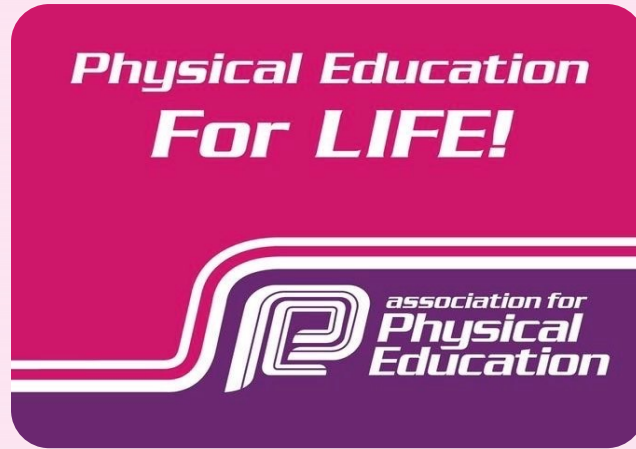


Planning and Defending Your PE Curriculum



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Why do we still need so much support?

- Weaknesses in primary teacher training
- So many subjects to become 'expert in'.....

- English
- Mathematics
- Science
- Music
- Others?



A.L.E.

- Activity
- Learning
- Enjoyment



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.



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'.



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.



*extracted from afPE's Health Position Paper

Enjoyment....

- Leads to the 4th aim of the national curriculum.....

Do you remember the 4 aims of the physical education national 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

2 Hours!

- Spread the word
- Use it well

- 2 hours PE
- afPE Quality Mark



Celebrate the
Quality of PESSPA Provision
in YOUR School

Transformative PE FAQs

Transformative Physical Education: An Aspiration to Provide a Minimum of Two Hours Per Week



On the 8th March 2023 the Government announced a major package of support for PE and sport in England.

The press release stated:

"Schools are being asked to offer a minimum of two hours curriculum PE time and Government will provide support to schools on how to do this through the upcoming refresh of the School Sport Action Plan."



Frequently Asked Questions

1. Is it mandatory to provide a minimum of two hours of PE every week?

No this is not mandatory; it is an aspiration for all schools to provide two hours per week for pupils in Key Stages 1 to 4 and for opportunities to be given in Key Stage 5.

N.B. Ever since the 2014 National Curriculum (NC) was published it has always been an aspiration that schools should provide two hours of physical education in the curriculum.



2. Can the time allocated in & out of school activities contribute to the two hours?

The full two hours should be provided within the curriculum as this is available for ALL pupils; out of school provision enhances the curriculum and schools should continue to offer numerous and diverse activities that are inclusive.

3. What sort of activities should be provided during curriculum time to achieve the full two hours?

Schools should continue to provide a broad and balanced curriculum that is appropriate for pupils in their school; the aims of the NC include the requirement for all pupils to develop competence to excel in a broad range of physical activities. The curriculum should include gymnastic activities, dance activities, athletic activities, outdoor and adventurous activities, swimming activities (where appropriate) and games activities.

4. If we are doing less than two hours per week in our curriculum, does this mean our PE is not good enough?

No, there is no prescribed time that you should allocate, except it must be sufficient to enable you to deliver the requirements of the curriculum to a standard that meets or exceeds the expectations (attainment targets) at the end of each Key Stage.

Two hours PE per week is best practice to enable pupils the time to develop motor competency, but it is important that quality, not quantity, is always the focus.

5. Can we timetable the two hours together; for example, a whole afternoon?

Although it can be exciting and fun to run sports afternoons, festivals, or competitions for whole afternoons throughout the academic calendar, it is not good practice when PE lessons are timetabled for two hours together on a regular basis. This can lead to lessons that can be slowly paced. Additionally, there is often no urgency for pupils to change quickly; there are still a significant number of schools that have continued with the practice adopted during Covid that requires pupils to come to school in kit on PE days that increases activity time.

Various evidence has shown that there is often less than an hour of actual activity during the two hours allocation. It is also expecting too much of pupils to undertake two hours of vigorous activity and is virtually unattainable in practice.

As a compromise for those schools who do timetable two hours, it is advisable to do two different activities; for example, one which is aerobically vigorous and another which perhaps focuses more on the aesthetic.

