

DEVELOPING A PHYSICAL  
EDUCATION CURRICULUM  
FOR ALL

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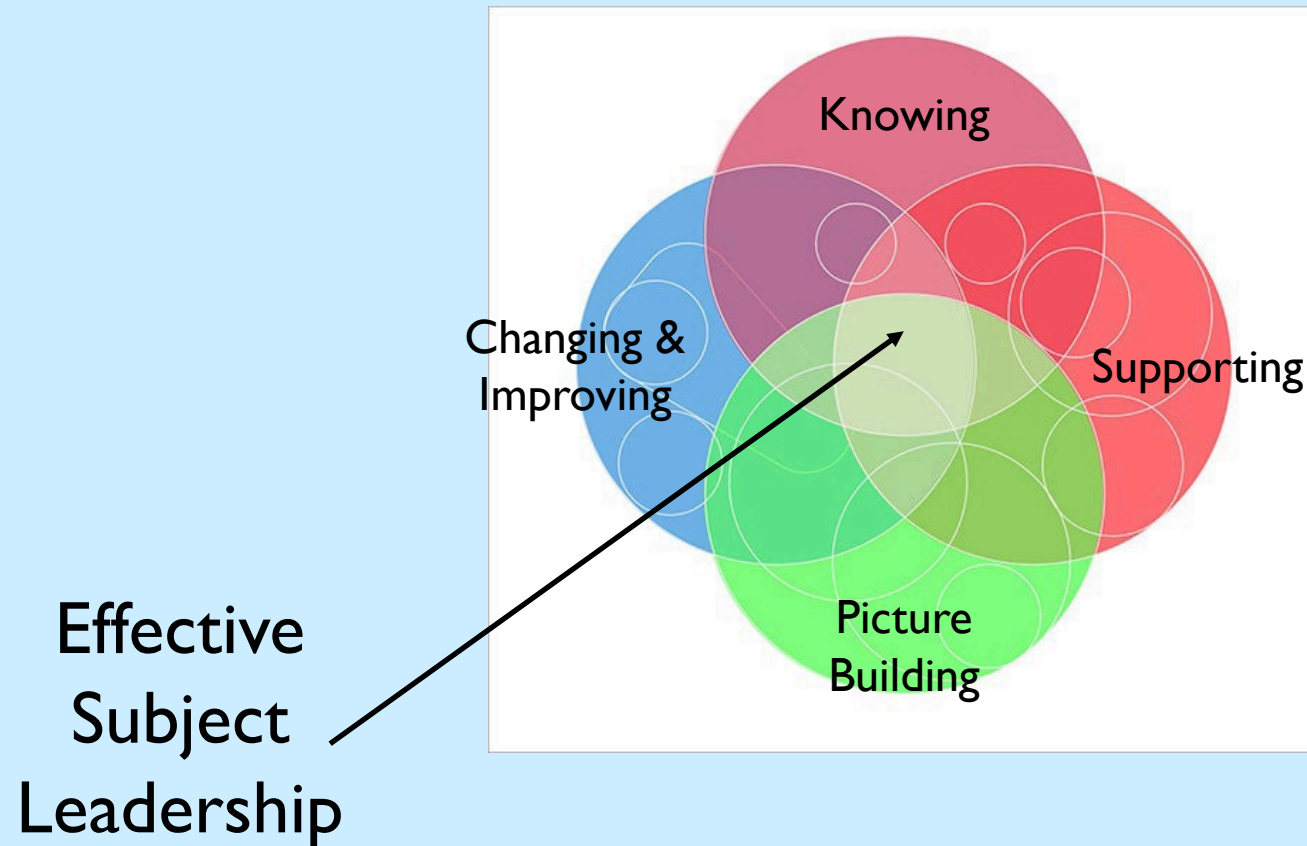
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## SESSION OBJECTIVES

