

# Unit 24: Physical Education and the Care of Children and Young People

<b>Unit code:</b>	<b>R/502/5777</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to provide a basis of understanding for those intending to teach or instruct children and young people.

## ● Unit introduction

In physical education (PE), pupils develop confidence and skills in a range of activities, such as dance, games, gymnastics, swimming, athletics, and outdoor and adventurous activities. They work as individuals, in groups, and in teams. Throughout these experiences, young people learn the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are, and how to be involved in physical activity helps them make informed choices about lifelong physical activity.

Physical education in some form has been a significant part of education for many years. Recently the provision and assessment of PE has expanded, so that even the type of course delivered is different. Sports departments now deliver and assess a greater range of academic and vocational courses and the importance of promoting healthy active lifestyles for young people has never been more apparent.

This unit will present potential PE teachers with the basic pre-requisites for effective sports teaching, subject knowledge, classroom management strategies, dealing with challenging behaviour and helping individual learning.

School Sports Partnership structures, and other initiatives, have resulted in a complex and localised youth sport infrastructure. Out-of-school-hours learning opportunities in primary schools, the development of academies and community activities are all examples of the expansion of PE activities.

This unit starts by providing an overview of PE provision. The unit then looks at the contemporary notions of lifelong activity and the role and values of PE in a wider social context.

The unit gives learners the knowledge and skills required to plan a PE lesson and develops an understanding of the needs and requirements of the modern PE teacher.

Learners will develop an understanding of the importance of safeguarding the needs of children and young people in education. Every Child Matters and the Change for Children agenda have brought new thinking to safeguarding children and young people with work values developed in accordance with the Common Core of Skills and Knowledge for the Children's Workforce.

This unit will enable learners to identify ways of safeguarding children and young people in the learning context. Learners will also explore the relevant laws and procedures for working with, and protecting, children.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Know the structure of physical education within the curriculum
- 2 Understand the importance of physical education in society
- 3 Be able to structure a lesson of physical education
- 4 Know the responsibilities of those who work with children to safeguard and promote their welfare, and strategies for safeguarding children, young people and self.

# Unit content

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## 1 Know the structure of physical education within the curriculum

*Structure:* Early Years Foundation Stage; National Curriculum Key Stages 1-4; differences in home countries

*Stakeholders:* Sector Skills Councils eg SkillsActive, National Occupational Standards and their role in curriculum design; National Governing Bodies and their work with children and young people; government initiatives eg National Strategy for PE, School Sport and Club Links

*Implementation of curriculum in different contexts:* eg primary, secondary (mandatory and optional requirements, use of qualifications at Key Stage 4)

## 2 Understand the importance of physical education in society

*PE and educational attainment:* eg physical activity and academic success, improved cognitive function, physical literacy, teamwork, competition, dealing with conflict; importance of high quality teaching establishing lifelong activity eg competition and cooperation, community engagement, after school clubs, sport or physical activity, parental influence

*PE in society:* impacts on general health and physical fitness; emotional stability; social cohesion; crime reduction; impacts on economy and health; benefits eg intellectual, ethical, aesthetic

## 3 Be able to structure a lesson of physical education

*Plan:* learning outcomes; activities; assessment; links to curriculum; health and safety considerations eg risk assessment, informed consent

*Learning:* eg child or young person-centred experiences, adult-initiated experiences, adult-directed learning, importance of learning environment

*Methods:* facilitating; leading; encouraging; questioning

*Designing learner focused activities:* individual needs eg learning styles, additional needs, differentiation, importance of observation, involvement of children and young people, availability and use of resources

## 4 Know the responsibilities of those who work with children to safeguard and promote their welfare, and strategies for safeguarding children, young people and self

*Safeguarding children and young people:* awareness of disclosure procedures; empowering children and young people; unconditional acceptance of the child/young person; building self-esteem, assertiveness, self-confidence and reliance; ensuring children and young people are aware of procedures in case of accidents, injuries, illness and other emergencies

*Legislation, policies and procedures:* eg in primary, secondary, tertiary, youth club context; national and local; relating to lines of reporting; whistle blowing; child protection; health, safety, security, and hygiene

*Safeguarding self:* guidelines eg local authority guidelines for working with children and young people, staff behaviour in a relevant context, police screening of staff; limits and boundaries and why these are important; recognising signs of neglect and abuse; procedures and protocols for expressing concerns about children's welfare; roles and responsibilities of those involved in safeguarding children and promoting their welfare, health, safety and security; sources of information and support

