

Leading Physical Education (PE)

Source: Physical health and mental wellbeing (Statutory Guidance) (DfE)

Date: Updated September 2021

Summary:

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing.

- Physical health and mental wellbeing are interlinked
- Important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa
- Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors

Physical health and fitness

- 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

Source: Obesity, healthy eating and physical activity in primary schools (Ofsted)

Date: July 2018

Summary:

- The importance of educating children about healthy living, including providing opportunities for children to cook, was highlighted as a priority for schools. It was found that teaching children about healthier eating and drinking choices had a significant impact on their choices outside of school.
- The research found that parents wanted to see more PE in the curriculum and a range of extra-curricular opportunities.

- Dodgeball was identified as one of the most requested activities by children - an activity that does not require many resources. This was used as an example of how tight funding is not always a barrier to successful PE.
- 69% of schools stated that they had 2 or more hours of PE timetabled each week but many noted that time was lost in getting changed and setting up.
- Learning about what it means to have a healthy lifestyle appears in several areas of the curriculum: PE, PSHE, D&T (cooking) and geography (food and farming).
- Utilising outside agencies and PE specialists as a way of delivering ongoing continuing professional development for teachers was identified as a strength in schools.

Source: Beyond 2012 - outstanding physical education for all (Ofsted)

Date: February 2013 (remains significant as it formed a key part of the London 2012 Olympic legacy and was the beginning of increased support/funding from the government for PE in schools)

Summary:

- Opportunities for Key Stage 2 children to develop leadership skills helps them grow in confidence e.g. being playground buddies, junior sports leaders etc.
- The expectation of all children being able to swim 25 metres by the end of Year 6 is not being met in a fifth of schools.
- Main weaknesses identified in primary schools were teachers' limited subject knowledge and use of assessment.
- Good schools achieved a balanced curriculum through delivering lots of different activities/sports and by providing a wide range of extra-curricular opportunities.
- Very few schools studied in the research gave enough consideration and reflection to the activities/sports outlined in their curriculum. Without careful consideration of progression and continuity there is likely to be limited impact on raising achievement in PE.
- It was noted that only a small minority of primary schools taught specific activities/sports in sufficient depth and did not dedicate enough time for children to secure and master the skills, knowledge and understanding. Many schools did not provide sufficient or quality opportunities for the children to participate in a competitive environment.