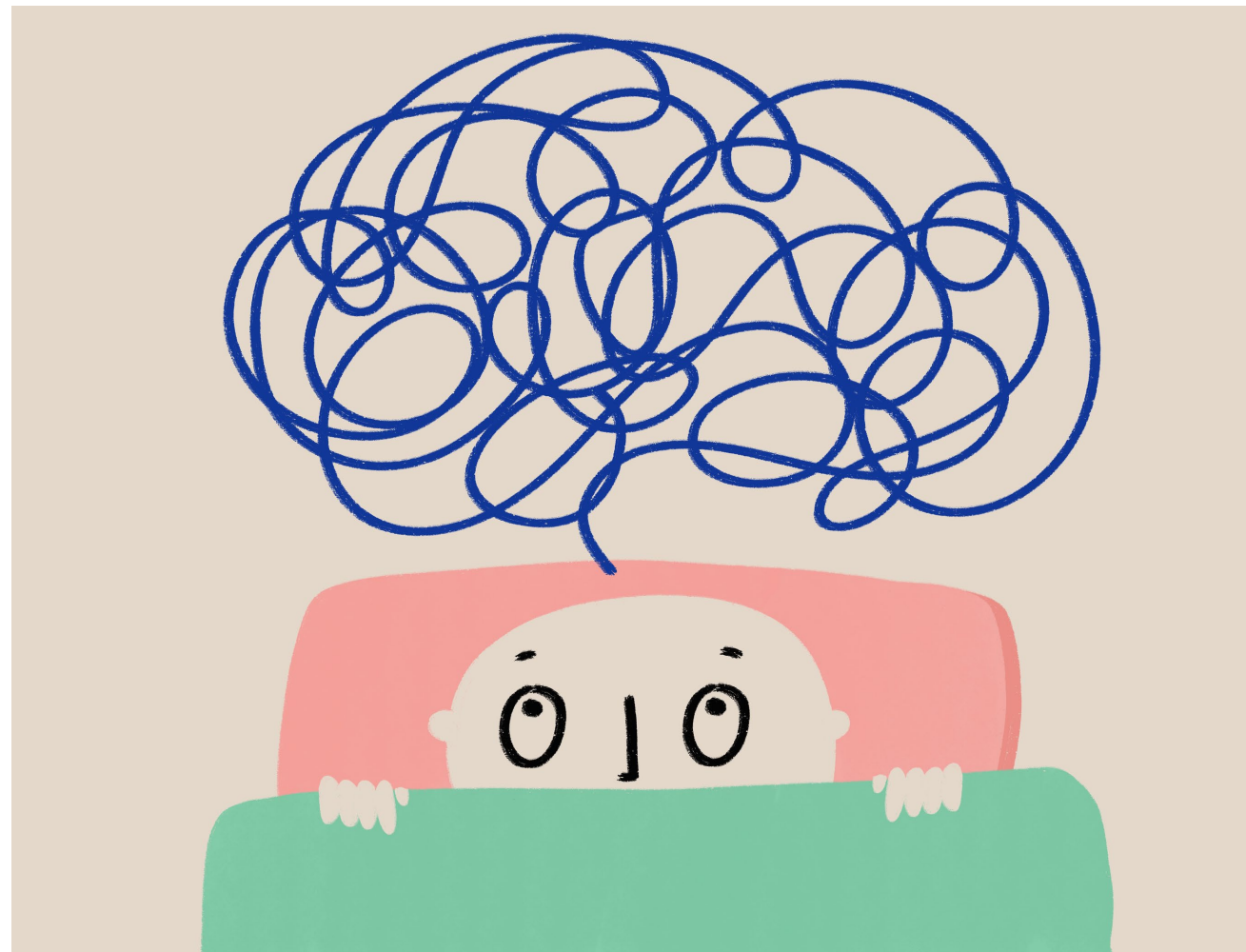
- To consider the current climate and context of physical education
- To consider how we can develop our values for physical education in our school.
- To explore how to implement this with the PESSP in mind.
- To discuss the components and structure to create an inclusive physical education curriculum

# EFFECTIVE SUBJECT LEADERSHIP



(Turner, 2022, p.183)

WHAT  
WOULD YOU  
LIKE TO  
ACHIEVE  
FROM THIS  
WORKSHOP?





## LANDSCAPE OF PHYSICAL EDUCATION

For many pupils, physical education will be the first and only place where they are taught safe, efficient and intelligent movement.

(Ofsted, 2024)

It is generally agreed that **PE makes a unique contribution to the school curriculum**. However, there are school-wide actions that need to be taken to make sure pupils benefit from a **clear, coherent and highly effective PE curriculum**. The research highlights the **important role of effective subject and school leadership**, including robust checking that the intended curriculum is being enacted. In addition, the research is clear about the importance of **specific CPD to support all staff** to teach high-quality PE. A carefully crafted curriculum **complemented by extracurricular** activities can broaden and deepen pupils' experience of PE.

(Ofsted, 2024)

# LEVELLING THE PLAYING FIELD


[LEVELLING THE PLAYING FIELD: THE  
PHYSICAL EDUCATION SUBJECT  
REPORT - GOV.UK \(WWW.GOV.UK\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/levelling-the-playing-field-the-physical-education-subject-report.pdf)

- Many schools visited have enough time in the timetable to teach a broad and ambitious PE curriculum.
- Most primary schools teach PE for 2 hours per week.
- Children in Reception are well supported by knowledgeable adults to develop safe, efficient and effective movement quickly.
- In a small number of schools, assessment in PE is well designed.
- Pupils had explicit opportunities to revisit important declarative and procedural knowledge across the forms of knowledge within different activities(declarative (knowing what) and procedural (knowing how) knowledge).
- All school staff discussed the importance of an ambitious curriculum for all, including pupils with SEND
- In many key stage 1 and key stage 2 lessons, pupils were well supported to use accurate declarative knowledge.
- The verbal feedback given to pupils was not always actionable (pupils were not clear on what they needed to do) or manageable (the motor competence required to respond successfully was beyond pupils' current capability)
- In many schools where lessons involved competition, this element lacked a clear purpose. Often pupils who had struggled to complete the related tasks successfully beforehand were not able to participate fully in the subsequent competition.