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe the structure of the Physical Education curriculum		
<b>P2</b> describe the impact of stakeholder views on the development of the Physical Education curriculum [RL1, RL5]		
<b>P3</b> describe the ways in which the curriculum is implemented [CT1, CT3, IE1, IE5]	<b>M1</b> explain the different ways that learning providers meet National Curriculum requirements	
<b>P4</b> explain the importance of physical education to children and young people's educational attainment		
<b>P5</b> outline the importance of physical education to society in general		
<b>P6</b> plan a lesson of physical education describing how learning is supported [SM2, SM3]	<b>M2</b> plan a lesson of physical education explaining how learning is supported	<b>D1</b> plan a lesson of physical education analysing support for learning
<b>P7</b> describe strategies for supporting the safety of children and young people [IE4, IE5, CT1, CT4, SM2]		
<b>P8</b> describe the legislation, policies and procedures that safeguard children and young people in a learning context	<b>M3</b> explain how procedures keep children, young people and those working with them, safe.	<b>D2</b> evaluate procedures in terms of how they keep children, young people and those working with them, safe.
<b>P9</b> describe strategies to ensure own protection when working with children and young people.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

Tutors delivering this unit should use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, school visits and practicals, research using the internet and/or library resources and the use of personal and/or industrial experience are all suitable. Whatever delivery methods are used, it is essential that tutors stress the importance of safeguarding children and promoting their welfare through all aspects of learning.

This is a theoretical unit which could be delivered alongside more practical units. Learners can be taught the practices and skills of this unit through demonstration and then practise their skills in planning a lesson of physical education within the group.

The value of physical education could be represented by demonstration or by the delivery and analysis of a centre-wide survey focused on physical education, physical activity and its perceived importance.

Emphasis should be placed on the importance and relevance of PE in contemporary society as well as the development of children and safeguarding and promoting their welfare.

Learners should be given the opportunity to plan and, where feasible, deliver a PE lesson.

The sensitive nature of some of the issues surrounding the safeguarding of children should be considered before delivery, and centres should have suitable support services for learners who find some of the issues difficult.

Observations and visits to schools should be encouraged, as well as discussion of learners' experiences in learning physical education.

The structure of PE within the curriculum is designed to paint the picture of physical education within early years and the national curriculum, and its application by education providers. Learners should be provided with a brief overview of the relevant early years framework and the national curriculum requirements and the underpinning philosophy, focusing on physical development. Learners should track the development of the curriculum through the life stages, and relate curriculum outcomes to assessment.

The importance of physical education requires consideration in terms of educational attainment and in society in general. In terms of educational attainment, this will link to learning outcome 1 and learners should make the links between curriculum and outcomes for children and young people in education. Learners should also briefly consider some of the main features of the importance of physical education in society in general drawing on the perceived obesity epidemic and the effects of poor physical health on the economy. They could review media reports and draw on government initiatives.

Structuring a PE lesson is more practical in nature and enables learners to engage with the learning context. Learners should be supported in developing a lesson plan and tutors should draw on their own resources in practical ways to show how a lesson is structured. Links between lesson structure and learning should be emphasised and learners should practise developing plans. Ideally, learners should observe a PE lesson with reference to a lesson plan, so that they can see how learning is supported practically.

Finally, learners need to understand the cultural shift in education contexts engendered by Every Child Matters. Safeguarding children, young people and those working with them is now embedded in every aspect of the learning context.

Learners should be encouraged to develop their knowledge of the contexts in which harm to children and young people can arise, and how situations can be prevented. This means that the focus is not just on safeguarding children, but on ensuring that the learning context safeguards all. Learners should understand that safeguarding children and young people depends on ensuring empowerment and providing them with an environment in which difficult issues can be raised and supported. Learners should be able to recognise signs of neglect and abuse and be aware of the importance of sharing information. This content should be delivered by drawing on government initiatives including the Common Core of Skills and Knowledge for the Children's Workforce, and use of case studies including those of educational contexts that could undermine the safeguarding of children and young people. Learners should be encouraged to thereafter identify their responsibilities and devise strategies for action.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit
Video presentation detailing growth in children, classroom discussion on personal experiences of physical and psychological growth
<b>Assignment 1: The National Curriculum (P1, P2, P3, M1).</b> Tutor introduces the assignment brief
Curriculum outline – small-group research and presentations, guided discovery approach
PESCL presentation – learner-led review of local provision, comparison to national examples in similar areas – group investigations, primary research
Role play central government debate on national PE policy and the value of PE. To include ministers, lobbyists and opposition manifesto reference, mock parliamentary debate
Role of key organisations: presentations, guest lectures, learner small-group presentations following research on NGB strategies for youth development
<b>Assignment 2: The Importance of Physical Education (P4, P5).</b> Tutor introduces the assignment brief
Lifelong learning, role of PE, group debate and discussion
What does PE do for me? Learner research and vox pop/survey followed by presentation on effects on individual's lifestyle, comparative study across PE and core only PE learners
Design of a marketing campaign to 'sell' PE as a new product in schools, delivered as a sales pitch – focus on the potential benefits to all for the inclusion of PE
<b>Assignment 3: Lesson Planning (P6, M2, D1).</b> Tutor introduces the assignment brief
Principles of learning, role play different teaching and learning methods in sport setting. Review and recap
<b>Assignment 4: Safety and Wellbeing (P7, P8, M3, D2, P9).</b> Tutor introduces the assignment brief
Recognising situations in which safeguarding of children is threatened, use of case studies, development of remedial strategies
Role play safeguarding children and self-scenarios, with review and formation of a policy
Establishment of a centre-derived policy
Review of unit and assessment

## Assessment

Assessment for this unit should be as varied as possible, making use of a range of assessment methods. For P1, the assessment should demonstrate that learners know the structure of physical education in the curriculum. For P2, learners should describe the way in which the development of PE is influenced by external stakeholders, examples should be provided. For P3, learners must report on the ways in which PE is implemented. For P4, learners must explain the role that PE has in improving academic performance.

