A Legacy for all Children and Young People through the Primary PE and Sport Premium

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Primary PE and Sport Premium - Coronavirus (COVID-19) Update

• Any use of the Primary PE and Sport Premium should continue to support at least one of the key indicators
• At present the 31st July 2020 reporting deadline still applies
• Reporting swimming and water safety attainment data
• Flexibility to carry forward any unspent Primary PE and Sport Premium grant funding
• Ofsted - schools should consider how they use their Primary PE and Sport Premium to support this
So what next to ensure sustainability

We need:

• To clearly articulate to SLT and Governors that this funding must be spent strategically

• The third key indicator – afPE has been resolute on identifying that the workforce is key to ensure sustainability

• To articulate and celebrate the difference between, PE, School Sport and Physical Activity (PESSPA)

• Ensure this funding focuses on outcomes for C&YP as well as the delivery of high quality PE using the ‘Head, Hands, Heart’ model

• Use the afPE Taskforce research and recommendations to leave a legacy
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*
End of Key Stage One and Two Expectations in Physical Education

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 One Attainment Target, a few will still be emerging and a few will be exceeding it. In the first half of children having met the end of Key Stage One Attainment Target, but some children will be able to achieve this.

THE THINKING PHYSICAL BEING:
- Decision maker
- Analytical/sound understanding
- Confident
- Creative

THE BEHAVIOURAL CHANGE PHYSICAL BEING:
- Involved and engaged
- Grows socially and emotionally
- Builds character and values
- Leads a healthy active lifestyle

THE DOING PHYSICAL BEING:
- Physically competent
- Grows and develops
- Physically active
- Competitive

THE DOING PHYSICAL BEING:
- Develop fundamental movement skills
- Become increasingly confident & competent & 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

THE DOING 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 BEHAVIOURAL CHANGE PHYSICAL BEING:
- Should continue to apply and develop a broader range of skills
- Develop flexibility, strength, technique, control and balance

Expectations at the National Curriculum End of Key Stage One

Expectations at the National Curriculum End of Key Stage Two

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

Quality of Physical Education

- SPIRITUAL, MORAL, SOCIAL & CULTURAL
- SELF ESTEEM & RELATIONSHIP
- TEAMWORK & CO-OPERATION
- SAFE & SECURE
- INDEPENDENT LEARNERS & EFFECTIVE LEADERS
- KNOWLEDGE, SKILLS & UNDERSTANDING
- BRITISH CITIZENSHIP & FUNDAMENTAL VALUES

INTENT
Appropriate PE Curriculum Design

IMPACT Outcomes

LEADERSHIP & MANAGEMENT

IMPLEMENTATION
Curriculum Delivery through High Quality Teaching Learning & Assessment

“The difference that high quality Physical Education, School Sport & Physical Activity make to the lives of young people is quite remarkable.”
Questions to Ask When Designing Your Curriculum

- Is the planning you undertake consistent with the whole-school approach and aligned to your overarching school curriculum philosophy (i.e. is it systemic)?
- Is your physical education curriculum well planned or a series of piecemeal events?
- How do intent, implementation and impact link together in your ‘story’?
- Does your curriculum have real breadth?
- Is it sequenced and scaffolded?
- Is it inclusive?
- Are you narrowing the curriculum for SATs or GCSEs?
- Do you help pupils to ‘learn’ the curriculum?
- Are your pupils ready for the next stage of education?
- Are your pupils ‘world’ ready?
- Is assessment used effectively and not burdensome?
- Are SLT/governors aware of, and on board with, the physical education curriculum?
- Can SLT/governors articulate how physical education fits into the whole planned learning experience?
- Does your school invest in physical education CPD?
It doesn’t matter how many resources you have...

If you don’t know how to use them, it will never be enough.
“We must take responsibility to create legacies that will take the next generation to a level we could only imagine”

Jim Rohn