

Specification

**Level 5 Certificate in Primary  
School Physical Education  
Specialism**

**Level 6 Award in Primary  
School Physical Education  
Subject Leadership**



# Qualification Information

## Objectives

The **Level 5 Certificate in Primary School Physical Education Specialism** aims to upskill primary school teachers, higher level teaching assistants and teaching assistants with extensive experience (experience across year groups and pupil groups) to improve the overall delivery of the physical education curriculum within primary schools.

On successful completion of this qualification, delegates will be able to assist in raising the standards within primary school physical education teaching.

The **Level 6 Award in Primary School Physical Education Subject Leadership** aims to improve the overall delivery of the physical education curriculum within primary schools. The aim of this qualification is to upskill primary school teachers to enable them to lead the delivering of the primary school physical education curriculum.

On successful completion of this qualification, delegates will be able to take subject leadership within primary school physical education teaching and deliver sustainable high quality primary school physical education.

| Qualification                     | Level 5    | Level 6                   | Combined delivery |
|-----------------------------------|------------|---------------------------|-------------------|
| Total qualification time          | 146 hours  | 38 hours                  | 184 hours         |
| Tutored time (or guided learning) | 45 hours   | 18 hours                  | 63 hours          |
| Directed study                    | 101 hours  | 20 hours                  | 121 hours         |
| Credits                           | 15         | 4                         | -                 |
| Qualification number (Quan code)  | 603/2470/3 | 603/2471/5                | -                 |
| Entry requirements                | See below  | See below – must have QTS |                   |

## Who is it for?

Delegates must meet the following criteria to be able to undertake the respective qualification:

| Qualification   | Level 5 | Level 6 |
|---|---------|---------|
| Primary school teacher with QTS   | Yes     | Yes     |
| Primary school teacher without QTS  | Yes*    | No      |
| Higher level teaching assistant within a primary school                                 | Yes*    | No      |
| Teaching assistant with 2 years' experience delivering PE across both key stage 1 and 2 | Yes*    | No      |
| Secondary school teacher with primary education provision responsibility                | Yes     | Yes**   |

|   |      |    |
|---|------|----|
| Further education lecturer  | No   | No |
| Coach*** working within a primary school in the role as a teaching assistant (should have a minimum of 5 years' experience delivering PE across both key stage 1 and 2) | Yes* | No |
| Employee of an external organisation linked to a primary school or teaching practitioner working for a private provider that is sub-contracted by the school            | No   | No |

\*On completion of the qualification these individuals will be PE specialists – they are still required to be supervised by a QTS accredited teacher in their role in raising the standards of PE teaching. This qualification is not an equivalent of a QTS.

\*\*A secondary school teacher can only complete the level 6 if they are seconded to work within a primary school as the primary lead and therefore will be able to gain the practical experience to evidence the Level 6 qualification.

\*\*\*Coaches are still required to have a minimum of a level 2 national governing body qualification in any of the sports/activities that they assist in raising the standards of PE teaching.

## Delivery

Centres can decide how best to deliver this qualification, depending upon their individual circumstances and needs of their delegates.

The qualification includes both theory and practical elements, and delegates cannot achieve all criteria without undertaking work within a school or education setting.

## Assessment

Our 'no surprises' approach to assessment and evidence collation means that we provide all documentation the delegate needs to meet the minimum requirements of the qualification. In addition, the guidance below can help centres support delegates through their assessment.

### Delegate evidence record (DER)

All delegates will get access to an easy-to-use DER which they can complete electronically or as a hard copy document.

The DER is mandatory and includes a mix of:

- tasks that check underpinning knowledge – delegates are required to compile their own work to add to the DER;
- instructions and guidance on the planning and practical requirements of the qualification - completed by delegates during the course;
- assessment forms - to be completed by the tutor.

### Recognition of prior learning

Delegates who bring prior knowledge to the course may be assessed without having covered all taught elements a particular task or unit. They must still provide evidence that they can meet the minimum action required, either by completing the DER or by providing appropriate alternative evidence (see Recognition or Prior Learning Policy for further details).

### **Written tasks for assessment**

The templates in the DER for written tasks have been designed to gather the minimum evidence necessary for delegates to show that they can meet all the requirements of the theoretical elements of the qualification.

