 EMA subject review – PE at KS1 & KS2

Building an inclusive curriculum

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| Key stage 1 Aims | Implications for BAME and EAL learners |
| 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 co-operative physical activities, in a range of increasingly challenging situations. | Pupils have the requisite language skills  Learning is accessible and engaging for BAME and EAL learners:   * The “people and events they study” reflect the heritage and diversity of pupils * First language learning and consolidation is encouraged * Diversity is reflected in the teaching of PE and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning * Sensitivity is demonstrated in regard to cultural and faith perspectives on PE attire, changing and gender mixing. |
| Key stage 1 Subject content | Implications for BAME and EAL learners |
| Pupils should be taught to:   * 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. | * Diversity is reflected in the teaching and resourcing of PE and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning. * Evidence is available to show how the curriculum reflects the diversity and language needs of BAME learners. |
| Key Stage 2 Aims | Implications for BAME and EAL learners |
| 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 with each other.  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. | * The perception of identity is thoughtfully addressed through the curriculum, particularly relating to the notion of “*British*”. * Sensitivity is demonstrated in regard to cultural and faith perspectives on PE attire, changing and gender mixing. |
| Key stage 2 Subject content | Implications for BAME and EAL learners |
| Pupils should be taught to:   * 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 dances 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.  Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.  In particular, pupils should be taught to:   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations. | * Pupils learn a great deal of new vocabulary in KS2 PE which may present sifting challenges for EAL learners trying to discriminate between technical and common language: important vocabulary is identified and consolidated. * The language for evaluating performance may be unfamiliar to EAL learners or learners more familiar with fact-based systems: modelling and re-visiting is built into teaching * Diversity is reflected in the selection of topics, teaching, resourcing and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning. * Sensitivity is demonstrated in regard to cultural and faith perspectives on PE attire, changing and gender mixing. |

Questions to support self-evaluation of inclusion in the PE curriculum:

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| **How inclusive is the PE curriculum?** |
| Is the curriculum giving pupils the essential knowledge and skills they need?  (next stage/destinations)   * Do EAL learners have the language tools and vocabulary to access the curriculum? * Do BAME pupils understand that there are no limits to their aspirations? |
| Do pupils know and remember more?   * How does knowledge and recollection compare to non-EAL peers? * Does the knowledge demonstrated by pupils indicate a view that embraces diversity? |
| Is the curriculum cumulative?  (step by step in learning more knowledge)   * Are there any gaps in learning for EAL/BAME pupils? * Do pupils appreciate that sport is multi-ethnic and multi-cultural? |
| How well does the subject curriculum fit in with other subjects?   * Are links made to BAME figures in sport locally and more widely? * Are there opportunities for pupils to study in their first/other language? |

Examples of resources that reflect the diversity of the local community:

Equality and Diversity in Milton Keynes: Communities (EMA Network guidance with input from local faith communities)

Access and engagement in physical education Teaching pupils for whom English is an additional language. Ref: DfES 0659/2002 (KS3 but relevant for KS2)

<https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/sec_pe_eal_access_engag.pdf>

General BAME Resources:

BLACK HISTORY – <https://blackhistorystudies.com/> <https://m.facebook.com/blackhistorystudiesltd/?locale2=en_GB> <https://www.bbc.co.uk/news/newsbeat-52939694> <https://clpe.org.uk/library-and-resources/booklists/black-history-booklist> <https://www.blackhistorymonth.org.uk/>

[**The Institute of Race Relations**](http://www.irr.org.uk/resources/materials-on-racism-for-teachers/) has produced a series of booklets about the history of race in Britain.

[**Our Migration Story**](https://www.ourmigrationstory.org.uk/about.html) tells the untold history of migration to the UK since AD43, celebrating the lives and the contribution of migrants to the development of our society. The resources are in a range of formats and include lesson plans.

[**Black and British – A Forgotten History**](https://www.bbc.co.uk/programmes/p0499smp) (BBC, 2016): Historian David Olusoga explores overlooked Black figures from British history. The website supporting the series offers additional resources. Also, his book: Black and British. A Short Essential History.

BAME education <https://libguides.ioe.ac.uk/BAMEresources>

National Archive – BAME histories <https://www.nationalarchives.gov.uk/education/resources/black-asian-and-minority-ethnic-histories/>

History Association – Migration posters (Subscription required) <https://www.history.org.uk/publications/resource/9829/primary-history-pull-out-posters-85>

History Association – Migration to Britain scheme (Subscription required) <https://www.history.org.uk/publications/resource/9818/migration-to-britain-through-time>

DIVERSITY TEXTS: <https://www.letterboxlibrary.com/> - diversity texts with clpe <https://clpe.org.uk/> CLPE reflecting realities research: <https://clpe.org.uk/RR>

<https://www.theguardian.com/childrens-books-site/2014/oct/13/50-best-culturally-diverse-childrens-books>

Refugees and refugee week: [www.Southbankcentre.co.uk](http://www.Southbankcentre.co.uk) - “Imagine the future you want to see”.

Windrush: <https://www.bl.uk/windrush/further-reading>

Black Lives Matter (BBC): <https://www.bbc.co.uk/sounds/play/p08gyw71>

Anti-racism: <https://youtu.be/OLGrD9cGrWO>

Links to EMA Network Diversity and Inclusion seminar – July 2021:

\* Hannah Wilson – [Vision and values: embedding diversity, equity and inclusion in your school](https://www.youtube.com/watch?v=6iMXQ_zVSTI)

\* Bennie Kara –[Diversifying your curriculum](https://www.youtube.com/watch?v=mg5MquP6-PA)

\* Pauline Lyseight-jones and Liz Agbettoh - [Honest conversations on race and the importance of language](https://www.youtube.com/watch?v=vWv3xwpB-MU)

\* Shammi Rahman - [Addressing difficult conversations](https://www.youtube.com/watch?v=J5OZRgN8SQk)

\* Serdar Ferit – [Lyfta and immersive human stories](https://www.youtube.com/watch?v=J5OZRgN8SQk) (Need to scroll through to reach Lyfta presentation)

Above with Urls:

Hannah Wilson <https://www.youtube.com/watch?v=6iMXQ_zVSTI>

Bennie Kara <https://www.youtube.com/watch?v=mg5MquP6-PA>

Pauline Lyseight-jones <https://www.youtube.com/watch?v=vWv3xwpB-MU>

Shammi Rahman – Difficult converations – first part, Lyfta – Moving Stories – second part: <https://www.youtube.com/watch?v=vWv3xwpB-MU> (Also includes EMA Network resources and MAKE presentation.