- Many schools do not match the ambition of the national curriculum.
- Pupils' swimming and water safety attainment in primary schools is mixed. In many schools this is due in part to the cost of transport and access to swimming pools,
- Many schools do not make full use of the PE and sport premium, which can be used to fund top-up swimming lessons, where needed.
- in many schools, decisions on which physical activities and sports to include in the curriculum was heavily informed by extracurricular competitions. This meant that some of the sports and physical activities included were not always the most appropriate for teaching the knowledge that leaders wanted all pupils to know and remember.
- There was very little flexibility within the curriculum to adapt subsequent teaching to respond to pupils' misconceptions or emerging gaps in pupils' knowledge before they were moved on to the next topic or activity.
- In over half of the schools, OAA was not taught at all, or was only taught to some pupils.
- There was a lack of balance in many schools' curriculums. The activities in the curriculum were dominated by invasion-based games
- Most pupils with SEND were being taught the same curriculum, with support and adaptations in class. However, the curriculum did not always make clear what was most important for pupils with SEND to know and be able to do in readiness for future learning.
- In just under half of the schools, the information available to help staff support a pupil or pupils with SEND was either not used, not clear to staff or not understood by staff.





Use the 3 pillars:  
Motor competence;  
Rules, strategies and  
tactics  
Healthy participation

## CHOOSING A CURRICULUM TO TEACH

- **A strong foundation of FMS is developed, starting in the early years. It sequentially develops through transitional activities into more specialised sport and physical activity contexts. FMS are a precondition to accessing the later, more specialised movement patterns required for competence in sport and physical activity.**
- **The curriculum: learning is domain-specific-** context specific, problem solving and teamwork
- **The curriculum: selecting content to teach-** not everything can be taught and not everything is of equal value
- **The curriculum: learning takes time-** fewer sports or physical activities, taught in more depth, can enable more pupils to develop the competency
- **The curriculum: content sequencing-** pupils are enabled to make sense of their learning and organise it coherently within what they already know
- **The curriculum: extra-curricular activities-** A systematic approach to planning and delivering extra-curricular opportunities should enable pupils to participate beyond their PE lessons, giving them more time to practise, extend and refine their knowledge
- [Research review series: PE - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## What does equity mean to you in your school context?