Although, as a minimum, successful completion of all written assignments is required, there is flexibility for delegates to replace written answers with alternative evidence. For example, in place of a written answer, delegates could:

- create a poster;
- deliver a short, filmed presentation;
- record verbal answers to the questions;
- use an online application such as Jamboard, Miro or similar;
- evidence learning and assessment in another way.

### **Competence-based evidence**

The practical elements of the qualification will be assessed using:

- plans for a PE unit of work – created/completed by the delegate;
- practical evaluation of PE lessons being taught – for the tutor to complete;
- evaluation of PE unit of work – completed by the delegate.

### **Reasonable adjustments**

Reasonable adjustments can be made for delegates who are unable to complete the DER, and centres have the flexibility to support delegates with specific needs by adapting the assessment method. Please refer to the Reasonable Adjustments Policy for guidance.

Alternative methods of gathering and presenting evidence may be allowable as long as:

- it meets the minimum action requirements;
- it can be submitted to us to be quality assured;
- it is referenced where the alternative evidence can be found against the appropriate question/task in the DER;
- assessment decisions are recorded, and feedback is given to the delegate in the DER.

### **Practical delivery requirements**

To meet the practical delivery requirements of the qualification, delegates must:

- plan, teach and evaluate a PE unit of work (level 5);
- design, implement and evaluate a targeted strategy for primary school PE (level 6).

### **Professional qualification centre (PQC) delivery resources**

Guidance and support resources to enable you to deliver the qualification and assess delegates are provided. These include:

- Qualification specification
- Delegate evidence record
- Delivery resources for each module (slides including information and suggested tasks)

- Quality assurance review checklist
- Internal verification forms
- Lesson observation form (optional)

### **Training requirements for your PQC**

The following training is mandatory for centres planning to deliver Leadership Skill Foundation qualifications:

- A minimum of one person per PQC must undertake tutor training.
- A minimum of one person per PQC must complete the Association for Physical Education (afPE) content training.
- Centre managers must complete e-training.
- All internal verifiers must complete the internal verification e-training.

Visit the training page of our website for more information.

### **Policies**

When agreeing to the terms and conditions, all PQCs must acknowledge that the following policies are in place and accessible to both delegates and tutors as required:

- Complaints Policy
- Malpractice and Maladministration Policy.
- Appeals Policy

Our quality assurance reviews will check these are in place and whether they have been accessed in the last 12 months. If you have any questions regarding this requirement, please contact the Quality Assurance team or our Administration and Support team. We are happy to offer guidance regarding these policies if required.

### **Progression**

Delegates may progress to further qualifications or professional development, such as the:

- Level 3 Diploma in Supporting the Delivery of Physical Activity, School Sport and Physical Activity;
- Level 5 Certificate in Primary School Physical Education Specialism.

### **Price**

The price list for all Leadership Skills Foundation qualifications, awards and additional resources can be found on our website.

# Unit overview

## Level 5 Certificate in Primary School Physical Education Specialism

| Units<br>All units are mandatory  |  | Guided learning hours | Directed study | Total qualification time (TQT) |
|---|--|-----------------------|----------------|--------------------------------|
| Unit 1 Developing own ability as a primary school physical education specialist                 |  | 5                     | 5              | 10                             |
| Assessment tasks for unit 1   | Task 1 Implement a personal development plan to improve abilities as a primary school physical education specialist  |                       |                |                                |
| Unit 2 Understanding primary school physical education  |  | 8                     | 8              | 16                             |
| Assessment tasks for unit 2   | Task 2 The key features of the primary school PE curriculum<br>Task 3 Building positive attitudes towards PE<br>Task 4 The PE programme and its impact on a primary school |                       |                |                                |
| Unit 3 Principles of pedagogy in primary school physical education                              |  | 8                     | 8              | 16                             |
| Assessment tasks for unit 3   | Task 5 Develop an intervention action plan to facilitate the move from 'good' to 'better' teaching and learning in PE  |                       |                |                                |
| Unit 4 Planning for continuity and progression in primary school physical education             |  | 8                     | 20             | 28                             |
| Assessment tasks for unit 4   | Task 6 Create curriculum map and units of work   |                       |                |                                |
| Unit 5 Using assessment to impact on learning and progress in primary school physical education |  | 8                     | 25             | 33                             |
| Assessment tasks for unit 5   | Task 7 Plan, deliver and evaluate assessment strategies for a unit of work   |                       |                |                                |
| Unit 6 Teaching primary school physical education   |  | 8                     | 35             | 43                             |
| Assessment tasks for unit 6   | Task 8 Teach, review and revise a 'good or better' PE unit of work   |                       |                |                                |
|   |  | <b>45</b>             | <b>101</b>     | <b>146</b>                     |

