan excellent support strategies but forget to stretch the higher achievers, or vice versa. High-quality PE is about progress for all, not comfort for most.

When planning, always ask: “What will my confident pupils do once they’ve mastered this?” and “What will my anxious pupils do if they need more time?”

Balance support and stretch within the same activity using STEP. For example, in a throwing unit:

- Beginners use larger targets closer to them.
  - Confident pupils throw from distance or at smaller targets.
- Everyone works toward the same objective but at a level that challenges them appropriately.

## STATIC QUEUES AND LOST LEARNING TIME

Standing in long lines is one of the quickest ways to lose engagement in PE. Static queues mean some pupils wait instead of learning. The solution? Maximise activity through purposeful roles and rotations.

Use *People* within STEP to redesign group structure:

- Create multiple small stations instead of one long queue.
- Assign roles such as *feeder*, *performer*, and *coach*— all pupils stay active, even when not performing.
- Encourage peer feedback using success criteria (“Tell your partner what helped their accuracy”).

This not only increases activity time but also develops communication, leadership, and reflection, all core parts of the **EDSTART PE Curriculum**.

Teacher phrase: “If you’re waiting, you’re learning another role”

## KEY TAKEAWAY

The difference between a good PE lesson and a great one often lies in small, intentional choices. By managing how much you change, staying anchored to learning intentions, planning for both support and stretch, and keeping everyone moving, you ensure that every pupil learns, participates, and enjoys success.

# USING THE EDSTART LESSON FRAMEWORK

Each **EDSTART PE Curriculum** lesson plan includes these core components, allowing you to plan with both structure and flexibility. The framework provides consistency across lessons but gives you freedom to adapt to your own confidence, facilities, and class needs.

Your mentor will support you in using this structure effectively by helping you to:

- Link lessons into progressive units: ensuring each lesson builds on the last and prepares for the next, creating clear skill development over time.
- Plan for all learners: use the STEP model (Space, Task, Equipment, People) to modify activities for inclusion and challenge so that every pupil experiences success.
- Choose purposeful activities: select warm-ups, drills, and small-sided games that directly support your learning objective rather than unrelated physical tasks.
- Manage transitions and time: keep pupils active by reducing waiting time, organising resources beforehand, and using clear signals for starting and stopping.
- Embed safety and behaviour management: plan how pupils will move safely around the space, handle equipment responsibly, and follow routines confidently

**Practical Example:** A Well-Planned Lesson in Action

Unit: Target Games – Throwing and Catching (Year 2)

Learning Objective: To throw and catch with control and accuracy.

Success Criteria: I can throw using the correct technique. I can catch safely with two hands. I can work cooperatively with my partner.

Lesson Flow:

- Warm-Up: “Traffic Lights” – pupils move, stop, balance, and throw depending on the colour called.
- Skill Development: Demonstrate the underarm throw (“step, point, swing, release”). Pupils practise in pairs, giving feedback using success criteria.
- Application: “Clean Your Garden” – throw beanbags over a centre line, aiming for accuracy.
- Plenary: Pupils discuss what made their throws more accurate and how teamwork helped.

This structure ensures a consistent rhythm of **KNOW – GO – SHOW**: pupils learn, practise, apply, and reflect.

**Final Thought:** Planning creates confidence. A well-planned PE lesson feels calm, focused, and enjoyable for both teacher and pupils. With structure, clear objectives, and thoughtful differentiation, every child can progress — and every teacher can deliver with confidence.

# LESSON SUPPORT & OBSERVATIONS

The **EDSTART PE Mentoring Programme** is designed to support the professional development of Teachers delivering PE, using a structured, reflective, and collaborative approach. The toolkit below provides the key resources to guide mentoring, track progress, and ensure high-quality Physical Education for all pupils.

## **Mentoring Model**

A phased approach to developing confidence and competence in PE delivery: **IDO** (mentor leads), **WE DO** (co-teach), and **YOU DO** (teacher leads), ensuring gradual, supported progression.

