



YOUTH
SPORT
TRUST

IMPROVING WELLBEING THROUGH SECONDARY PHYSICAL EDUCATION



PIONEERING A FRESH AND SUSTAINABLE APPROACH TO POSITIVE PHYSICAL
HEALTH, EMOTIONAL WELLBEING AND SOCIAL DEVELOPMENT

SUPPORTING PARTNER: **ssat** the schools, students
and teachers network

FOREWORD



A handwritten signature in blue ink, appearing to read 'Ali Oliver'.

ALI OLIVER
Chief Executive Officer
Youth Sport Trust

At the Youth Sport Trust we have always recognised the unique power of PE and sport to change lives for the better. Right now, there is no greater need than the wellbeing of our nation. At a time when young people are experiencing unprecedented rates of obesity and poor emotional wellbeing, and where interpersonal skills and social interaction are under pressure from new forms of communication, we are not making the most of a subject that is unparalleled in its potential to address the challenges of this generation.

It is a time to be bold and reimagine Physical Education. Our aim is to reposition it as the curriculum subject which delivers wellbeing outcomes as the highest priority, supports learning and promotes wider achievement while retaining its essence as an education in, through and about the physical. It is an essential building block of a broad and balanced curriculum to meet the needs of all learners and unlock their potential to achieve across the school and in life.

The pioneering PE practitioners and headteachers we work with are at the vanguard of this area. They are using a diverse and strategically planned PE and sport offer to benefit and engage all students. They are addressing wellbeing issues which stand in the way of students achieving their potential in school and life; developing self-esteem, raising aspirations, building self-control and helping students manage the symptoms of anxiety. They are exploiting the potential of sport as a context to teach essential life skills like resilience, creativity, empathy and teamwork; precisely those skills sought by employers.

Some of the schools we are working with have even transitioned their PE department to lead on whole school wellbeing and are adopting the strong evidence base which links being physically active to good mental health and improved performance in the classroom. The Lifestyle Curriculum at Penryn College is a perfect example of where PSHE and PE have combined with a real focus on wellbeing to impact on achievement across the school. This is explored further on page 18.

We believe now is the right time to rethink our subject very publicly. This school resource aims to highlight the great practice and innovation that can be achieved when it is driven by a skilled and committed profession in a school that values the development of the whole person.

// Good health supports successful learning. Successful learners support health. Education and health are inseparable."

- World Health Organisation

FOREWORD



Sue Williamson

SUE WILLIAMSON
Chief Executive Officer
SSAT

SSAT is proud to partner with the Youth Sport Trust. We have a shared history of promoting specialism as a driver of school improvement and both organisations are advocates of putting the wellbeing of young people at the heart of everything a school does.

In June 2017 SSAT held a discussion dinner with 22 people from schools and a range of education organisations to consider how the school system can better protect young people's mental health and, ultimately, their wellbeing. There was almost unanimous agreement that increased pressures on schools to meet accountability measures risked contributing to a worsening of mental health and wellbeing of young people. There was a view that schools must learn to say no; they must prioritise, make best use of their professional expertise, and avoid being entirely driven by what they perceive Ofsted wants. Anticipating the inspectorate's requirements can lead directly to increased stress among both pupils and teachers.

The same can be said when designing the curriculum. Accountability measures and the EBacc are two factors that are impacting on the school curriculum. At SSAT we argue for a broad and balanced curriculum that meets the needs of the students in that school. However, we are seeing in some schools that the creative and performing arts and PE are having reduced time or even being removed from the formal curriculum. I believe that this is a backward step and that this will disadvantage young people in the short and long-term.

This latest publication by the Youth Sport Trust focussing on improving wellbeing through PE is packed full of useful information, resources and, importantly, questions for schools to consider. It is a great support for schools and will help to enrich and build on what your school already offers. Many schools are very aware of the importance of sport in the school context and the additional skills it helps to develop. Please promote best practice with other schools and help keep physical education as a key part of every school's curriculum.

All good wishes for a great summer term 2018.

INTRODUCTION



A stylized, handwritten signature in white ink, appearing to read 'Will Swaites'.

WILL SWAITES
Head of Physical Education
and Achievement
Youth Sport Trust

// Wellbeing is about being healthy, happy and ready for life."

Whilst we all want to see Physical Education taught in a physical setting, with a significant proportion of moderate to vigorous physical activity, the subject can evolve to put more emphasis on the wider educational gains it has to offer in order to thrive within a competitive curriculum.

The aims and purpose of the National Curriculum cover much of what is needed, but their true benefits are often not understood or maximised because teachers often skip past the WHY and HOW, focusing almost exclusively on WHAT activities.

This can lead to a curriculum lacking purpose, relevance and meaning for all except those 'switched on' by sport, and even then, only when their favourite activities are being taught. The impact of this is an activity/sport led curriculum that doesn't meet the needs of all students or address the whole school priorities that PE can support so powerfully.

The shift needed, we believe, is to make these wider outcomes far more overt, ensuring individual learners are at the heart of curriculum planning and that teaching has three principal ambitions for all students:

- 1. Health and Wellbeing:** Thriving due to good physical health, emotional and social wellbeing and confidence, self-belief and motivation to be healthy for life.
- 2. Physical Competence:** Develop and apply skills, abilities and techniques to their performance in order to tackle increasingly demanding physical activities and achieve their personal best.
- 3. Character and Employability:** The positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees and entrepreneurs.