## Unit overview

### Level 6 Award in Primary School Physical Education Subject Leadership

| Units<br>All units are mandatory   |   | Guided learning hours | Directed study | Total qualification time (TQT) |
|--|---|-----------------------|----------------|--------------------------------|
| Unit 7 Lead sustainable development within primary school physical education |   | 18                    | 20             | 38                             |
| Assessment tasks for unit 7  | Task 9 Evaluating physical education provision<br>Task 10 Design, lead and evaluate a target strategy for primary school PE |                       |                |                                |
|  |   | 18                    | 20             | 38                             |

# Unit, learning outcome and assessment criterion guidance

## Level 5 Certificate in Primary School Physical Education Specialism

### Unit 1 Developing own ability as a primary school physical education specialist

| Assessment criteria – delegates can...  | Delegate assessment task - delegate will need to complete...   |
|---|--|
| <b>Learning outcome 1</b> – Be able to audit own abilities as a primary school physical education specialist          |  |
| 1.1 Audit own abilities as a primary school physical education specialist   | <p><b>Task 1</b><br/>Implement a personal development plan to improve abilities as a primary school physical education specialist</p> <p>Delegates must create, implement and manage a personal development plan to develop the abilities required to be a primary school physical education specialist, including:</p> <ul style="list-style-type: none"><li>• An audit of own existing abilities to be a primary school PE specialist.</li><li>• Creating a personal development plan from the findings of the audit.</li><li>• Acting on the personal development to improve own abilities.</li><li>• Reporting on progress against the personal development plan.</li><li>• Review and revise the personal development plan for ongoing development.</li></ul> |
| <b>Learning outcome 2</b> – Be able to develop own abilities as a primary school physical education specialist        |  |
| 2.1 Produce a personal development plan to develop own abilities to be a primary school physical education specialist | <p><b>Task 1</b><br/>As above</p>  |



**Learning outcome 3** – Be able to develop own abilities as a primary school physical education specialist

3.1 Develop own ability to be a primary school physical education specialist

3.2 Report on own development against the personal development plan

3.3 Revise own personal development plan

**Task 1**  
As above

## Unit 2 Understanding primary school physical education

| Assessment criteria – delegates can...  | Delegate assessment task - delegate will need to complete...   |
|---|--|
| <b>Learning outcome 1</b> – Understand the primary physical education curriculum  |  |
| 1.1 Describe the purpose, aims and expectations of the primary school physical education curriculum   | <b>Task 2</b><br>The key features of the primary school PE curriculum<br><br>Delegates must describe the statutory features of a primary school PE curriculum including school sport and physical activity explaining why each is important to a primary school, to include: <ul style="list-style-type: none"><li>• Why a primary school physical education curriculum is important.</li><li>• The purpose, aims and expectations of the curriculum.</li><li>• The key terms within the curriculum (to include deep learning).</li><li>• The key skills, knowledge, concepts and behaviours expected in of pupils.</li><li>• The breadth and depth of learning and content of the curriculum across key stage 1 and key stage 2.</li><li>• The curriculum’s stated expectations of a pupil.</li></ul> |
| 1.2 Explain the importance of a primary school physical education curriculum  |  |
| <b>Learning outcome 2</b> – Examine the relationship between attitudes to primary school physical education and teaching and learning       |  |
| 2.1 Critically examine the link between attitudes towards physical education and teaching and learning in primary school physical education | <b>Task 3</b><br>Building positive attitudes towards PE<br><br>Delegates must: <ul style="list-style-type: none"><li>• examine the attitudes of pupils and staff towards PE and the relationship to teaching and learning of PE;</li><li>• make recommendations to create/develop positive attitudes towards PE;</li><li>• explain how the recommendations will improve the teaching and learning in PE at the school.</li></ul>   |
| 2.2 Explore measures which could be taken to create positive attitudes towards primary school physical education                            |  |

