

# Planning a high quality ambitious physical education curriculum

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# Why are we still seeing this?



- A broad and balanced curriculum is essential

**-within the school curriculum- time?**

Does PE have enough time?

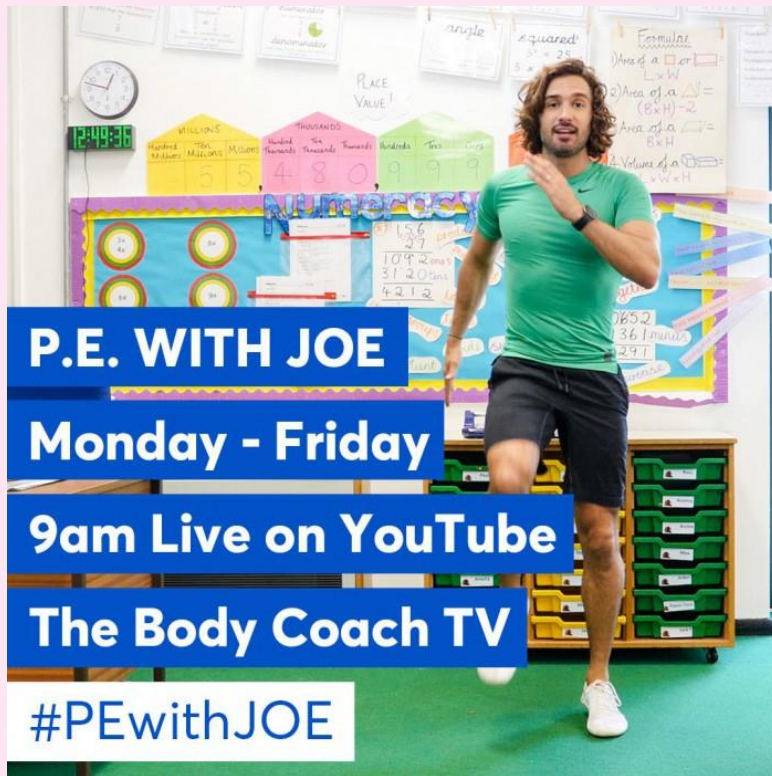
**-within the PE curriculum itself**

Is the PE curriculum games dominated?

# Key indicators: Your curriculum should be:

- Ambitious
- Compelling
- Needs driven
- Well structured
  
- FOR EVERYBODY!!!

# Not been helped...



“Sir, I’m no good at sport, me”

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

*Physical Education, School Sport and Physical Activity are similar in that they all include physical movement, but there are important differences between them as outlines below:*

## Physical Education

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.



## Physical Activity

Physical Activity is a broad term that describes bodily movement, posture and balance. All require 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.

## School Sport

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'.



\*extracted from afpe's Health Position Paper

# Key messages

- The curriculum is key to everything
- The curriculum should be owned by all
- The curriculum is working if pupils are ....  
*making progress in the sense of **knowing** more, **remembering** more and being able to **do** more (para 222)*
- The Early Years Foundation Stage is the starting point for the school's curriculum intent.



# Judgements: Ofsted EIF

## Quality of education

### Intent

- Curriculum design, coverage and appropriateness

### Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

### Impact

- Attainment and progress (incl national tests & assessments)
- Reading
- Destinations

## Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

## Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

## Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Off-rolling
- Governance / oversight
- Safeguarding

# What about Ofsted??

- *Do not fear Ofsted, do not try to please Ofsted*
- *Do .... please your children, .... Ofsted will be pleased!*
  