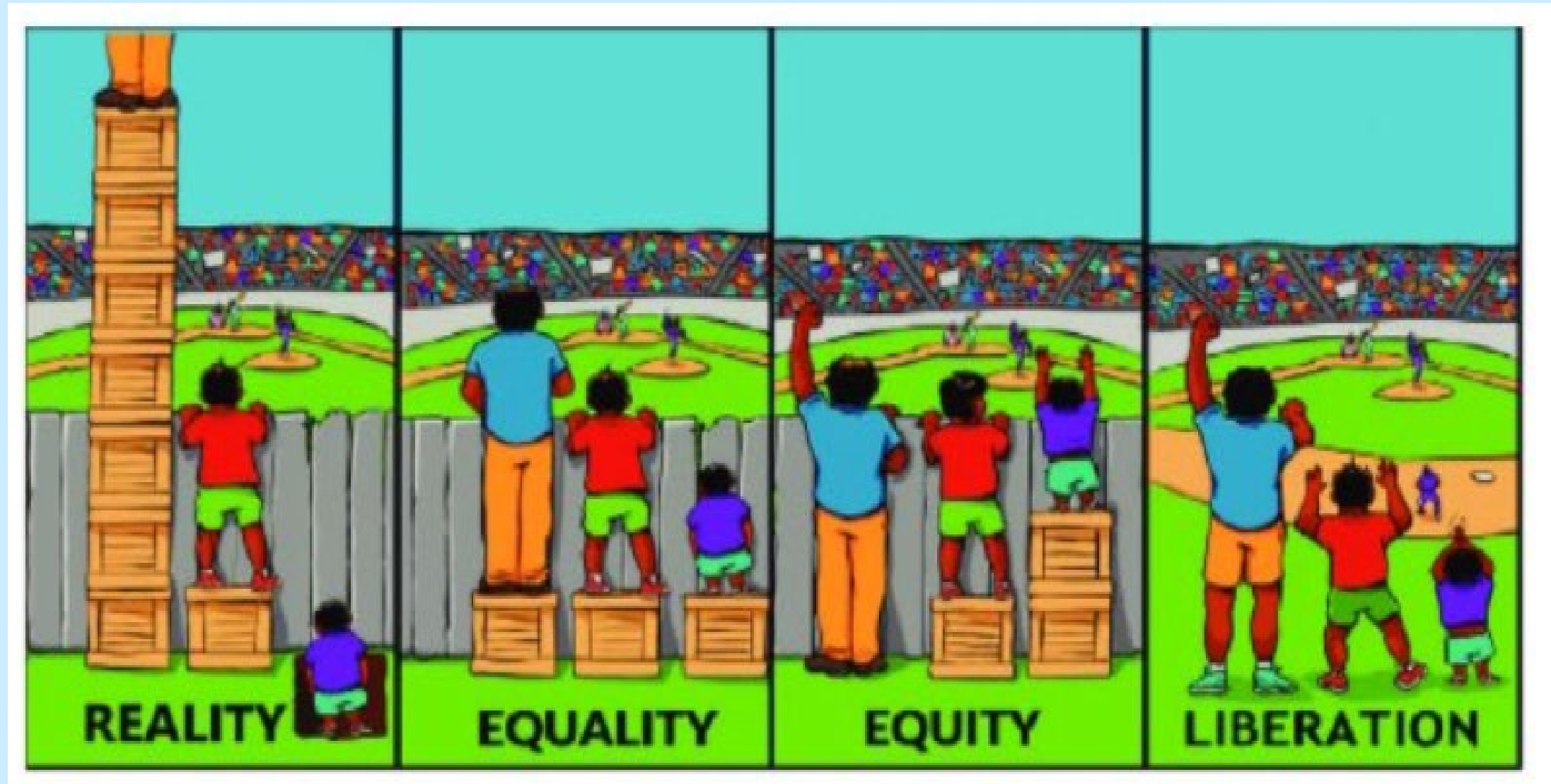
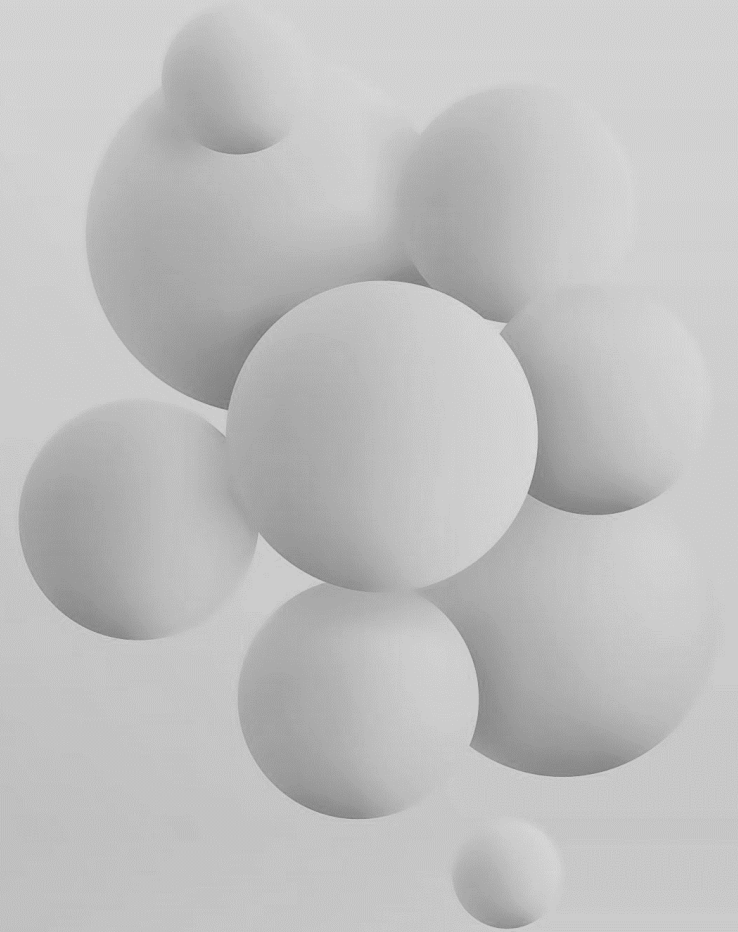


Image: The difference between the terms equality, equity and liberation. illustrated by Interaction Institute for Social Change - Artist: Angus Maguire

TASK



# WHAT IS PE IN YOUR SCHOOL?

## Definition of Physical Activity, Physical Education and School Sport\*

*Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:*



**Physical Activity** is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

**Physical Education** is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



**School Sport** is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



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\*extracted from afPE's Health Position Paper 2015

# Developing the Whole Child Through Physical Education, School Sport & Physical Activity



# End of Key Stage One and Two Expectations in Physical Education

*Developing well-balanced children ready for the 21st Century.*

## *HEAD (thinking) - HANDS (doing) - HEART (behavioural change)*

Physical Education is the perfect vehicle through which to develop the crucial skills and attributes required for the modern world. Effective delivery of the National Curriculum Expectations will ensure that children develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation. Using the concept of Head (thinking) Hands (doing) and Heart (behavioural change) this poster is designed to support primary teachers to assess their children at the end of Key Stages One and Two. Most should be well **established** within the end of Key Stage Attainment Target, a few will still be **emerging** and a few will be **exceeding** it. *N.B. The font in italics is additional to the end of Key Stage One Attainment Target but some children will be able to achieve this.*