### Learning outcome 3 – Analyse the learning impact of a primary school physical education programme

3.1 Explain the benefits of a primary school physical education programme

#### Task 4

The PE programme and its impact on a primary school

For a given primary school delegates must create a case study report for the following:

- Analyse the learning impact of a primary school PE intervention considering the outcomes of a primary school physical education programme:
  - for the pupils;
  - on whole school improvement.
- Examine how recent legislative developments in PE have effected/might affect the teaching of learning of PE:
  - within the system;
  - in a given primary school.

3.2 Analyse the learning impact of a primary school physical education programme in a given primary school

### Learning outcome 4 – Examine recent legislative developments in primary school physical education

4.1 Examine recent legislative developments in primary school physical education

#### Task 4

As above

4.2 Examine how recent developments might affect the teaching of primary school physical education in a given primary school

## Unit 3 Principles of pedagogy in primary school physical education

| Assessment criteria – delegates can...  | Delegate assessment task - delegate will need to complete...  |
|---|---|
| <b>Learning outcome 1</b> – Understand the link between the childhood development and the teaching of primary school physical education                     |   |
| 1.1 Evaluate how the differences in the physical, cognitive and affective development of children impacts the teaching of primary school physical education | <b>Task 6</b><br>As below in unit 4   |
| <b>Learning outcome 2</b> – Examine the link between teaching and learning primary school physical education  |   |
| 2.1 Examine teaching and learning strategies that can improve the outcomes for all children in primary school physical education                            | <p><b>Task 5</b></p> <p>Develop an intervention action plan to facilitate the move from ‘good’ to ‘better’ teaching and learning in PE</p> <p>Delegates must produce an intervention action plan to improve the teaching and learning in primary school PE. The plan must:</p> <ul style="list-style-type: none"> <li>• examine what is meant by ‘good or better’ teaching and learning in primary school PE;</li> <li>• analyse the range of teaching and learning strategies available to aid ‘good or better’ outcomes in primary school PE;</li> <li>• consider the effect of personal, school workforce and pupil attitudes and behaviours towards PE on the success of the intervention;</li> <li>• explain how ‘good or better’ teaching will result in ‘good or better’ learning in primary school PE;</li> <li>• identify key actions which will facilitate the move from ‘good’ to ‘better’ teaching and ‘good’ to ‘better’ learning in primary school PE;</li> <li>• explain how the intervention action plan will improve attitudes and behaviours towards PE.</li> </ul> |
| <b>Learning outcome 3</b> – Analyse how learning in physical education is achieved when teaching using a range of contexts                                  |   |
| 3.1 Analyse the implications for teaching and learning of in primary school physical education  | <b>Task 6</b><br>As below in unit 4   |

# Unit 4 Planning for continuity and progression in primary school physical education

| Assessment criteria – delegates can...  | Delegate assessment task - delegate will need to complete...   |
|---|--|
| <b>Learning outcome 1</b> – Be able to develop and use a curriculum map to inform planning  |  |
| 1.1 Develop a curriculum map for a given primary school that allows for progression and continuity of learning in primary school physical education | <p><b>Task 6</b><br/>Develop a curriculum map and units of work</p> <p>Delegates must develop a whole school PE curriculum map that demonstrates the principles of effective curriculum design.</p> <p>Delegates must develop two units of work which:</p> <ul style="list-style-type: none"> <li>• meet statutory curriculum requirements;</li> <li>• use two different contexts (one context must be swimming);</li> <li>• build on prior knowledge and achievement;</li> <li>• allows for progression and continuity of learning;</li> <li>• identifies how individual learning needs and differences in childhood growth and development will be met to allow all pupils access to learning;</li> <li>• considers the effect of personal, school workforce and pupil attitudes towards PE;</li> <li>• plan for safe practice (to include a risk assessment);</li> <li>• explain how the unit of work will positively impact attitudes towards PE.</li> </ul> <p>Delegates must explain the importance of each of the aspects above when developing units of work</p> |
| <b>Learning outcome 2</b> – Be able to plan a primary school physical education unit of work  |  |
| 2.1 Develop a primary school physical education unit of work  | <p><b>Task 6</b><br/>As above</p>  |