## **Mentor Observation Form**

Used to capture observed strengths, areas for growth, and actionable next steps during lessons. Supports clear, focused feedback that drives improvement and professional reflection.

## **Teacher Self-Assessment**

Encourages honest reflection on current confidence, subject knowledge, and impact on pupil learning. Helps identify personal goals and areas for mentor support across the mentoring programme.

## **Weekly / Session Tracking Sheet**

Guides weekly reflection through key questions: What went well? What did my mentor do? What would I change? How did pupils respond? What support is needed next?

## **Mentor Feedback & Teacher Response Section**

Promotes two-way communication between teacher and mentor. Encourages shared planning, joint reflection, and ownership of next steps to ensure sustained, meaningful progress in PE delivery.

## **Confidence Tracker**

A weekly 1–10 confidence rating tool that helps visualise progress over time. Supports open discussion about growth areas, readiness for independence, and ongoing mentor support.

## **End-of-Programme Review Form**

Captures overall progress, confidence growth, and key learning outcomes. Summarises the teacher's development journey and provides evidence of professional impact and sustainability.

## **Reflective Log**

Encourages deeper thinking about learning throughout the programme. Teachers record what they've learned, how it's influenced their practice, and how they will apply it moving forward.

# THE NEXT STEPS PLANNING PAGE

Here is your space to reflect on your teaching practice and plan purposeful actions that help you grow in confidence and effectiveness when delivering PE. It links directly to your mentoring feedback and helps you set clear goals for continued professional development.

Purpose

This page helps you:

- Reflect on what's going well and what could be developed further.
- Identify focus areas that will have the biggest impact on your pupils' progress and enjoyment in PE.
- Set realistic, achievable goals that build on your strengths.
- Take ownership of your professional growth through regular reflection and action.

How to Use This Page

1. Reflect: Think about recent lessons, observations, or feedback from your mentor. What worked well? What could be improved?
2. Identify Focus Areas: Choose one or two priorities to work on next. These might link to teaching skills, subject knowledge, pupil engagement, or assessment.
3. Set SMART Goals: Make your goals *Specific, Measurable, Achievable, Relevant, and Time-bound*.
  - Example: *"I will use more visual demonstrations to support less confident learners in PE lessons over the next 4 weeks."*
4. Plan Your Actions: Record the steps you will take to meet your goals, for example:
  - Observing a colleague or mentor teaching PE.
  - Using new strategies shared in staff meetings or CPD.
  - Trying out new differentiation ideas or questioning techniques.
  - Reviewing lesson plans and adjusting success criteria.
5. Review and Reflect: Revisit your goals regularly with your mentor or line manager to review progress and agree on next steps

Example Focus Areas

- Increasing pupil participation and engagement.
- Adapting activities using the STEP model to meet all pupils' needs.
- Improving behaviour management during outdoor lessons.
- Developing confidence in teaching gymnastics or dance.
- Using assessment to identify pupil progress and next steps.
- Strengthening the link between PE, wellbeing, and whole-school priorities.

**Why It Matters:** Regular reflection and planning help you become more confident, consistent, and effective in delivering high-quality PE. This process ensures that every pupil benefits from engaging, inclusive lessons and that you continue to grow as a reflective practitioner.

**EDSTART SPORTS COACHING** has been supporting schools in PE since 2007, and our aim is to create positive attitudes towards physical activity for everyone.

At **EDSTART**, we believe sport is a great way to kick-start wellbeing and build firm foundations for later life. Most importantly - it's lots of fun! We work to nurture and develop fitness, social skills and positivity in every child, encouraging them every step of the way.

Physical Education is an important part of life, and it starts from an early age. At **EDSTART**, we want to ensure all children benefit from a well-taught curriculum and have key interests in enrichment activities, which supports a happier, healthier life.

We believe sport can help children grow, have fun, and learn valuable life skills.

# EDSTART PE CURRICULUM

- Leadership
- Skills
- Foundation