### THE DOING PHYSICAL BEING:

- Physically competent
- Grows and develops
- Physically active
- Competitive



### THE THINKING PHYSICAL BEING:

- Decision maker
- Analytical-deep understanding
- Confident
- Creative

### THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Involved and engaged
- Grows socially and emotionally
- Builds character and values
- Leads a healthy active lifestyle

# Expectations at the National Curriculum End of Key Stage One

## THE THINKING PHYSICAL BEING:

- ***Able to make simple decisions and be aware of what they need to do to improve***
- ***Be creative when using and developing skills and tactics in simple sequences and activities***

## THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Able to engage in competitive (against self & others) & cooperative physical activities in a range of increasingly challenging situations
- ***Keen to participate in activities and clubs both in school and in the wider community***



## THE DOING PHYSICAL BEING:

- Develop fundamental movement skills
- Become increasingly competent & confident & access a broad range of opportunities
- Extend agility, balance & coordination, individually & with others
- Engage in competitive (against self & others) and cooperative physical activities in a range of increasingly challenging situations

# Expectations at the National Curriculum End of Key Stage Two

# Expectations at the National Curriculum End of Key Stage Two

## THE THINKING PHYSICAL BEING:

- Learn how to use a broad range of skills in different ways and to link them to make actions and sequences of movement
- Should develop an understanding of how to improve in different physical activities and sports
- Learn how to evaluate and recognise their own success



## THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Should enjoy communicating, collaborating and competing with each other
- Keen to continue participating in activities and clubs both in school and in the wider community

## THE DOING PHYSICAL BEING:

- Should continue to apply and develop a broader range of skills
- Develop flexibility, strength, technique, control and balance

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 association for  
**Physical  
Education**

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# VALUES

What are your  
school values/ ethos?

A value is a quality or an attitude displayed by an individual which grounds their actions (Carr, 2010)

Crome discusses the importance of sharing values with your team at school.

Starting your process with your values and how your work links to these supports your purpose and output. These can become the glue of your team's purpose.

With shared values, communication becomes more effective and there is greater trust.

(Crome, 2023, pp.71-72)

## WHAT VALUES MIGHT INFLUENCE THE PE SUBJECT LEADER?

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Providing an inclusive understanding of – gender, ethnicity, ability and disability

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Wanting to maximise opportunities to engage with the local community

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The desire to develop children's social and cultural capital

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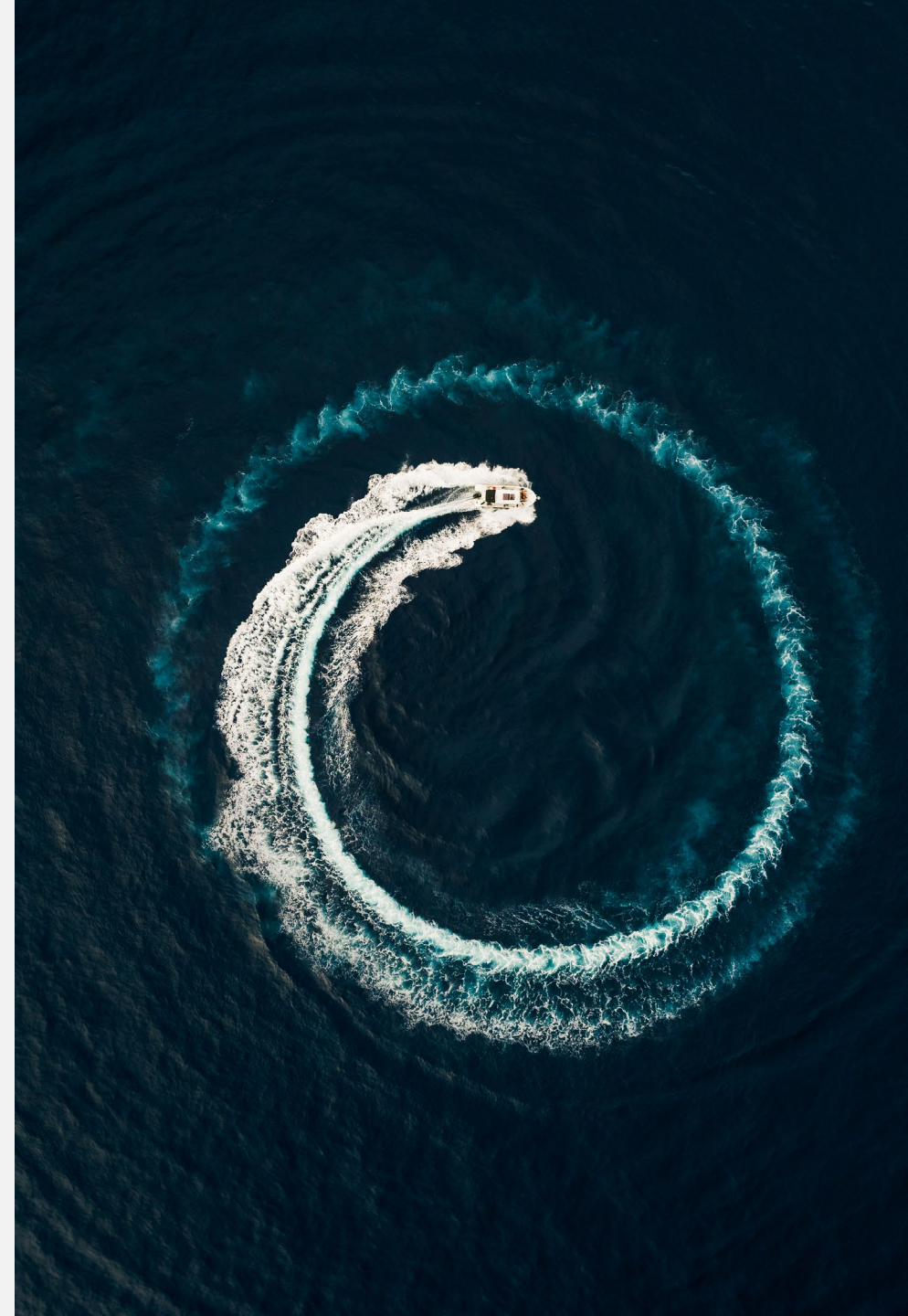
Effective use of competition

