

Physical Education COVID Response

Delivery principles



To be considered alongside Government published guidance on Covid-19



Using PE to help your students recover from the impact of Covid-19 and the lockdown

Remember - this is not PE as we know it, it will look very different. Consider how you can respond to the levels of physical activity your young people may/may not have experienced during lockdown.

Use physical activity to improve wellbeing.



PE clothing on PE days

Allowing students to wear PE clothing as their school uniform will remove the issues associated with changing rooms. It will also encourage more young people to maintain activity habits, and will counter some of the time constraints you will be faced with.



Procedures

You will need to consider:

- How will students arrive (and register) in the PE space?
- Where will students leave their belongings?
- How and when will student's wash their hands?
- How will equipment be kept sanitised?
- How will students move to different teaching areas?
- What will happen at the end of the lesson?



Activities

What physical activity can be included as part of your PE curriculum?

- Fitness, yoga, Tai Chi or personal challenges
- Orienteering
- Outdoor activities where students choose how they move
- Target games using individual equipment
- Games that require minimal equipment and no contact
- Use the STEP framework to support your planning
<https://www.youthsporttrust.org/send>



The E in PE

This provides us with the opportunity to explore and develop young people's life skills through the physical activity and challenges they undertake. For example:

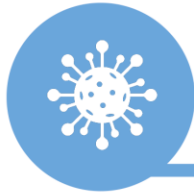
- Personal and healthy skills
- Social skills
- Thinking skills



Personal reflection and wellbeing check in







Young people need PE now more than ever. Consider:

- How can you use your expertise to encourage students to maintain physical activity?
- How can you reconnect your students socially while maintaining distancing measures?
- How can you effectively check in with students to ensure they are okay?



Primary Physical Education Response to COVID-19

Helping children recover from the consequences of lockdown and COVID-19 delivery ideas

Lockdown restrictions might cause pupils' to return to school with:	Suggested activities linking to the primary Physical Education National Curriculum*	Intent (In response to Covid-19)
 Loss of functional capacity	<ul style="list-style-type: none"> • Athletics (KS1 and KS2 running, throwing and jumping) • Fitness Circuits (KS2 Health Related Exercise) • Fundamental Movements Skills (KS1 locomotion) 	<ul style="list-style-type: none"> • To build stamina, strength & flexibility
 Lacking movement competence	<ul style="list-style-type: none"> • Skills based activities (KS2 games and KS1 ball skills) • Movement and agility activities (KS1 locomotion) • Create movement patterns (KS1 and KS2 dance) 	<ul style="list-style-type: none"> • Increase in basic movements (agility and coordination) stability (balance) and object control
 Suffering loneliness, social isolation and lack of belonging	<ul style="list-style-type: none"> • Activities which focus on communication and collective performance (Outdoor Adventurous Activities including, team building* and problem solving) 	<ul style="list-style-type: none"> • Social interaction, connection, collaboration, and teamwork
 Anxiety, bereavement, trauma or stress	<ul style="list-style-type: none"> • Play (maximise Physical Activity opportunities) • Walking including the daily mile • Yoga, Tai Chi or Dance 	<ul style="list-style-type: none"> • Controlling breathing, controlling emotions and mindfulness • Self expression, how they are feeling
 Inactivity (too much time indoors)	<ul style="list-style-type: none"> • Outdoor adventurous challenges (Scavenger hunts) • Athletics (KS1 and KS2 Running, Throwing and Jumping) • Personal Challenges 	<ul style="list-style-type: none"> • Connection with the environment and regaining perspective
 Lack of motivation and confidence	<ul style="list-style-type: none"> • Personal Challenges to achieve their personal best (KS1 and KS2 athletics, KS1 locomotion and KS2 games) 	<ul style="list-style-type: none"> • Engaged, confident and showing a willingness to try new things



NB: All activities should follow Government Guidance in response to COVID-19 and aPE safe practise guidelines.





Primary Physical Education Teaching Tips

Using Physical Education and Physical Activity as a tool to support pupils' wellbeing



Pupils should **remain** and work in their own area*

*Use cones or chalk to mark out areas where applicable.



Pupils should **not share** equipment in the lesson*

*Equipment should be cleaned both before and after use.



Games should not involve **physical contact** against an opponent or team



Make lessons **safe** but put **FUN** at the forefront of any learning delivered



PE should include physical, cognitive social and emotional **outcomes**



Celebrate success and pupils personal achievements



Pupils should **wash their hands** before and after each PE lesson



Use PE and PA to support the **wellbeing** of your pupils'



Lessons should be **active, but learning focused** with a clear purpose













NB: All activities should follow Government Guidance in response to COVID-19 and afPE safe practice guidelines.





Secondary Physical Education Response to COVID-19

Helping children recover from the consequences of lockdown and COVID-19 delivery ideas

Lockdown restrictions might cause pupils' to return to school with:	Suggested activities for Secondary Physical Education	Intent (In response to Covid-19)
 <p>Loss of functional capacity</p>	<ul style="list-style-type: none"> • Athletics and athletic challenges (Eg. Classroom to 3K) • Fitness Circuits • Gymnastics 	<ul style="list-style-type: none"> • To develop stamina, strength & flexibility • Developing individual skills / movements • Creativity and basic composition 
 <p>Lacking movement competence</p>	<ul style="list-style-type: none"> • Skills practices; covering a broad range of activities • Personal challenges • Engagement with social tasks (Eg. Tik-Toc routines) 	<ul style="list-style-type: none"> • Improve confidence in performing techniques • Development to become an effective performer • Analyse and feedback to improve performance 
 <p>Suffering loneliness, social isolation and lack of belonging</p>	<ul style="list-style-type: none"> • Activities which focus on communication and collective performance (Eg. Dance, Cheerleading, aerobics and OAA) • Pop Lacrosse / goal ball / boule / boccia / adapted games 	<ul style="list-style-type: none"> • Encourage social interaction • Develop communication skills and teamwork • Develop problem solving and leadership skills 
 <p>Anxiety, bereavement, trauma or stress</p>	<ul style="list-style-type: none"> • Playground games (maximise Physical Activity opportunities) • Daily exercise / activity / yoga / Pilates / tai-chi • Dance 	<ul style="list-style-type: none"> • Controlling breathing, emotions and mindfulness • Developing self expression and creativity • Develop communication and collaboration 
 <p>Inactivity (too much time indoors)</p>	<ul style="list-style-type: none"> • OAA and Problems Solving (Eg. Scavenger hunts and orienteering) • Health related fitness challenges • Classroom to 2K / 3K / 4K 	<ul style="list-style-type: none"> • Connection with the environment and regaining perspective • Re-engage with outdoor environment (Eg. Nature) 
 <p>Lack of motivation and confidence</p>	<ul style="list-style-type: none"> • Personal Challenges • 1 vs 1 challenges • Foot golf / tri golf / heptathlon / multi sport / frisbee 	<ul style="list-style-type: none"> • Achievement / personal best • Prepare and for competition • Experience competing 

NB: All activities should follow Government Guidance in response to COVID-19 and afPE safe practise guidelines.