This guide will help you to reimagine your Physical Education offer to meet these ambitious but attainable goals. You will think about not only the content and success criteria for lessons but also the way you brand and market the subject to ensure it has relevance and meaning for all; including all stakeholders from the young people themselves to other teachers, senior leaders, governors and parents.

This brings to mind the equally important principles of Bloom's Taxonomy and Maslow's Hierarchy of Needs. Where the widely used teaching of Bloom challenges us to progressively and incrementally increase the level of thinking, in order to unlock higher level learning, Maslow challenges us to consider the fundamental needs of the child, in an incremental fashion.

By re-positioning Physical Education in the way described in this document, we are challenging practitioners to address Maslow's Hierarchy of Needs as the priority, before addressing the crucial aspects of cognitive development, described in Bloom's work.

Take time to view this slide share to help challenge your thinking:
bit.ly/PElostitsway¹

CONTENTS

// The Department for Education, 2012 report on *The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes* suggests the dimensions of wellbeing are:

- emotional (including fears, anxiety and mood)
- behavioural (including attention problems, activity problems, troublesome and awkward behaviour)
- social (including victimisation and having positive friendships) and
- school (including enjoyment and engagement)

Department for Education²

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THE PURPOSE OF THIS RESOURCE

This resource is written for Physical Education practitioners, subject and school leaders to:

1 PROMOTE

Promote awareness of the unique role of Physical Education in a broad and balanced education.

2 STIMULATE

Stimulate thinking about the impact that Physical Education can have on life chances for young people.

3 INSPIRE

Inspire them to reimagine their Physical Education provision to meet the needs of today's young people.

It will help you to think differently about the subject - **why** it has a unique role in the curriculum, **how** to maximise its impact and **what** to teach in order to give all young people the best possible experience of learning in, about and through Physical Education.



It will support practitioners to:

4 INFLUENCE

Influence school leaders, governors, parents and students of the potential and power of Physical Education for personal and school improvement.

It provides a summary of some powerful evidence linking wellbeing, achievement and physical activity and signposts readers to other sources of evidence.

5 CELEBRATE

Celebrate some of the thought leading and system leading work we have done with schools. Sharing what those schools have learnt and the impact it is having.

This resource features recent and relevant case studies from schools who are already using Physical Education to address issues of wellbeing in their students. The case studies will highlight best practice and help PE practitioners to identify priorities, plan interventions and evaluate their impact on the wellbeing and achievement of key individuals and groups of students.

6 REIMAGINE

Reimagine the Physical Education offer using a framework for successful implementation.

Together with the supporting **'How to' guide**, this resource will provide practitioners with a step by step approach to successful curriculum innovation:

www.youthsporttrust.org/wellbeing-through-PE

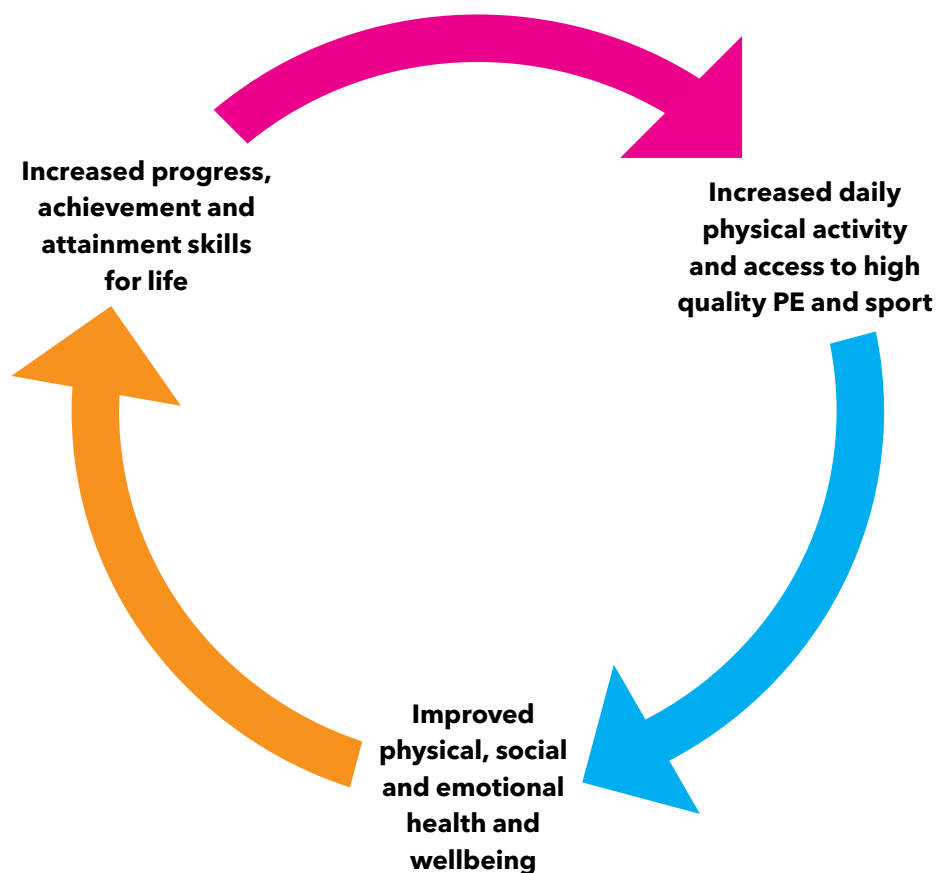


THE NATIONAL CONTEXT AND CHALLENGES FACED BY YOUNG PEOPLE

The **Mental Health Foundation** undertook a major piece of research in 2015. It highlighted some alarming trends:

