



Feedback from Upper Key Stage 2 children about Physical Education (June 2022)

General questions about Physical Education

Children from Upper Key Stage 2 have feedback on Physical Education. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages

What is Physical Education about?
<ul style="list-style-type: none">• Learning about sport and how to move the body in different ways.• Keeping healthy and fit and making sure you have exercise.• Doing lessons outside.• Learning talents or life skills – teamwork, independence, cognitive skills, fitness skills.
Why is Physical Education important?
<ul style="list-style-type: none">• So you can stay healthy and active.• It can help you once you leave school because you will stay fit.• It's a fun lesson.
Tell me about your favourite piece of work in Physical Education and tell me why you enjoyed learning about this
<ul style="list-style-type: none">• Tennis, when we had the coaches in and it was a fun lesson.• Rounders was really good and it tests fielding skills.• Sat down volleyball was really good where you made up your own rules.
Are there any areas in Physical Education that you are still unsure about?
<ul style="list-style-type: none">• Rugby because I'm not sure of all the rules.• When we have to balance on one leg – I find it hard.• Some of the skills in the sports that we do – especially games where you use your hands more.
How do you know if you are doing well in Physical Education?
<ul style="list-style-type: none">• Muscles will get tired and you might get sore. Your heart rate increases.• The teacher will give feedback.• When you are ready for the next stage and they're coloured on the videos.
What happens if you are finding work difficult in Physical Education?
<ul style="list-style-type: none">• Asking for help from the teacher or friend.• Use endurance to carry on.• Watch the videos so you know what the skills are.
What do you need to do to improve your learning in Physical Education?
<ul style="list-style-type: none">• Confidence, concentration and practice.• Try your best and never give up.• Working well as a team.
In Autumn term you completed some work on social skills and teamwork in Physical Education, what can you tell me about it?
<ul style="list-style-type: none">• You had to get from one side to the next using a few dots and you had to work as a team.• You needed to trust other people and help them out.• You needed to communicate well and listen to each other.
If you were to complete this work again, what would you do differently?
<ul style="list-style-type: none">• Communicate more and think about what you are going to say.• Don't all rush off at once.• Take your time to work together more from the start.

'Never settle for less than your best'



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Can you explain what some of this Physical Education vocabulary means?

- Intercept – where you get in the way of a pass and take it off them.
- Overlap – Where you run around a person and get the ball.
- Awareness – knowing where people are and thinking about a game.
- Personal skills – Breathing techniques, teamwork, stamina.
- Cognitive skills – not sure what that means.

Can you think where this learning link to things that you have learned before in Physical Education with a different teacher?

- The games are sometimes the same and you can get better at them.
- You can build skills.

Subject specific questions about Physical Education

How do you stay fit?

- You have to do lots of exercise and make sure that you are not lazy.
- You can work out and go for runs or walks. You can join a sports team like football.
- You have to eat properly and not have lots of bad meals like McDonald's all the time or pizzas and burgers.
- Eat healthily and have fruit and vegetables.

What does a PE lesson look like?

- You do some kind of warm up like stretches or games.
- We sometimes do 'Mr Cooke Says...'
- We practice some skills and play games that use the skill. If it's balancing then it might be some gymnastics skills.
- Sometimes we watch videos and try to get onto the harder challenges.
- We will play games and sometimes do challenges and try to beat our scores.
- We finish with a game or sometimes we might stretch before going in for the next lesson.

What game could you make using this ball? (tennis ball)

- You could do tennis with it or hockey if you had the right stuff.
- Throwing and catching games like throw it up high and see who can clap the most before they catch it.
- Games like cricket or rounders where you practice hitting the ball and then the other team has to get it back.
- You could make a game where it bounces so many times and you have to get it back to a partner.

Explain how I might improve mental health

- Do things that you enjoy and make you feel less stressed like sleeping or exercising.
- Try not to get too worried about things like puberty.
- You can do some breathing exercises

What do you do at home that helps with PE?

- You can do some exercising or go for a jog.
- I play football for my team with other people from school.
- We used to get videos sent home in lockdown to practice.

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Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12



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Action to take as a result of Upper Key Stage 2 Pupil Feedback on Physical Education

The specific cogs associated with REAL PE need more reinforcement as children could summarise the skills they had learned but not give precise language. Both at the start and end of the lesson, time should be dedicated to the skills that children are learning, introducing the different steps and then reinforcing what they have learned through plenary activities. In particular, children struggled to discuss the mental skills associated with PE, which make up a large part of the Jasmine platform.

A clearer link should be made between physical health and mental health. It was great that children discussed diet and exercise when asked specifically about mental health, but the question on 'staying fit' was answered from the angle of physical fitness and children did not make connections to being mentally healthy.

All children discussed the videos that they watched during lessons, which was good. They struggled to describe how to improve skills, so make sure that teacher/ peer modelling is used and improvements vocalised to reinforce learning.

We were successful during lockdown linking physical education and home-learning. This is an area for improvement. We could use the Jasmine platform half termly on see-saw to set challenges/ reinforce the lessons that we teach in school.

Next Pupil Feedback review: Spring Term 2023

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