MY RUGBY JOURNEY

MY START

Before Lesson 1

Name _____ **Class** _____ **Date** _____

Have a go! Circle an answer, point or tell an adult.
It is OK to say “not sure yet”.

1 How should I carry the rugby ball?

A

In two hands

B

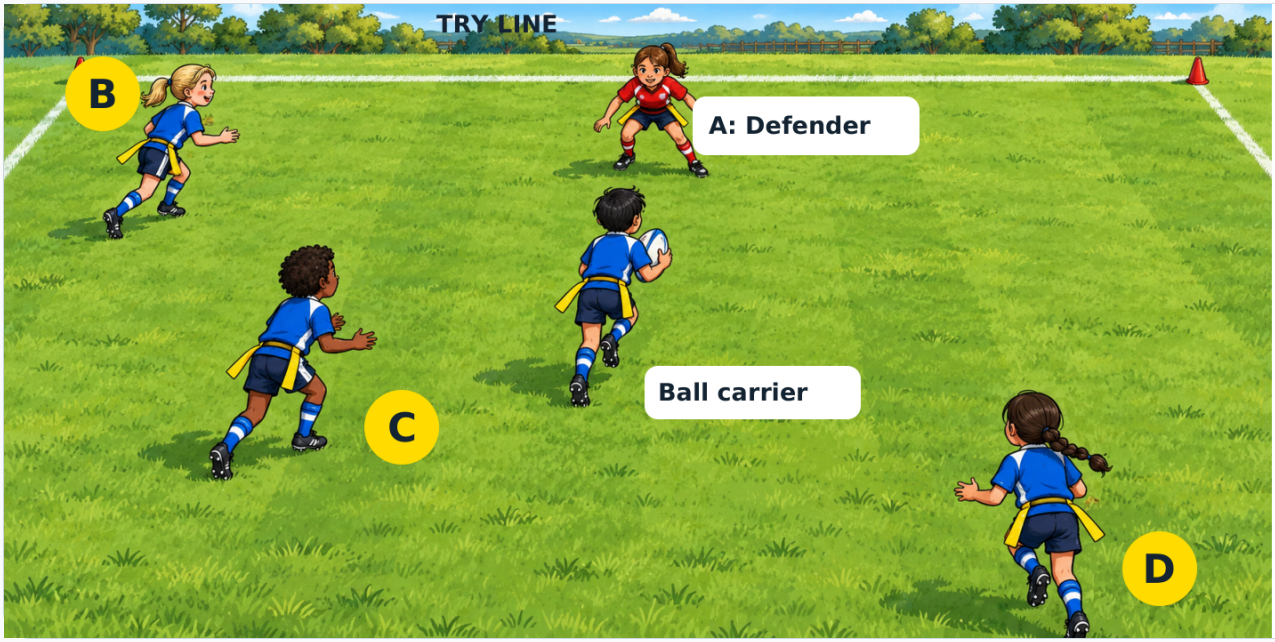
Under one arm

C

Above my head so no one can grab it

2 We are attacking. Which is the BEST position to support the ball carrier?

Circle B, C or D.



MY RUGBY JOURNEY

MY START

Before Lesson 1

Name _____ **Class** _____ **Date** _____

3 There is a clear gap ahead and my team is supporting me. What is my best choice?

- **A** Move into the gap with the ball.
- **B** Stop and wait for my players to catch up.
- **C** Pass forwards to a teammate near the try line.

4 I feel disappointed after losing. What could I do?

- **A** Blame a teammate so others know it is not my fault.
- **B** Take a breather and discuss how, as a team, we could do better and what worked.
- **C** Shake hands and then tell others that they could have done better.

How confident am I playing rugby, and do I know the rules?

- ○ I don't know the rules
- ○ I kind of know the rules
- ○ I'm confident

I would like to learn: _____

MY RUGBY JOURNEY

MY FINISH

After Lesson 4

Name _____ **Class** _____ **Date** _____

Have a go! Circle an answer, point or tell an adult.
It is OK to say “not sure yet”.

