



wesport

INSPIRING ACTIVE LIVES

West of England Physical Literacy Workshops for Schools

Day 1 – Tuesday 19th November 2024

9am – 3:00pm (registration from 8.30am)

Lockleaze Sports Centre, Bristol. BS7 9XF

Day 2 – Wednesday 12th February 2025

9am – 3:00pm (registration from 8.30am)

Venue TBC



Scan to book

£50 per school for up to two delegates.

PLUS £20 for a third teacher/ governor if booked at the same time as full delegates.

(Please note full payment will be taken for any non-attendance in order to cover refreshment costs.)

Physical Literacy Workshops

With Physical Literacy being a national priority, Wesport are hosting a sequence of Physical Literacy Workshops for West of England schools. The workshops are designed to support Senior Leadership, teachers and governors to view sport and physical activity through the lens of physical literacy. This is a fantastic opportunity for schools to come together and gain insightful information to help you enhance the quality of your school's PE, Sport and Physical Activity provision across the school day, benefiting the health and wellbeing of all pupils.

Places are limited so please book early.

To book your place on the workshops visit:

<https://www.wesport.org.uk/physical-literacy/>

or scan QR code

We are thrilled to be working with Gethin Thomas to deliver 4 progressive workshops across the two dates.

Workshop Deliverer

Gethin Mon Thomas – Bangor University



Gethin is an independent consultant working within in the fields of education, health and wellbeing, and physical literacy informed practice. Gethin also teaches at the School of Human and Behavioural Sciences, Bangor University, and has presented at several international conferences. Gethin has extensive experience of working in an advisory capacity with special, primary, and secondary settings across Wales in a range of topics. In addition, he has several years' experience as an ESTYN challenge advisor inspector. Gethin worked in an advisory capacity with Welsh Government contributing to the development of the Health and Well-Being Area of Learning and Experience (HWB AoLE). Gethin has worked with school improvement consortia and local authorities across England and Wales as well as organisations such as Sport England, Active Partnerships, The Youth Sport Trust, Sport Wales, Disability Sport Wales, Sport Governing Bodies, The Outdoor Partnership, Early Years Advisors and Settings, National Network of Healthy Schools, Health Boards and Public Health England and Wales. Gethin is also a member of the Skills Active expert group and has contributed towards the writing of National Occupational Standards in a range of vocations. Gethin is qualifications Wales 'expert advisor in assessment and curriculum' (Physical Education and HWB) and is also working closely with WJEC on several exciting projects. Furthermore, Gethin represents the Association for Physical Education (AfPE) on Sport England's Physical Literacy Expert Panel. Gethin works through the medium of English and Welsh.

[WORKSHOP DETAILS >>>](#)

Day 1 Tuesday 19th November 2024

AM

Session 1: Introducing Physical Literacy

Movement and physical activity have been designed out of everyday life. We need to re-introduce movement and throughout the school day! The pandemic exposed society's indifference to the contribution made by movement and physical activity to:

- human physical and cognitive development e.g. acquisition of speech and language
- physical, mental/emotional, and social health, and wellbeing.

Introducing Sport England's recently published Physical Literacy consensus statement describes physical literacy as our relationship with movement and physical activity throughout life. During the key-note we will explore 'why' and 'how' we can all nurture children and young people's relationship with movement and physical activity through meaningful opportunity and positive experiences. Physical Literacy provides a conceptual framework from which we can challenge our policies and strategies, teacher and coach behaviour and our pedagogical approaches.

PM

Session 2: Physical Literacy and translation through Pedagogical Practice

Having established 'Why' movement and physical activity is imperative for human flourishing, this second session encourages reflection on existing practice and approaches adopted. With a focus on translating Physical Literacy as a conceptual framework into practice, discussions will focus on e.g., 'What' does this look like in practical terms? From a pedagogical perspective 'what' do positive physical, social and emotional experiences translate into?

Day 2 Wednesday 12th February 2025

AM

Session 3: Designing a meaningful Physical Education curriculum focussed on progress in learning

Effective curriculum design involves short, medium, and long-term planning to support pupil progress. It goes beyond timetabling activities and considers key questions:

- 1) What do I want pupils to know, understand, and do?
- 2) Is there a learning sequence, dependencies, and interdependencies?
- 3) How can teaching and learning activities facilitate intended learning?
- 4) How will progress be assessed?

Physical Literacy informed learning comprises three components:

- Acquisition of enduring declarative knowledge and understanding(s) demonstrated in the pupils' ability to connect and transfer of knowledge from familiar to unfamiliar contexts.
- Acquisition, refinement and application of procedural and conditional knowledge demonstrated through the connection and transfer of Skills (should be able to demonstrate).
- Values that drive actions and behaviours demonstrated through the realisation of the fourth aim of Physical Education and is observable through behaviour.

This workshop helps schools translate the National Curriculum for Physical Education into inclusive, pupil-centred experiences that promote movement, physical activity, and an active lifestyle.

PM

Session 4: Developing a Motivational Climate in PESSPA

This session focuses on the theoretical underpinning of developing a motivational climate and empowering pupils to move beyond participation and towards full engagement in Physical Education. For pupils to lead active lives they must choose to be active from their own volition. They must actively seek out opportunities to move and be active and must therefore be intrinsically driven through enjoying movement physical activity and sport. Creating a motivational climate bridges theories of motivation and pedagogical approaches. This interactive workshop will develop your understanding of the Self Determination theory and how it can be applied in practice. This workshop supports schools to realise the National Curriculum aim of 'leading active lives', through development of pupils' relationship with movement and physical activity within physical education.