6. What about children in early years?

The Chief Medical Officer recommends three hours of physical activity a day for children under 5 to stimulate critical development of neural pathways that establish rudimentary and fundamental movement skills.

Therefore, it is important that children who are under 5 should be given open access to exploratory physical activity through outside and indoor play throughout the school day, every day, in addition to structured PE lessons where core fundamental movement skills can be modelled for them to practice.

There is no set requirement for two full hours of PE lessons to be delivered to early years. This can be sequenced into shorter sessions to match the developmental needs of the children, of which the context will be key.



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7. Will Ofsted penalise a school that is not providing two hours of PE per week?

No, you will not be penalised, but it is advisable that you are familiar with the 3 pillars of progression that are highlighted in the Ofsted Deep Dive in PE: motor competence/rules, strategies and tactics/healthy participation.



8. What does transformational PE look like?

1. Effectiveness of leadership that includes a shared vision (including pupils) for the subject.
2. The quality of teaching and learning – teachers should be knowledgeable and confident so they can ensure that pupils build on prior learning and make good or better progress in each area of activity.
3. The curriculum is inclusive and should include gymnastic activities, dance activities, athletic activities, outdoor and adventurous activities, swimming activities (where appropriate) and games activities. It is important one activity (often games) does not dominate the curriculum.



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Physical Education
***The Heart of
School Life***



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- Physical Education is more important than it has ever been!
- **YOU** are more important than ever!
- MORE THAN SATS.....
- You already do a great job

Reducing Inequalities

- Ethnic minority background/SEND- lower levels of activity
- *‘Therefore, timetabled PE lessons might be the **only opportunity** that some pupils have to learn the knowledge they need to make informed decisions about their own participation in physical activity’*
- *‘Although it cannot create and sustain an active society alone, **an ambitious PE curriculum** can ensure that all pupils have a chance to benefit from physical activity and sport, despite the subtle advantages that only some pupils get beyond the school gates’*

(Ofsted PE Review March 2022)

Signs of a successful PE curriculum?

- Compelling
- A **well constructed** curriculum
- An **ambitious** curriculum
- Needs driven
- A curriculum you **own**
- A curriculum you can **defend**

- **FOR EVERYBODY**

Equal opportunity and access

- Ambition.....