# Unit 5 Using assessment to impact on learning and progress in primary school physical education

| Assessment criteria – delegates can...   | Delegate assessment task - delegate will need to complete...   |
|--|--|
| <b>Learning outcome 1</b> – Understand the purpose and principles of assessment within primary school physical education |  |
| 1.1 Analyse the principles of assessment for learning in primary school physical education                               | <b>Task 7</b><br>The importance and process of assessment for learning<br>This can be completed alongside Task 6 and Task 8.<br><br>Delegates must analyse the principles of assessment for learning, to include: <ul style="list-style-type: none"><li>the relationship between assessment criteria and curriculum content in meeting all pupils’ needs;</li><li>comparison between formative and summative assessment.</li></ul><br>Delegates must select and apply a range of assessment strategies and methods to ensure pupils’ progress.<br><br>Delegates must evaluate assessment for learning strategies and methods used within the lessons and unit, to include the following: <ul style="list-style-type: none"><li>Identifying the strengths of the assessment strategies and methods employed.</li><li>Summarising the progress made against the intended learning objectives and outcomes.</li><li>Revising assessment strategies for future use.</li><li>Adapting planned curriculum content for future use.</li><li>Adapting teaching strategy for future use.</li></ul> |
| 1.2 Analyse the relationship between assessment criteria and curriculum content in meeting all pupils’ needs             |  |
| 1.3 Critically compare the use of formative and summative assessment to ensure pupils’ progress                          |  |
| <b>Learning outcome 2</b> – Be able to use assessment as a catalyst for learning in primary school physical education    |  |
| 2.1 Develop an assessment strategy to ensure pupil progress  | <b>Task 7</b><br>As above  |
| 2.2 Evaluate the impact of the assessment strategy on pupil learning and progress  |  |

## Unit 6 Teaching primary school physical education

| Assessment criteria – delegates can...   | Delegate assessment task - delegate will need to complete...   |
|--|--|
| <b>Learning outcome 1</b> – Be able to deliver safe primary school physical education units of work        |  |
| 1.1 Implement strategies to manage risk in primary school physical education                               | <p><b>Task 8</b><br/>Teach, review and revise a ‘good or better’ PE unit of work</p> <p>Using the curriculum map/programme and units of work plans that were created (within Task 6) as a guide, delegates must teach a series of ‘good or better’ physical education lessons in their primary school.</p> <p>The independent assessor must complete the Independent Assessor Observation Form.</p> <p>Following the delivery of the unit of work, delegates must:</p> <ul style="list-style-type: none"> <li>• evaluate the units of work that have been delivered;</li> <li>• use the outcomes of the evaluation to inform the future planning of PE units of work;</li> <li>• analyse the impact on attitudes and behaviours towards PE.</li> </ul> |
| <b>Learning outcome 2</b> – Be able to use others to support teaching and learning                         |  |
| 2.1 Seek support from others who may be able to add value to the teaching and learning process             | <p><b>Task 8</b><br/>As above</p>  |
| 2.2 Evaluate the impact that the support has had on the effectiveness of the teaching and learning process |  |

**Learning outcome 3** – Be able to teach a series of ‘good or better’ physical education lessons in a primary school across a range of activities

3.1 Apply the key characteristics of ‘good or better’ teaching when delivering primary school physical education units of work

3.2 Deliver lessons which maximise the opportunities for pupils to be physically active

3.3 Create opportunities for pupils to reflect on their own learning and progress

3.4 Implement teaching and learning strategies which involve, motivate and engage all pupils

3.5 Employ teaching and learning strategies which take into account individual learning needs

**Task 8**  
As above

**Learning outcome 4** – Be able to evaluate the delivery of a primary school physical education unit of work in order to inform future planning and delivery