- One in ten young people have a diagnosable mental health disorder
- One in five young people show signs of an eating disorder
- Young people in England ranked 30th out of 39 countries in Europe and North America for subjective wellbeing
- Young people aged 14 and 15 years old had the lowest wellbeing and, in general, girls had lower wellbeing than boys
- Of 10 to 13 year olds, 13% were unhappy with the way they looked, with girls faring much worse (18%) than boys (9%). This gender gap in happiness with appearance has been widening in recent years.³

At the same time as wellbeing declining in young people, physical activity levels have been falling, and the time allocated to Physical Education within the curriculum has come under pressure in many schools. There is a clear disconnect here as research evidence to support the following virtuous cycle is very persuasive:



2017 research by Youth Sport Trust shows a decrease in time for PE classes in 24% of secondary schools in the last academic year and 38% in the last five years. Reduction in time has been most significant in Key Stage 4, when support for wellbeing should be a real focus.⁴

FIRST, ASK WHY?

A positive PE experience can help minimise health problems and create active habits for life. It creates young people who are not only more physically literate, but who are more likely to become, and remain, physically active.

Physical activity has been associated with psychological benefits in young people by improving their control over symptoms of anxiety, depression and by improving social development by providing opportunities for self-expression, building self-confidence, social interaction and integration⁵.

Young people who were not regularly active were around twice as likely to have low wellbeing as those who did activity at least once a week⁶. Girls who were happy with the way their body looked more than doubled from 25% to 56% as a consequence of being involved in the [YST Girls Active Pilot programme](#)⁷.

Better wellbeing leads to improved attendance, behaviour and engagement. In turn, these are key factors in improved progress, attainment and achievement across a young person's whole education. A healthier, happier student is a more successful student. A healthier, happier school is a more successful school.

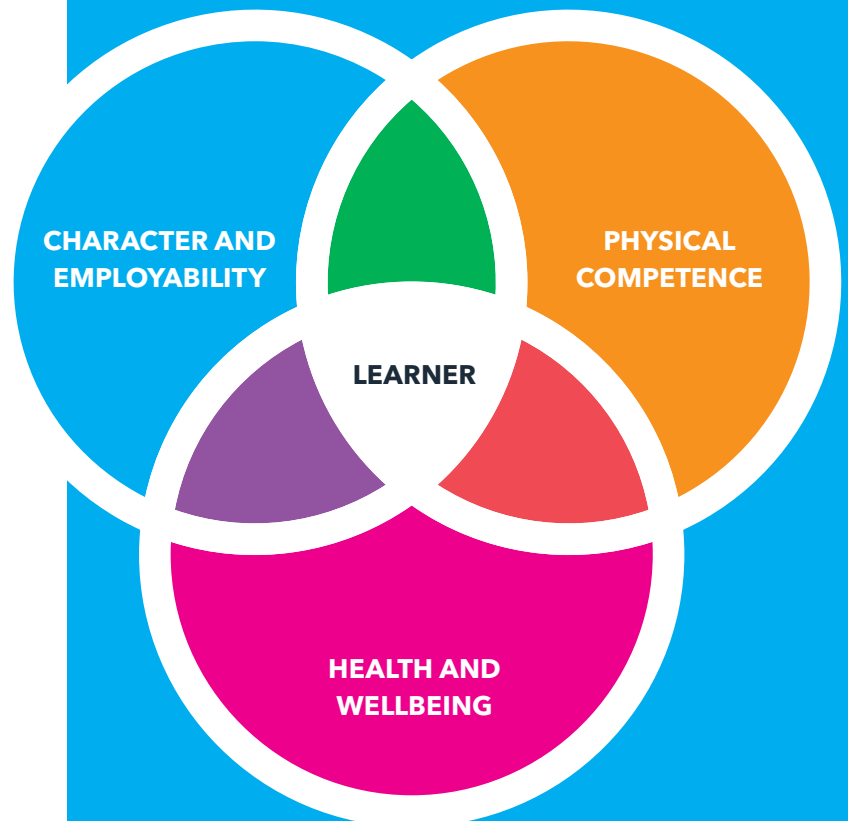
// Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life."

International Physical Literacy Association

For many young people and for many school leaders, the real purpose of Physical Education can be unclear, incoherent and muddled. It is so important that PE professionals and school leaders can articulate why our subject is so important, so powerful and so valuable.

This lack of clarity devalues the subject and makes it harder to justify its place in an increasingly crowded curriculum where schools are judged by a narrow range of outcomes.

Our research suggests that time, resources and support for Physical Education are diminishing, particularly in Key Stage 4. If this is the case in your school, it is important to think about how you persuade students and school leaders of its benefits for physical, emotional and social wellbeing.