- *The Deep Dive: No need to prepare.... just be well planned*
  
- Keep in mind the Ofsted research review

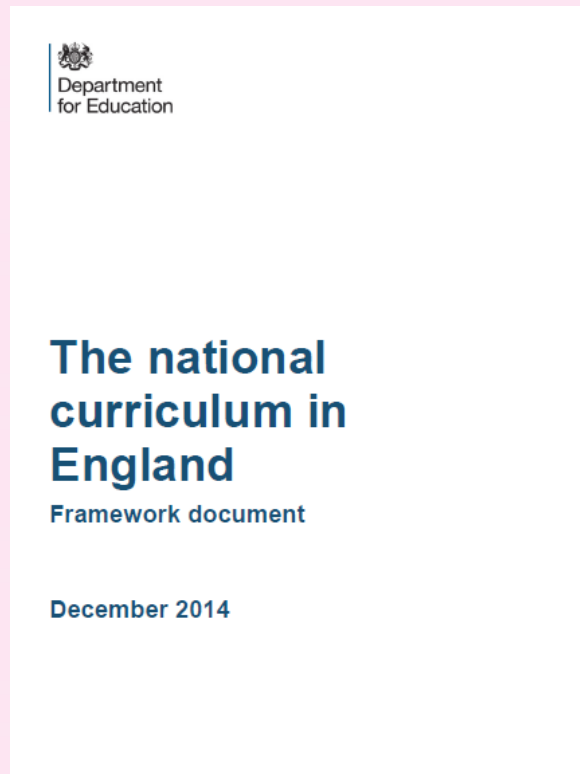
# Schools can be inspected 'out of synch' if...

- concerns are identified about the breadth and balance of the curriculum (para 52)

# Be confident in defending your curriculum

4 key questions about your curriculum  
(should be shared by subject leader and key stakeholders)

# Don't forget the national curriculum



- a set of ingredients that can be included in a school curriculum.
- a school should decide how the ingredients can be put together in the most exciting and effective way.
- a school should also consider what other ingredients are required to make a really outstanding curriculum

# Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

## Purpose of study

A high-quality physical education curriculum **inspires** all pupils to **succeed and excel** in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their **health and fitness**. Opportunities to **compete** in sport and other activities build character and help to embed values such as fairness and respect.

# Ofsted PE Research review March 2022

*'In this review, we suggest 3 conceptually distinctive but functionally connected pillars of progression that develop competence to participate, that PE can be realistically accountable for to meet the aims of the national curriculum'.*

- Motor competence
- Specific rules, strategies and tactics
- Healthy participation

**The basis of your threads/key learning?**



3. How is the curriculum **sequenced**? The order in which students learn new knowledge and skills

4. What are pupils learning and:  
how does it link to the past?  
how does it link to future learning?

How do you know when to move your pupils on-use of assessment?

# Confident?

1. How well does the curriculum meet the coverage requirements of the national curriculum?
2. How **coherent** is the curriculum?  
(the thread running through)
3. How is the curriculum **sequenced**? The order in which students learn new knowledge and skills
4. What are pupils learning and:  
how does it **link** to the past?  
how does it **link** to future learning?

# Ofsted will

- judge fairly schools that take radically different approaches to the curriculum (para 69)
- inspectors will assess any school's curriculum favourably when leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively (para 69)

# Embed PE within the whole school offer

- SMSC
- British Values
- RSHE
- Personal Development

# RSHE

- Physical health and mental wellbeing are interlinked, and it is important that pupils understand that **good physical health contributes to good mental wellbeing, and vice versa**

# Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health



## Level 4 Qualification in Supporting Pupils' Wellbeing Through Physical Education

The Association for Physical Education (afPE) and SLQ Sports Leaders (SLQ) strongly believe that those teaching physical education are key to supporting the emotional wellbeing of our pupils through the curriculum. Its importance is a high priority; therefore we have developed a qualification that will increase the knowledge and understanding of the workforce at such a critical time.

Now, more than ever, we must place physical education, sport and physical activity at the heart of school life to ensure that all children and young people have access to a high quality offer that supports their physical health and emotional wellbeing. This, in turn, will result in a positive impact on their social and cognitive development. This online, accredited professional learning opportunity is not only timely, it will also support the profession to be a proactive part of the solution, which is to support all children and young people to achieve the best outcomes, in and beyond school.

*"Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa."* - Department for Education (2020)

Written by:  association for Physical Education  
 Accredited by:  Sports Leaders

### Key Outcomes

By undertaking the qualification, delegates will be able to:

- Explain the importance of emotional and social wellbeing to pupils' education and wider development
- Recognise current challenges to pupils' emotional and social wellbeing
- Advocate the role of physical education in promoting pupils' emotional and social wellbeing
- Plan, implement and evaluate physical education approaches that:
  - support pupils' emotional and social wellbeing within their own practice
  - enable pupils to take care of their own emotional and social wellbeing
  - assist colleagues to support pupils' emotional and social wellbeing in physical education
- Contribute to the promotion of pupils' emotional and social wellbeing across the school