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Promotes mutual respect

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Encouraging children to find a love of movement





## VALUES

- **What values do you hold?**
- **What values are particularly important for your children in your school community**
- **Are these promoted through your PE curriculum?**
- **How could these be promoted through your PE provision?**
- **Please share**

## VALUES INFLUENCE DECISIONS...

- **School and class organisation** (are pupils grouped according to age, ability or interest?)
  - How much say do parents and outside groups have?
  - What is the nature of the authority of the teacher?.
- **Decisions of this sort will influence the type of curriculum offered**
  - Subject-based or theme-based?
  - Broad and balanced or narrow and specialist?
  - Which subjects receive most time, which receive least?
- **These questions influence the selection of appropriate teaching styles and materials**
  - Teacher-centred or learner-centred?
  - Memorising facts or problem-solving?
  - Teacher as authority, as friend, as resource.
- Finally, **the types of assessment strategy employed**, if they are to have any purpose at all, need to reflect the aims of the education process





**BREAK**

## THE PE AND SS PREMIUM

### [PE and Sport Premium for Primary Schools \(DfE, 2013\)](#)

#### **Funding for 2023-24**

Schools with 16 or fewer eligible pupils receive £1,000 per pupil.

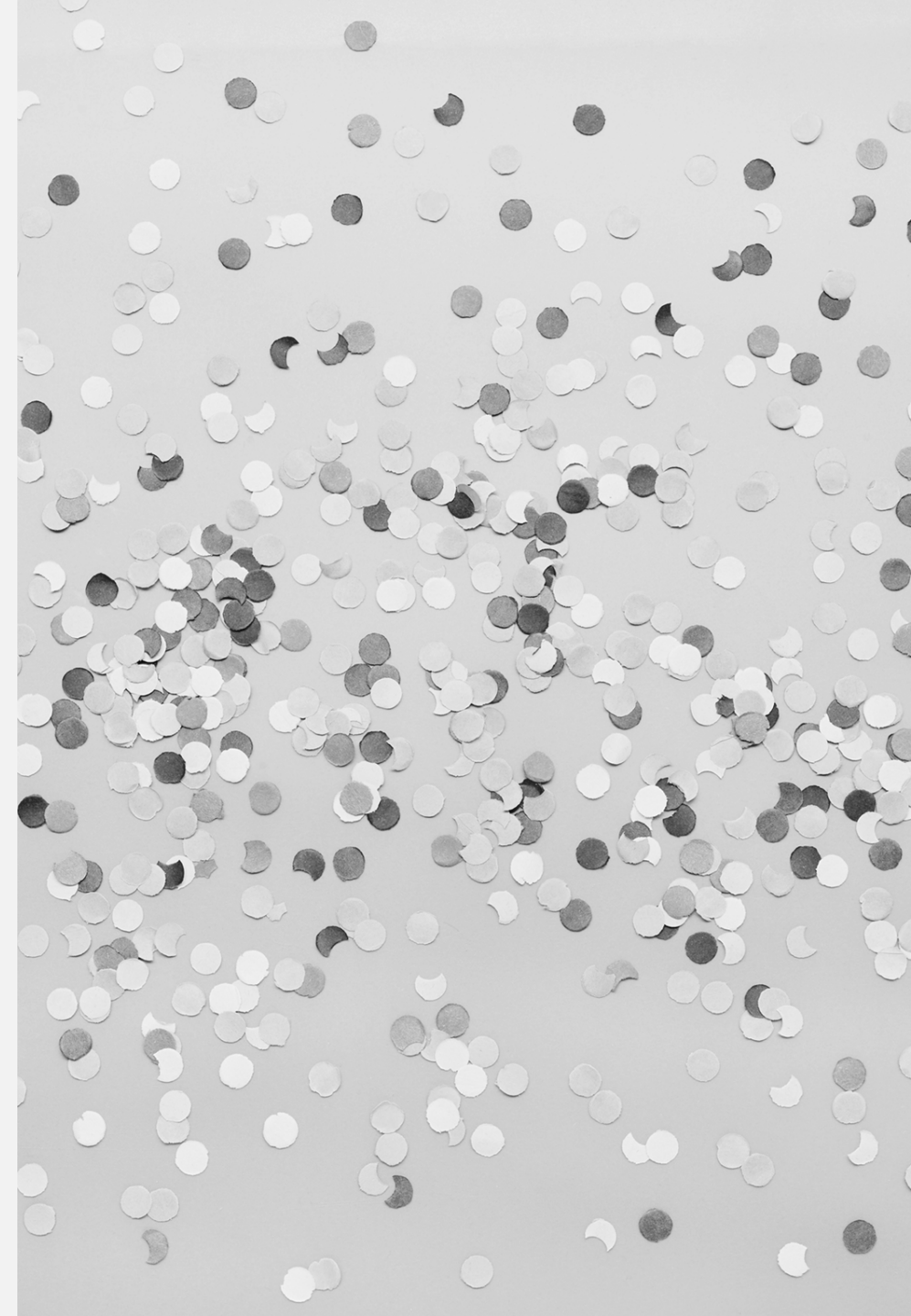
Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.