Physical Education is about so much more than developing skills and competence in a series of sports. It can develop life skills and wellbeing, if learner needs are placed at the absolute heart of the offer. World leading Physical Education develops students physically, emotionally and socially in these three distinctly separate areas.

SSAT'S FOUR PILLARS OF PRINCIPLED CURRICULUM DESIGN: KEY QUESTIONS TO SUPPORT SCHOOLS IN ARTICULATING AND EVIDENCING CURRICULUM INTENT

SSAT's work with schools on curriculum design focuses on developing a principled approach to decision making. It recognises that any curriculum model requires an element of compromise, often being as much about what is omitted as what should be included. The most effective curriculum models take a holistic view – recognising that curriculum planning needs to consider the entirety of pupils' experience, both in and out of lessons. As such, curriculum planning needs to go beyond structures, content and timetabling, to consider all aspects of pupils' development – academic, cultural and personal.

SSAT produced [Four Pillars of Principled Curriculum Design](#) to support schools in reviewing curriculum provision in light of Ofsted's renewed focus on curriculum. Whilst a new inspection framework will not come into force until September 2019, it is likely from [Amanda Spielman's comments](#) and recent [research undertaken by Ofsted](#) that there will be a renewed focus on curriculum choices, breadth and balance and the extent to which ambitions are realised in practice.

We believe that schools are best placed to build a curriculum model that meets the needs of their community and recognise that many schools will already have an established and effective curriculum. As such, this resource does not advise schools on content or structure, but rather supports schools in ensuring that they have asked the right questions about their current offer and their plans for the future. We hope that this resource provides a helpful prompt for ongoing conversations with staff, governors and the school community.

SSAT senior education lead Alex Galvin considers key questions for schools who are reviewing their approach to curriculum.

Given the unprecedented pace of change in curriculum and qualifications at all key stages in recent years, it's not surprising that curriculum has often been conflated with national policy, exam specifications and accountability. The initial findings from Ofsted's research over the last year suggest a lack of clarity

about what is meant by curriculum, plus inconsistent understanding about curriculum aims and terminology. We welcome Ofsted's shift in emphasis, and endorse the belief that all students should have access to a broad and balanced curriculum that enables them to achieve their potential. However, it is also important to acknowledge that the pressures of accountability and limited budgets have led some schools to narrow their curriculum offer. We have always advocated a sustainable approach to curriculum that is long-term rather than focused on short-term interventions. This principled approach was explored in detail in our work with David Hargreaves on personalisation and our more recent Redesigning Schooling campaign with Dylan Wiliam.

CURRICULUM INTENT SHINES A LIGHT ON DECISION-MAKING AT ALL LEVELS

A focus on curriculum intent can provoke interesting and useful discussions. It goes to the heart of what you want to achieve as a school and shines a light on the way in which decisions are made at all levels. It is not about a particular curriculum model being prescribed by Ofsted (or anyone else) but about curriculum in its true sense, as Dylan Wiliam puts it: 'the lived daily experience of young people in classrooms... curriculum is pedagogy' (SSAT Redesigning Schooling – 3, Principled Curriculum Design).

Curriculum planning will always involve a series of compromises; there is no 'right'

answer and no such thing as a perfect curriculum model. The most important thing is that you know which questions to ask and are confident in your answers.

SSAT have captured some of the key questions provoked by a focus on curriculum intent in Four Pillars of principled curriculum design. We hope this will be helpful in supporting conversations across your school and ensuring that you are confident in articulating the approach you take. It takes you through four stages of curriculum planning:

- **Intent**
- **Content**
- **Delivery**
- **Experience**

In terms of the ways in which this focus on **intent** might require you to think a little differently, it may be helpful to reflect on your practice in terms of the following key areas:

Intent/vision: how confidently can you and all of your team articulate what you are trying to achieve through your curriculum offer?

Joined-up decision making: does this intent inform the decision-making at department and classroom level about what is taught and when?

Joined-up improvement planning: is your curriculum intent seamlessly aligned with your approach to teaching and learning and the wider development of your students?



Joined-up quality assurance: are decisions about curriculum fully integrated with your self-review process? How do you know that your offer is right for your students and that your ambitions are being realised?

Collaborative planning: who shapes and owns your curriculum intent?

This process is not and should not really be about Ofsted. It is about doing what is right for your school community and having confidence in the expertise of the teachers and leaders to create a challenging and inspiring experience for all.

The Four Pillars resource is available to all SSAT member schools at ssatuk.co.uk/the-exchange. We hope it supports your discussions. If your school is not yet an SSAT member, get in touch with us at adviseme@ssatuk.co.uk to find out more about membership.



DO YOU DEMONSTRATE THE STRONG LINK BETWEEN WELLBEING AND ACADEMIC ACHIEVEMENT?