### Content of the Qualification

The qualification consists of the following 4 units and has a total qualification time of 30 hours:

Units All units are mandatory	Guided learning (tutor time)		
	Directed study		
	Total qualification time (TQT)		
<b>Unit 1</b> – Understanding how physical education can impact on pupils' emotional and social wellbeing	4	3	7
<b>Unit 2</b> – Implementing an emotional and social wellbeing-based approach to physical education	2	7	9
<b>Unit 3</b> – Empowering pupils to take care of their own emotional and social wellbeing	2	6	8
<b>Unit 4</b> – Drawing on physical education to influence the whole school to promote pupils' emotional and social wellbeing	2	4	6
	10	20	30

Delegates can be Primary or Secondary and **MUST** have Qualified Teacher Status (QTS) to undertake the Qualification

#### Cost

The recommended price per delegate to undertake the qualification is £350.

### Become a Professional Learning Centre

If you would like to receive further information on how to become an approved Professional Learning Centre to deliver this qualification, please email: [contact@sportsleaders.org](mailto:contact@sportsleaders.org)

### Register for more information

If you are interested in undertaking this qualification via one of SLQ Sports Leaders approved Professional Learning Centres, please visit [www.sportsleaders.org/afPE-I4](http://www.sportsleaders.org/afPE-I4) and complete the form.

 **association for Physical Education**

[www.afpe.org.uk](http://www.afpe.org.uk) @afPE\_PE

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# Key message

The curriculum is working if pupils are ....

- making progress in the sense of **knowing** more, **remembering** more and being able to **do** more (para 222)

## So how do you know your students have developed knowledge and skills leading to positive outcomes?

- Much of this is self defined-it depends on your intent
- There are no SATs/levels for PE so you need to create your own benchmark using the national curriculum as appropriate
- Consider the 'ingredients' of your curriculum and the anticipated outcomes