4.1 Evaluate the primary school physical education units of work which have been delivered

4.2 Analyse the impact on attitudes and behaviours towards primary school physical education

4.3 Use the outcomes of the evaluation to inform the planning and delivery of future primary school physical education units of work

**Task 8**  
As above



# Unit, learning outcome and assessment criterion guidance

## Level 6 Award Certificate in Primary School Physical Education Subject Leadership

### Unit 7 Lead sustainable development within primary school physical education

| Assessment criteria – delegates can...  | Delegate assessment task - delegate will need to complete...  |
|---|---|
| <b>Learning outcome 1</b> – Understand the role and responsibilities of a primary school physical education subject leader      |   |
| 1.1 Explain the roles and responsibilities of a primary school physical education subject leader                                | <b>Task 9</b><br>Evaluating physical education provision<br><br>Delegates must: <ul style="list-style-type: none"><li>• explain the objectives of a PE subject leader;</li><li>• design an audit to evaluate the quality of curriculum provision and teaching and learning in PE;</li><li>• conduct the audit, including at least three lesson observations to assess the standard of pupil's learning in PE;</li><li>• appraise the results of the audit, to include:<ul style="list-style-type: none"><li>○ strengths of physical education, school sport and physical activity provision;</li><li>○ summary of the staff workforce's current attitudes and behaviours towards PE</li><li>○ areas for development;</li><li>○ highlighting potential limitations of the primary school environment;</li></ul></li><li>• communicate findings of the audit to relevant colleagues, senior leaders and Governors and collate feedback on suggested strategies for improvement.</li></ul> |
| 1.2 Justify the need to support good practice through the effective implementation of school policy                             |   |
| 1.3 Analyse the effect of communicating to all stakeholders the positive impact of physical education within the primary school |   |

**Learning outcome 2** – Be able to determine the quality of physical education provision in a given primary school

2.1 Design an audit strategy to determine the quality of curriculum provision and teaching and learning in primary school physical education

2.2 Conduct an audit to evaluate the curriculum provision and the impact on teaching and learning in primary school physical education, school sport and physical activity

2.3 Appraise the results of the audit and identify any areas of the primary school physical education school sport and physical activity provision which are in need of development

**Task 9**  
As above

**Learning outcome 3** – Be able to design a targeted strategy to develop primary school physical education school sport and physical activity provision

3.1 Design a targeted strategy for primary school physical education, school sport and physical activity

**Task 10**

Design, lead and evaluate a targeted strategy for primary school PE

From the audit completed in Task 7, delegates must design a targeted strategy that includes:

- an appropriate timeline for actions;
- consideration of the school workforce's attitudes and behaviours towards PE;
- the principles of change management relevant to primary school PE.

Delegates must also:

- present the strategy to the senior management team and other relevant stakeholders and get this signed off as part of your evidence;
- lead and manage the implementation of the targeted strategy over a minimum of one term;
- monitor ongoing progress, making changes as necessary to ensure objectives are being met;
- evaluate the learning impact of the targeted strategy, to include:
  - conclusions from the impact of the targeted strategy;
  - the number of pupils reaching or exceeding the key stage expectations and other relevant measures or indicators;

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>○ the changes in the school workforce’s attitudes and behaviours towards PE;</li><li>○ ways of remodelling the strategy to ensure sustained improvements;</li><li>○ how the evaluation will inform future planning of targeting strategies to increase the sustainability of ‘good or better’ teaching and learning.</li></ul> |
| <b>Learning outcome 4</b> – Be able to lead the implementation of a targeted strategy to develop a specified aspect of the primary school physical education provision   |  |
| 4.1 Lead the implementation of a targeted strategy for primary school physical education school sport and physical activity  | <b>Task 10</b><br>As above   |
| 4.2 Manage the progress of a targeted strategy for primary school physical education, school sport and physical activity   |  |
| <b>Learning outcome 5</b> – Be able to review and revise a targeted strategy to increase sustainability of teaching and learning impact in primary school physical education, school sport and physical activity teaching and learning |  |
| 5.1 Evaluate the learning impact of a targeted strategy for primary school physical education school sport and physical activity   | <b>Task 10</b><br>As above   |