There is a wealth of very robust evidence that supports a link between physical, emotional and social wellbeing and progress, achievement and attainment. It is imperative as subject specialists and school leaders that this correlation is not only understood but also addressed and evidenced in your school setting. Three must read documents are:

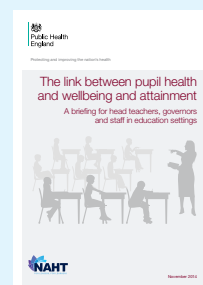
1

THE LINK BETWEEN PUPIL HEALTH AND WELLBEING AND ATTAINMENT A BRIEFING FOR HEAD TEACHERS, GOVERNORS AND STAFF IN EDUCATION SETTINGS (PHE, 2014)

This document underlines the value for schools of promoting health and wellbeing as an integral part of a school effectiveness strategy, and highlights the important contribution of a whole school approach.

Key points from the evidence:

- Pupils with better health and wellbeing are likely to achieve better academically
- Effective social and emotional competences are associated with greater health and wellbeing, and better achievement
- The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn
- A positive association exists between academic attainment and physical activity levels of pupils⁸.



2

DESIGNED TO MOVE: ACTIVE SCHOOLS, A GUIDE FOR UK HEAD TEACHERS

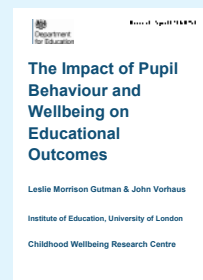
“Hundreds of studies from around the world point to the same conclusion: Regular physical activity throughout the day can lead to better behaviour, attendance and academic performance. This is true in both the short-term (immediately after physical activity has taken place) and the long-term⁹”.



3

DEPARTMENT FOR EDUCATION: THE IMPACT OF PUPIL BEHAVIOUR AND WELLBEING ON EDUCATIONAL OUTCOMES

“Children with higher levels of emotional, behavioural, social and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years².”



BRANDING OF PHYSICAL EDUCATION

Do you articulate Physical Education's unique contribution to a broad and balanced curriculum? What is the mission and what is the purpose of PE in your school - can you articulate them succinctly and clearly? Could all the teachers in the PE department, the senior leadership team, governors and, most importantly, your students?

Clarity over what you want your PE curriculum to provide to students by the time they leave your school will make it easier to make decisions based on values as well as pragmatism. It is essential to have a personal and shared philosophy of what the subject stands for and what every young person can expect from it. This is a very important starting point, involving and then sharing with all stakeholders: students, parents, school leaders, governors and the wider community.

A curriculum that maximises opportunities to develop transferable skills for learning, life and employability in students will serve them well not only while in school, but throughout their lives.

This is where **why** we teach PE begins to link with **how** we teach it. Some of our pioneering schools have created very powerful mission statements to help publicly communicate this shift in focus for PE. Here are just a few examples:

DEVELOPING:
 Participation and Attitude
 Leadership and Teamwork
 Health and Wellbeing
 Excellence for all

COMBERTON VILLAGE COLLEGE
PHYSICAL EDUCATION

BUILDING A LEGACY OF:
 Life-long Activity,
 Enjoyment & Employability Skills

MOSELEY PARK

ME IN PE

Motivation
Teamwork
Self-management
Resilience
Empathy
Responsibility
Active Listening
Confidence
Respect

We focus on developing **physical, social and emotional wellbeing**. Our aim is to build **successful, employable and physically active** young people skills that can be utilised throughout life.

All activities are built around leadership. By the end of Year 9 you should be able to:

- Lead a warm up, skill and a game for a selected sport.
- Identify different situations where by you have demonstrated a 'Me in PE' skill.

Football, Hockey, Rugby, Badminton, Netball, Fitness, Trampoline, Rock climbing, Dance, Boxing, Gymnastics, Multi-skills, Dodgeball, Volleyball, Handball, Lacrosse, Cricket, Rounders, Athletics, Tennis, OAA, Softball