1 How should I carry the rugby ball?

A

In two hands

B

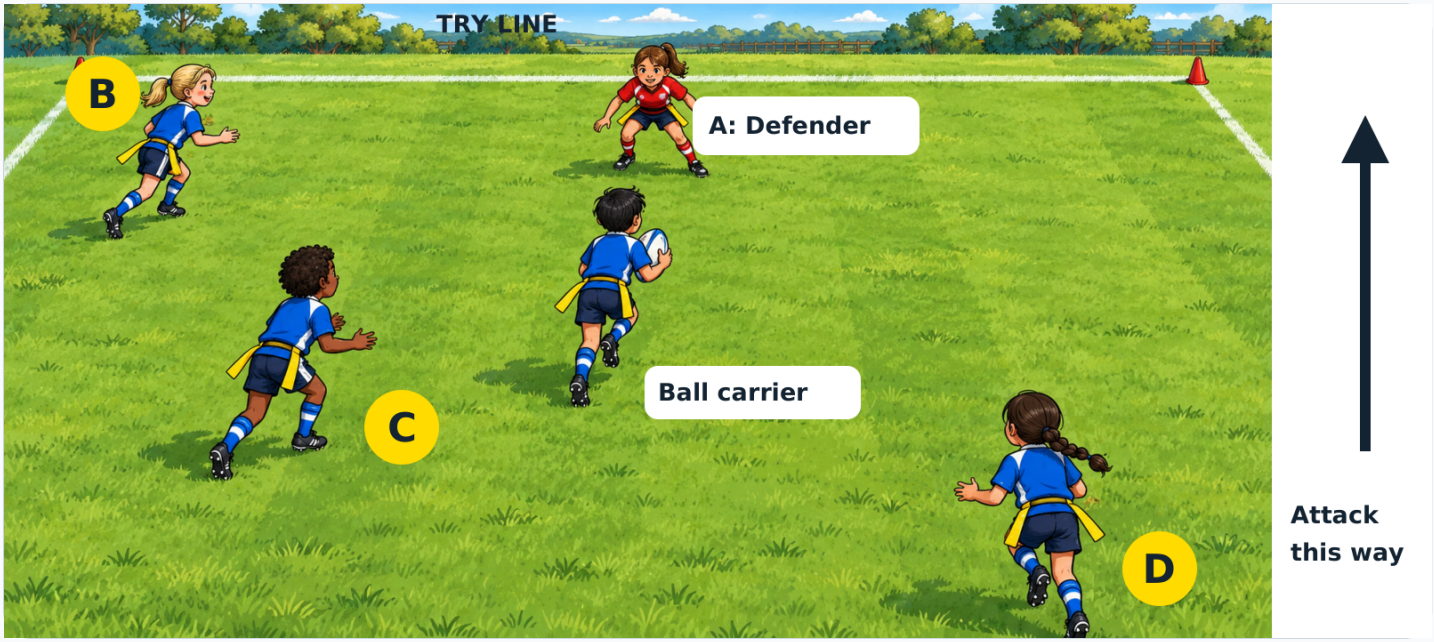
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MY RUGBY JOURNEY

MY FINISH

After Lesson 4

Name _____ **Class** _____ **Date** _____

3 There is a clear gap ahead and my team is supporting me. What is my best choice?

- **A** Move into the gap with the ball.
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- **C** Shake hands and then tell others that they could have done better.

How confident am I playing rugby, and do I know the rules?

- ○ I don't know the rules
- ○ I kind of know the rules
- ○ I'm confident

Now I can: _____

Next I want to improve: _____

PUPIL FEEDBACK GUIDE

Using pupil voice alongside practical observation

When to use

Use the two ENTRY pages before Lesson 1 and the two EXIT pages after Lesson 4. Keep each pupil’s pages together to compare responses.

Accessible responses

Read questions aloud without suggesting answers. Allow pointing, signing, spoken answers or an adult scribe. Record “not sure yet” where needed. Use the same agreed access support at entry and exit.

Answers: 1 A / 2 C / 3 A / 4 B

Q1: carry securely in two hands. Q3: use the clear gap with support available. Q4: take a breather and reflect constructively as a team; also model thanking opponents.

Question 2: the best support position

C is wide, behind and close enough to receive. A is the defender, not an answer option. B is ahead of the ball: a pass to B would go forwards. D is onside but too distant to be useful in this picture. A long backwards pass is not automatically offside.

Making sense of progress

Compare answers with observations in games. These questions check selected understanding, not practical mastery. Do not rank the confidence choices. Ask which rules pupils understand and what would help them feel confident.