Therefore, for a one form entry school this would equate to £18,000+

For a two form entry school, £20,000+

Schools must publish their PESSP Plan on their website including their spending.

This should then be evaluated by school governors and Ofsted.



Schools must use the funding to make additional and sustainable improvements to the quality of the PE, sport and physical activity they provide.

This means that you must use the PE and sport premium to:

- build capacity and capability within the school to ensure that improvements made now are sustainable and will benefit pupils joining the school in future years
- develop or add to the PE, sport and physical activity that your school provides

### **Sustainable improvement**

Making sustainable improvements should be considered as a priority. This is often achieved through developing and investing in the knowledge and skills of the teaching staff and other school staff who may have involvement in supporting a lasting change to the school's approach to physical activity, curriculum PE or provision of school sport.

(DfE, 2022)

THE PE AND SS PREMIUM



# THE FIVE INDICATORS

**1.** The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

**2.** The profile of PE and sport is raised across the school as a tool for whole-school improvement

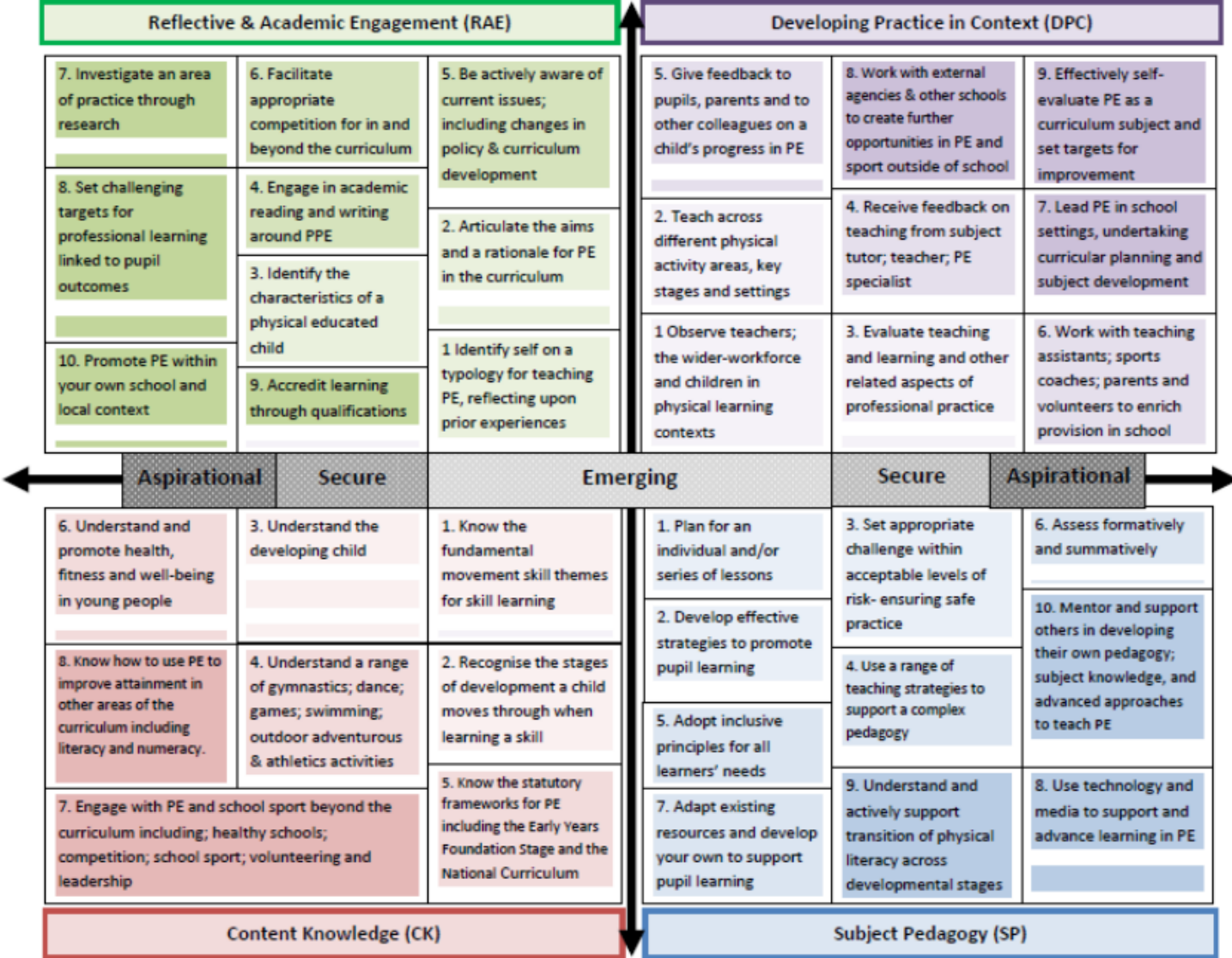
**3.** Increased confidence, knowledge and skills of all staff in teaching PE and sport