ME IN CORE PE

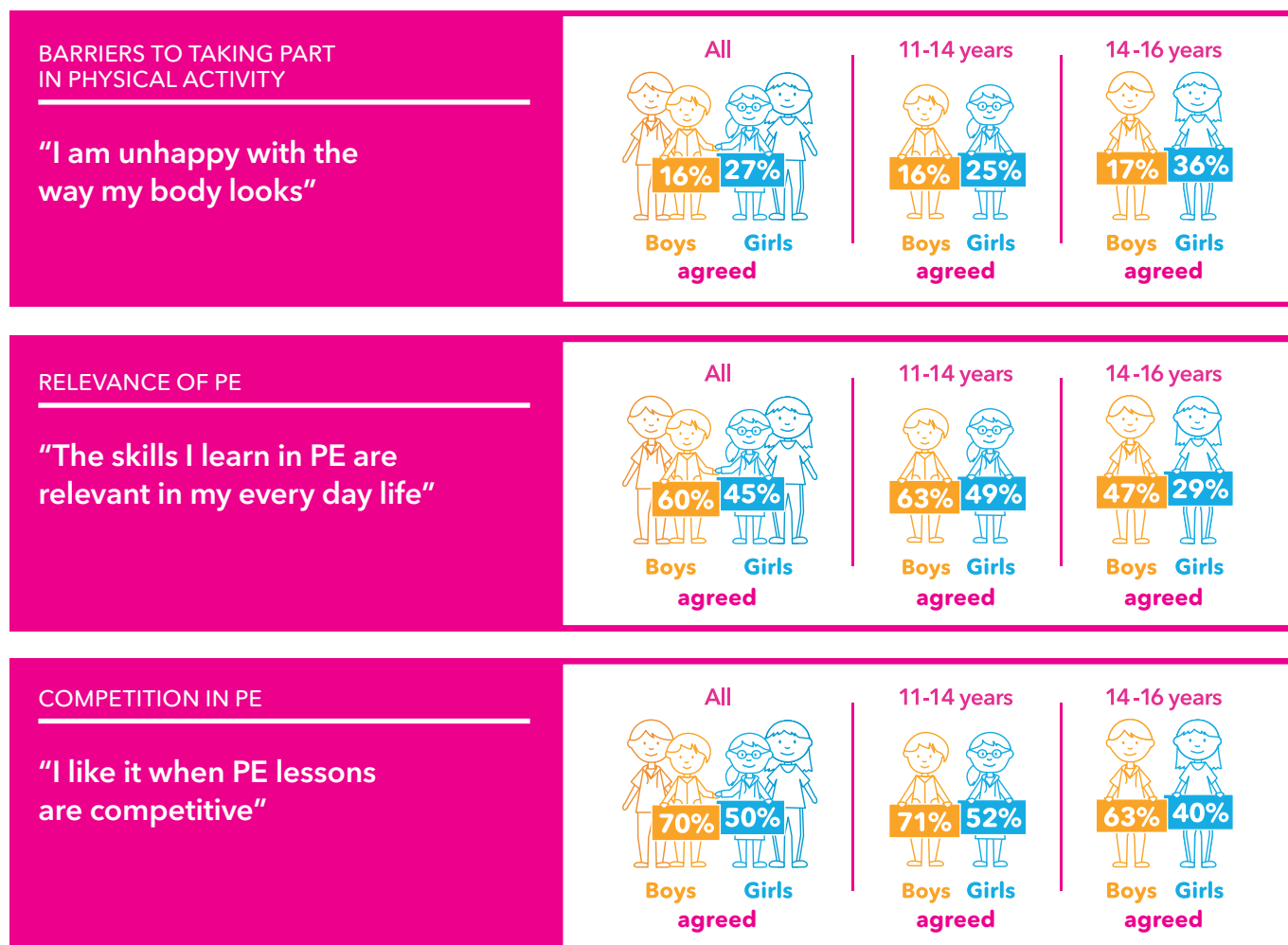
Creative ME
 Leading ME
 Physical ME
 Healthy ME
 Thinking ME

#KAPE

KA KING ALFRED'S

THEN ASK HOW

In 2016 we surveyed over 26,000 students and teachers from 138 secondary schools across England and Northern Ireland. Here is some of what they had to say about PE (Girls Active Research 2017, Youth Sport Trust).



HOW WILL YOUR STUDENTS HAVE BENEFITED FROM FIVE YEARS OF SECONDARY PHYSICAL EDUCATION?

Consider what your priorities are as a school and a department and compare them with the priorities that your students have. Identifying any mismatches in priorities and expectations will help clarify your decision making.

Knowing your current position is an essential step in being able to plan for improvements. It is vital that you consider how your school identifies the physical, emotional and social needs of your students and what you know about specific cohorts who need the most support. This audit should include:

- Qualitative and quantitative reflections using tools like the **YST Quality Mark**.
- Extensive, regular and meaningful conversations with your most important stakeholders - your students. How often do you consult them? Do you make sure that the views of the entire student body are represented, or do you only hear from the students that are already engaged? Our work on **PE Change Teams**¹⁰ really helped explore best practice around student engagement and consultation.
- Consultation with parents, governors, colleagues and school leaders.
- Use all this intelligence to build a 'big picture' of what PE can offer to individual students, key groups of students and the school as a whole. To be sustainable this must connect in with your school development plan and contribute meaningfully to whole school priorities.

HOW DO YOU PROMOTE PHYSICAL, EMOTIONAL AND SOCIAL WELLBEING?

A Physical Education offer that supports students in becoming healthier, happier and more effective learners will hold its place in any school curriculum. It will be more engaging for all students, and more rewarding for teachers. Our **My Personal Best** approach won a DfE Character Award in 2015 and its principles are now being successfully implemented in schools across the country. 79% of teachers from the DfE funded pilot programme reported greater knowledge of how to explicitly develop learners' life skills in and through PE.

PHYSICAL

Personalised opportunities to improve fitness; learning how to stay fit today and for the rest of your life. For example, students at Macmillan Academy get three hours of PE a week with one hour dedicated to high quality functional fitness development that proved successful through a Living for Sport project.

EMOTIONAL

Opportunities to develop independence, resilience, self-esteem and a growth mindset. The effects on reduced stress and anxiety disorders along with reduced effects of bullying and body confidence issues are key here. For example, students at Moseley Park are explicitly taught, assessed, recognised and rewarded for how they make progress against these key life skills.

SOCIAL

Feeling part of a team, feeling valued, finding and developing leadership skills, learning to be assertive and communicate effectively. It is also imperative that students feel connected and positive about their life chances. For example, as a result of PE Change Team¹⁰ activities at King Alfred's in Oxfordshire, students have created a **PE and Sport bucket list**¹¹ of 52 activities in and around sport that all students should achieve before they leave school, a lovely mix of personal challenge, leadership and volunteering activities.