For M1, learners should explain the different ways in which learning providers meet the needs of the national curriculum. Learners should provide details and give reasons and/or evidence to support their explanation.

For P5, learners should demonstrate the value of PE to society as a whole, perhaps as a short video presentation or a poster supported by a tutor witness statement.

For P6, learners should plan a PE lesson, and demonstrate how learning is supported within the lesson. This could be assessed by using a scheme/unit of work and lesson plan templates, which could either be provided or be designed as a classroom activity. Learners who then explain the content of these templates could achieve M2, while the analysis of a typical lesson, or perhaps a real lesson where learners analyse support for learning could provide evidence for D1.

For P7, learners should describe a range of strategies as stated in the *Unit content*, designed to support the safety of young people and promote their welfare in a PE environment. For P8, learners could adapt and develop existing legislation, policies and procedures, so that it fits an imaginary or real school. To extend this by offering an explanation of the purpose of the procedures could offer learners evidence for M3, while an evaluation of the procedures could provide evidence to meet D2. For P9, learners could develop a personal strategy for self-protection, perhaps a code of conduct, that is unique in design.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1	The National Curriculum	Having gained a work placement as an assistant PE teacher, conduct small group reviews of local school provision and curriculum mapping.	Presentation Witness statement
P4, P5	The Importance of Physical Education	Produce a presentation to give to a group of secondary school children focusing on the importance of PE in the curriculum.	Presentation Witness statement
P6, M2, D1	Lesson Planning	Plan a PE lesson	Leaflet and lesson plan
P7, P8, P9, M3, D2	Safety and Wellbeing	Produce centre legislation, policies and procedures for safeguarding learners and tutors.	Portfolio of evidence

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Exercise and Fitness Instruction	Assessing Risk in Sport	Sports Coaching
	Leadership in Sport	Instructing Physical Activity and Exercise
	Instructing Physical Activity and Exercise	
	Leading Land-based Outdoor and Adventurous Activities	
	Leading Water-based Outdoor and Adventurous Activities	
	Sports Coaching	

This unit links with the National Occupational Standards (NOS) for:

- Coaching, Teaching and Instructing at Level 3
- Instructing Physical Activity and Exercise at Level 3
- Leisure Management at Level 3
- Sports Development at Level 3.

### Essential resources

Learners will need access to adequate research facilities including the internet. Use of visiting speakers to support delivery of this unit would be beneficial.

### Employer engagement and vocational contexts

Within the framework for delivery of this unit there is an opportunity for learners to work with children either in earlier year groups, and for potential links with primary schools. These links can be used to offer more than the scope of this unit, for example integration of *Unit 13: Leadership in Sport*, which could be delivered and assessed alongside this unit.

## Indicative reading for learners

### Textbooks

Capel S et al – *A Practical Guide to Teaching Physical Education in the Secondary School* (Routledge, 2006)  
ISBN 9780415361118

Crouch M – *Protecting Children: A Guide for Sports People* (Coachwise, 2002) ISBN 9780947850500

Gervis M and Brierley J – *Effective Coaching for Children* (The Crowood Press, 1999) ISBN 9781861261373

### Journal

*The British Journal of Teaching Physical Education*

### Websites

Association for Physical Education

[www.afpe.org.uk](http://www.afpe.org.uk)

NSPCC

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Sports Coach UK

[www.sportscoachuk.org](http://www.sportscoachuk.org)

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	describing the ways in which the curriculum is implemented describing strategies for supporting the safety of children and young people
<b>Creative thinkers</b>	describing the ways in which the curriculum is implemented describing strategies for supporting the safety of children and young people
<b>Reflective learners</b>	describing the impact of stakeholder views on the development of the Physical Education curriculum
<b>Self-managers</b>	planning a lesson of physical education describing how learning is supported describing strategies for supporting the safety of children and young people.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	designing a safeguarding policy
<b>Reflective learners</b>	discussing the content of a PE lesson and considering the variables, including issues such as differentiation
<b>Self-managers</b>	planning a sample lesson plan
<b>Team workers</b>	planning a lesson of physical education describing how learning is supported.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	designing an electronic safeguarding policy that meets the needs of children and teaching staff
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning activities for the lesson plan
<b>ICT – Find and select information</b>	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	accessing existing safeguarding policies for comparison
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	presenting completed lesson plans and safeguarding policies
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing ethical procedures for Physical Education delivery
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	assimilating safeguarding policies researched via the internet.