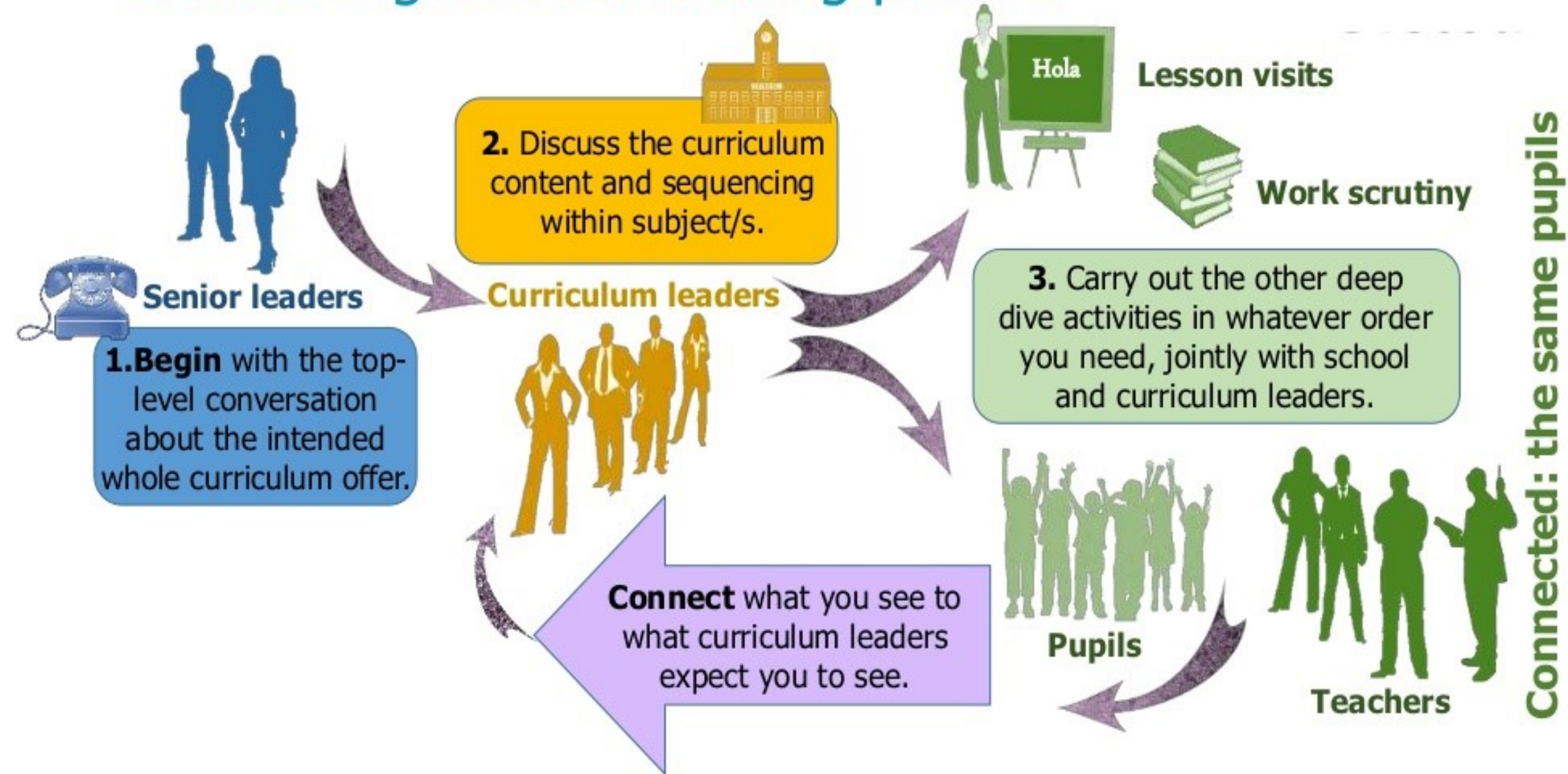
- Then adapt

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 with a curriculum you own and are proud of



Connecting back to the big picture



Confident Defending Your PE Curriculum?

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. Your effective use of assessment. What are pupils learning and:
how does it **link** to the past?
how does it **link** to future learning?

- Use the PE funding strategically

Current Practice

- How do you know your pupils have improved in PE?
- Is this improvement what you expected?

A trip out



A curriculum

- Where are you going to?
- How are you going to get there?
- How do you know you are there? (See 1)

What can you do?

Reflect on Your Current Provision

Example questions:

- Is your curriculum well planned or a series of piecemeal events?
- Is it inclusive?
- Is assessment used effectively and not burdensome?
- Are your 'end points' defined?



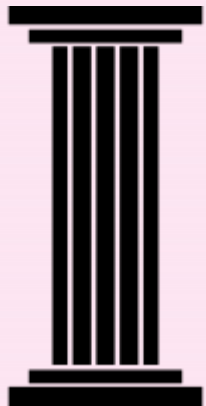
If you want to modify/start again...

- Define your 'End points' using the national curriculum as the starting point
- Key Stage 1
- Key Stage 2
- Early Years (pre defined)
- Plan backwards covering your 'threads of learning'
- Ensure NC coverage (and no over emphasis on games)
- Build in progressive vocabulary

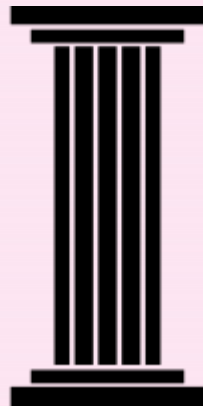
- Plan your progressive learning from this (3 pillars and national curriculum)

The Pillars of Progression

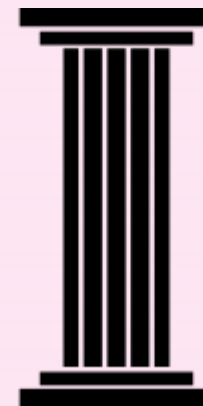
Motor Competence



Rules, Strategies & Tactics



Healthy Participation



Be Ambitious – it's now or never



Be an inspiration



Please watch if you have not yet done so...

- [Physical education | Subject curriculum insights for primary and secondary teachers and leaders - YouTube](#)



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THANK YOU!