Now that you have begun to identify the outcomes important to your students and your school:

- **Plan** for them
- **Role model** them
- **Communicate** them widely and boldly
- **Teach** them explicitly and overtly
- **Celebrate** students who demonstrate them
- **Assess** progress in them
- **Promote** understanding to help stakeholders connect with them.



HEALTH WARNING

This does not mean that PE lessons should be any less physical, or that there is anything wrong with teaching skills, tactics and strategies to produce more competent performers, coaches and officials. There does not need to be a conflict or trade-off between this and the aim of promoting wellbeing.

It does, however, require you to focus a little more carefully on **what** activities you use to teach students in, about and through Physical Education and to think carefully about how you group students to best meet their needs and motivations.

It is also worth considering how you market and 'brand' what PE has to offer - via displays, what you celebrate and feedback to parents and importantly how you talk about our subject.



YST MY PERSONAL BEST

Developing life skills through curriculum PE



SO, NOW WHAT? PLANNING A RESPONSE

Remember, rather than just being an end in themselves, activities are a means for developing your wider outcomes around wellbeing. They should provide education through the physical as well as in and about the physical.

What we see in many schools is a curriculum model that is led by activity areas and half-term blocks of a variety of activities, often with a major focus on physical skill acquisition, frequently breaking sports down into individual skills like the ruck or scrum in rugby, the lay up in basketball, the overhead clear or serve in badminton or a variety of track and field events in athletics. Does this feel familiar for your school?

This can represent a curriculum lacking purpose, relevance and meaning for all except those 'switched on' by sport and even then often only when their 'favourite' activities are being delivered. Group rotations are often based on space, facilities, the timetable and staff expertise or preference whilst priority is given to exam groups and servicing the 'sporty' rather than thinking more creatively.

An alternative approach could be to look at the wider developmental needs of young people as they progress through secondary school, and use these as a focus:

A TIME FOR CHANGE? - A TYPICAL SECONDARY CURRICULUM MODEL FOR PE

Activity led with outcomes focused on physical skills... look familiar? This illustration is intentionally black and white as, in our opinion, it portrays an outdated representation of physical education that has a separate programme for girls and boys (hence the repeated lines in each year group) and reflects a rotation of activities rather than a focus on the outcomes achieved through a cutting edge curriculum.

THE PAST		AFTER SCHOOL CLUBS (including extra-curricular)	RELEVANCE + MEANING
YEAR	FOCUS - half term blocks of a series of sports/activities		
7	Baselining - Football - Swimming - Gymnastics - Athletics - Cricket Baselining - Netball - Gymnastics - Swimming - Rounders - Athletics	<p>Relentless and exhausting programme of clubs and fixtures that battle for:</p> <ul style="list-style-type: none"> • student interest and attendance • staff time to service • school engagement to prioritise and budget 	?
8	Football - Rugby - Cross Country - Dance - Athletics - Cricket OAA - Hockey - Gymnastics - Health & Fitness - Rounders - Athletics		
9	Handball - Rugby - OAA - Parkour - Athletics - Cricket Netball - Dance - Trampolining - Badminton - Rounders - Athletics		
10	Football - Lacrosse - Health & Fitness - Tennis - Athletics - Softball Netball - Hockey - Cheerleading - Benchball - Rounders - Athletics		
11	Football - Dodgeball - Table Tennis - Parkour - Exams Netball - Yoga - Trampolining - TableTennis - Exams		

YOUTH SPORT TRUST CURRICULUM BLUEPRINT MODEL

Shifting to an outcome focus that matters.

THE FUTURE		ENRICHMENT OPPORTUNITIES (including extra-curricular)		REWARD + RECOGNITION
YEAR	FOCUS - core PE outcome focus matched to student			
7	Believing in myself and ensuring social belonging	WELLBEING Participating in clubs and engaging in competition to enrich, extend and enable all	LEADERSHIP AND VOLUNTEERING Training and providing opportunities to enrich, extend and enable all.	YOUTH SPORT AWARD*
8	Learning to learn, lead and developing growth mindset			
9	Building aspirations and developing resilience			
10	Building mental health and managing pressure			
11	Making active lifestyle and career choices			

For example, during Year 7 the very real issues of supporting students to settle in and establish themselves in a new and much bigger environment than they were used to at primary school has led to a focus on "Believing in myself and ensuring social belonging" rather than communicating as a series of sporting activities. An example unit of work could be 'developing empathy and teamwork through gymnastics.'

Most of us see and value the holistic or multi-ability outcomes that come from a great PE experience, but it is still very rare to see them as the overt cornerstone of curriculum maps and lesson objectives or outcomes. However, there are some great examples already in use where schools have adapted and implemented thinking from our blueprint. See the examples on the following pages to challenge your thinking.

* The **Youth Sport Award** is a unique reward and recognition scheme for students to capture their learning and progress in and around sport against four main areas of life skill development, wellbeing, leadership and achievement.

CURRICULUM INNOVATIONS TO IMPROVE WELLBEING

A LIFESTYLE CURRICULUM

Penryn College in Cornwall amalgamated Physical Education and PSHE into a single, lifestyle curriculum that focuses on health and wellbeing and in doing so has bucked the national trend of decreased curriculum time for PE.

