

# Current Physical Education (PE) Research

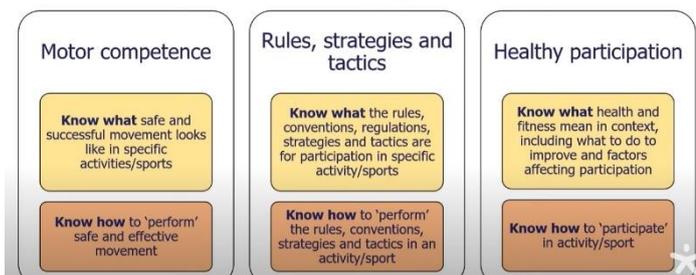
**Source:** Physical education | Subject curriculum insights for primary and secondary teachers and leaders, Hanna Miller HMI

**Date:** February 2023

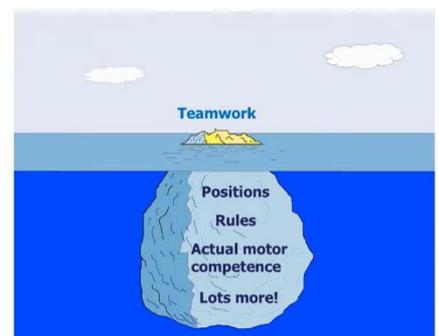
## Summary:

- 'Learn to move, move to learn'
- Pillars:
  - Motor competence
  - Rules, strategies and tactics
  - Healthy participation (as well as an informed participant)
- Many opportunities to revisit and practise
- Assessment:
  - Opportunities for pupils to demonstrate what they **know** and what they can **do**

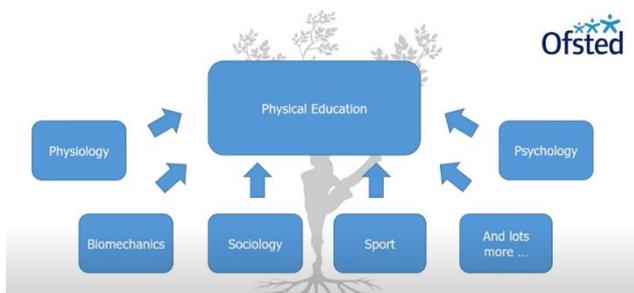
The curriculum as the progression model



**Composite skill**



**Component knowledge**



**Source:** Ofsted Research Review Series: PE

**Date:** March 2022

## Summary:

"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."

The national curriculum for PE 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

The PE curriculum must promote spiritual, moral, cultural, mental and physical development of pupils.

**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.

**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:** Dyson, B., Howley, D., & Shen, Y., (2020), 'Being a team, working together, and being kind': Primary students' perspectives of cooperative learning's contribution to their social and emotional learning, *Physical Education and Sport Pedagogy*, **26**, 137-154.

**Date:** June 2020

**Summary:**

- Co-operative learning in PE can develop the social and emotional development of children.
- Key elements of co-operative learning in PE include:
  - being part of a team
  - listening to others
  - helping and encouraging others
  - being fair