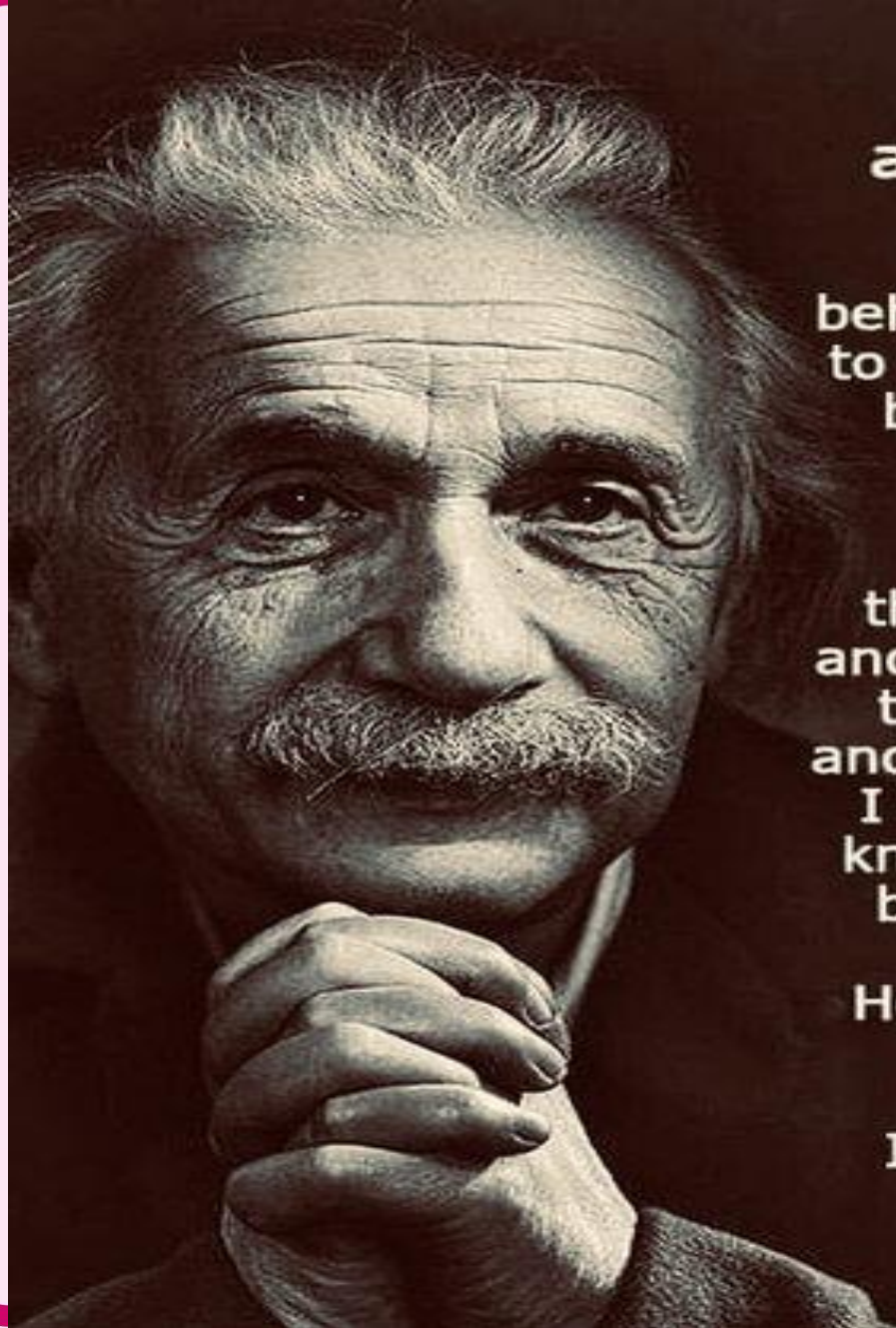
# Impact in PE

- 'End points'
- What does it look like for PE: KS1 and 2?

# So who wants all this assessment 'data'?

## Your 'end points'...

- Ofsted?
- National curriculum reporting requirements?
- SLT?



**"School failed me,  
and I failed the school.**

**It bored me. The teachers  
behaved like sergeants. I wanted  
to learn what I wanted to know,  
but they wanted me to learn  
for the exam.**

**What I hated most was  
the competitive system there,  
and especially sports. Because of  
this I wasn't worth anything,  
and several times they suggested  
I leave. I felt that my thirst of  
knowledge was being strangled  
by my teachers; grades were  
the only measurement.  
How can a teacher understand  
youth with such a system?  
From the age of twelve  
I began to suspect authority  
and distrust teachers."**

*-Albert Einstein*

# Note: an 'activity' map is not a curriculum map

Key Stage 1 Curriculum Map for Physical Education						
	Autumn Term (1)	Autumn Term (2)	Spring Term (1)	Spring Term (2)	Summer Term (1)	Summer Term (2)
Time	Weeks	Weeks	Weeks	Weeks	Weeks	Weeks
Year 1	Games: Bouncing & Catching *Throwing & Catching	Games: Travelling with the ball *Travelling & Sending	Games: Dribbling and Dodging *Development of small games equipment	Games: Creating games in pairs	Games: Receiving hands and feet	Invasion games: Sending, kicking & Striking Scoring points
	Gymnastics: Travelling *Travelling & Jumping	Dance: Winter Festivals *The Pearl	Gymnastics: Transferring Weight *Rocking & Rolling	Dance: Art *The Box	Gymnastics: Travelling taking weight on different body parts *Taking weight on hands	Multi-skills: Running, jumping and throwing
Year 2	Games: Throwing & Catching *Developing games & inventing rules	Games: Dribbling	Games: Sending and receiving *Travelling, sending and receiving	Games: Developing games and inventing rules *Travelling & Control	Games: Hitting and striking skills	Gym: x 4 sessions Jumping & landing Dance: x 2 sessions Summer Festivals
	Gymnastics: Balance *Balancing	Dance: Traditional British Dance – Folk Dance *Shapes	Gymnastics: Spinning, turning and twisting *Turning, spinning & twisting	Dance: Stories from other cultures *The Toy Box *The Dragon	Gym: Parts high and low *Parts High & Low	Multi-skills: Running, Jumping and hopping

# Support documents

- Initial self review and discussion piece
- Example strategic approach
- Post curriculum self evaluation

# Does the process work?

- “I just wanted to let you know that we had an OFSTED inspection at the start of October and a deep dive in PE. It was really successful and all of the work on reviews and signposting really enabled us to shine. The journey was a great way to show the learning that takes place and, as a result, we got fantastic feedback”