**4.** Broader experience of a range of sports and activities offered to all pupils

**5.** Increased participation in competitive sport



# PROFESSIONAL KNOWLEDGE MODEL



(Randall, 2016)

# PLANNING TO IMPLEMENT YOUR VALUES

For each value:

- Consider what actions we could take as the PE leader to see this being promoted?
- How does this tie in with the PESSP indicators?  
(This will justify how we found this)
- How can we ensure this is sustainable improvement?



# EXAMPLE

**Value:** Developing confidence in our children as leaders of PE and not just participants.

**Action?** Agreement across staff of this value so that we understand the wider impact of this beyond PE

Organise play leader training. Curriculum opportunities to plan and lead each other.

Develop ideas as a student group. Develop mechanisms for maintaining this across the term. Ensure this is implemented effectively. There is much more!

Monitor the 'usualness' of this success

**PESSP Indicators:** 1, 2 and possibly 4

**Sustainability:** Potential for young leaders to train future leaders so this is embedded in school culture.



# CAROUSEL ACTIVITY

Padlet :- [https://uonl.padlet.org/karen\\_woolley1/moving-pe-forward-3523c8r4vh6dve8z](https://uonl.padlet.org/karen_woolley1/moving-pe-forward-3523c8r4vh6dve8z)

## MOTOR COMPETENCE

Inclusive practice

Adaptive teaching

Subject and  
pedagogical  
knowledge

## CURRICULUM FOCUS

Broad and  
balanced

Relevant to your  
learners

Cultural relevance

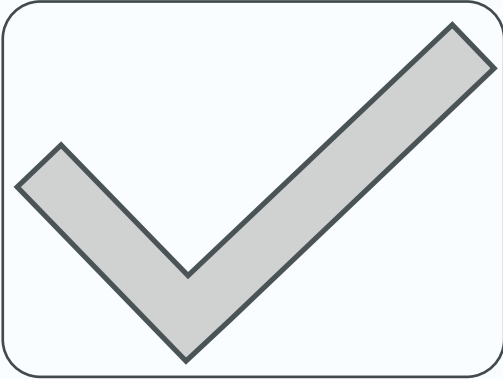
## HEALTHY PARTICIPATION

Developing clubs to  
support PE

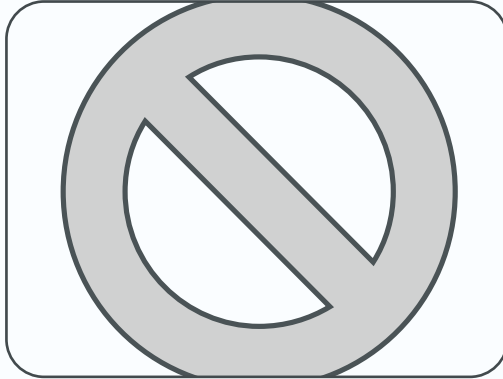
Involving our local  
community

What can your staff  
offer?

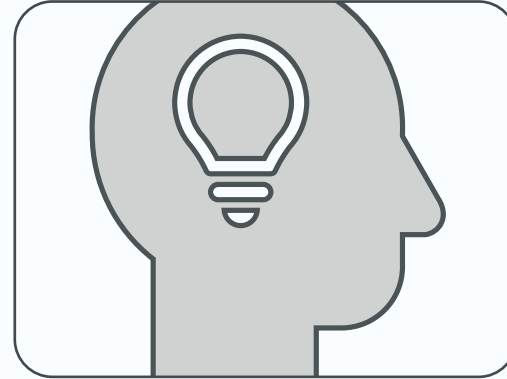




**Keep  
doing**



**Stop  
doing**



**Learn  
more  
about**

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