Students now use the consolidated time in their curriculum to:

- **Understand the importance of physical activity, health and wellbeing**
- **Experience a variety of activities to promote lifelong participation**
- **Develop personal, social and thinking skills through physical activity**
- **Apply these across all lessons.**

The PE curriculum is a space-driven curriculum to ensure that classes are fully engaged in the practical lesson. All classes have at least one unit in each space and over the year students are assessed in:

- **Skills in isolation**
- **Linking skills**
- **Performance in a competitive situation**
- **Personal and social skills**
- **Knowledge**
- **Research**
- **Self-motivation**
- **Collaboration**
- **Self-management**
- **Communication**
- **Resilience**
- **Empathy and managing challenge.**

Meanwhile, the theory-based sessions are often delivered in a practical setting, and across the page is a flavour of what is covered at Key Stage 3.

As well as increasing physical activity levels and participation in extra-curricular 'lifestyle' activities, the programme has:

- **Improved teaching and learning in PE and PSHE through the targeted use of CPD**
- **Increased the engagement of lower-ability students**
- **Increased the popularity of both subjects with students**
- **Started to have a measurable impact on both student and staff wellbeing.**

YEAR 7

Unit 1 - Health and Body Conditioning

- Smoking
- First aid
- E-safety - mobiles
- Anti-bullying support group
- Body management

Unit 2 - Growing Up and Body Conditioning

- Growth mindset
- Alcohol effects
- Alcoholism
- Puberty changes
- What should I expect at puberty?
- Relationships - friends and families

Unit 3 - Leadership

- Qualities of being a leader
- Cooperation skills
- Leadership skills

Unit 4 - Future and Outdoor Activities

- Money
- Budgeting
- Careers
- Sun and beach safety
- Challenge through outdoor activities
- Resilience through outdoor activities

YEAR 8

Unit 1 - Health and Community

- Active lifestyle - effects of exercise
- Healthy heart
- Obesity
- Legal ages
- Mignonette
- Court room drama - fire
- E-safety - cyber abuse
- Body management

Unit 2 - Choices and Leadership

- Qualities of being a leader
- Cooperation skills
- Leadership skills - leading
- Leadership skills - planning

Unit 3 - Our Bodies and Outdoor Activities

- Skin cancer and beach safety
- Relationships - consent
- Contraception
- Advice from Brook
- Long and short-term effects of exercise
- Drugs - YZUP
- Drugs research
- Challenge through outdoor activities
- Resilience through outdoor activities

YEAR 9

Unit 1 - Streetwise and Body Management

- Mental health and wellbeing
- Stop stigma
- Relationships
- Brook questions
- Drugs - YZUP risk reduction
- Careers - jobs and courses available
- Careers - options

Unit 2 - Choices and Leadership

- What is leadership?
- Developing an opinion
- Resilience
- Practical with younger children

Unit 3 - World View and Outdoor Activities

- Alcohol safety
- E-safety - sexting
- Body image
- Human rights
- Child soldiers
- Slavery
- Sun and beach safety
- Challenge through outdoor activities
- Resilience through outdoor activities

YEAR 10

Unit 1 - Introduction to the World of Work

- What are the jobs we know about?
- What is available in the local area?
- What sorts of stereotypes may we need to challenge in the world of work?
- What have past students gone on to do?
- My own skills audit
- What sort of jobs could I do?
- How do I use the Cornwall-wide Veryan website?
- How can I let employers know about me?

Unit 2 - Keeping Healthy, Keeping Safe

- Homelessness
- Sexual Health
- Alcoholism
- Drug use
- Falmouth Fire and Rescue Service
- Planning my research
- Writing my Questionnaire
- Analysing my results
- Presenting my results to others

Unit 3 - Work Experience

- Am I prepared?
- What happens if...?
- What will the first day be like?
- Work Experience
- Reflections

Unit 4 - Diversity

- Sexism and different sexualities
- Racism
- Disabilities
- Emotional health
- Aids/ HIV
- Mindfulness

YEAR 11

Unit 1 - Personal Finance

- Financial systems
- Earning
- How we spend
- National budget
- Borrowing
- Sources of help and advice

Unit 2 - Post 16 Pathways

- Initiating conversations with adults about career pathways
- LMI in the South West
- College prospectuses

Unit 3 - Global Economy

- Glossary of terms
- Rich world/Poor world
- Poverty Case studies
- Solutions Case studies

Unit 4 - Applications and CVs

- Completing CVs
- Applying for college places
- Interviews

Unit 5 - Health and Morals

- Keeping healthy and well: Mindfulness
- Moral and ethical issues
- Fitness
- Eating well

PROVIDING AN UP TO DATE AND RELEVANT PE OFFER

KING ALFRED'S ACADEMY, OXFORDSHIRE

King Alfred's Academy has re-focused its entire PE curriculum to enhance its relevance with students. There remains a clear emphasis on physical activity and on the pursuit of personal excellence, but alongside this, students are asked to reflect on how their thinking, social, leading, health and creativity (Me) skills are being improved as a result of their work in PE lessons. Lifelong skills and habits are embedded in the curriculum as explicit learning outcomes, with different activities focusing on different 'Me' skills. For example, when teaching 'Leading ME', the focus of lessons could be as follows:

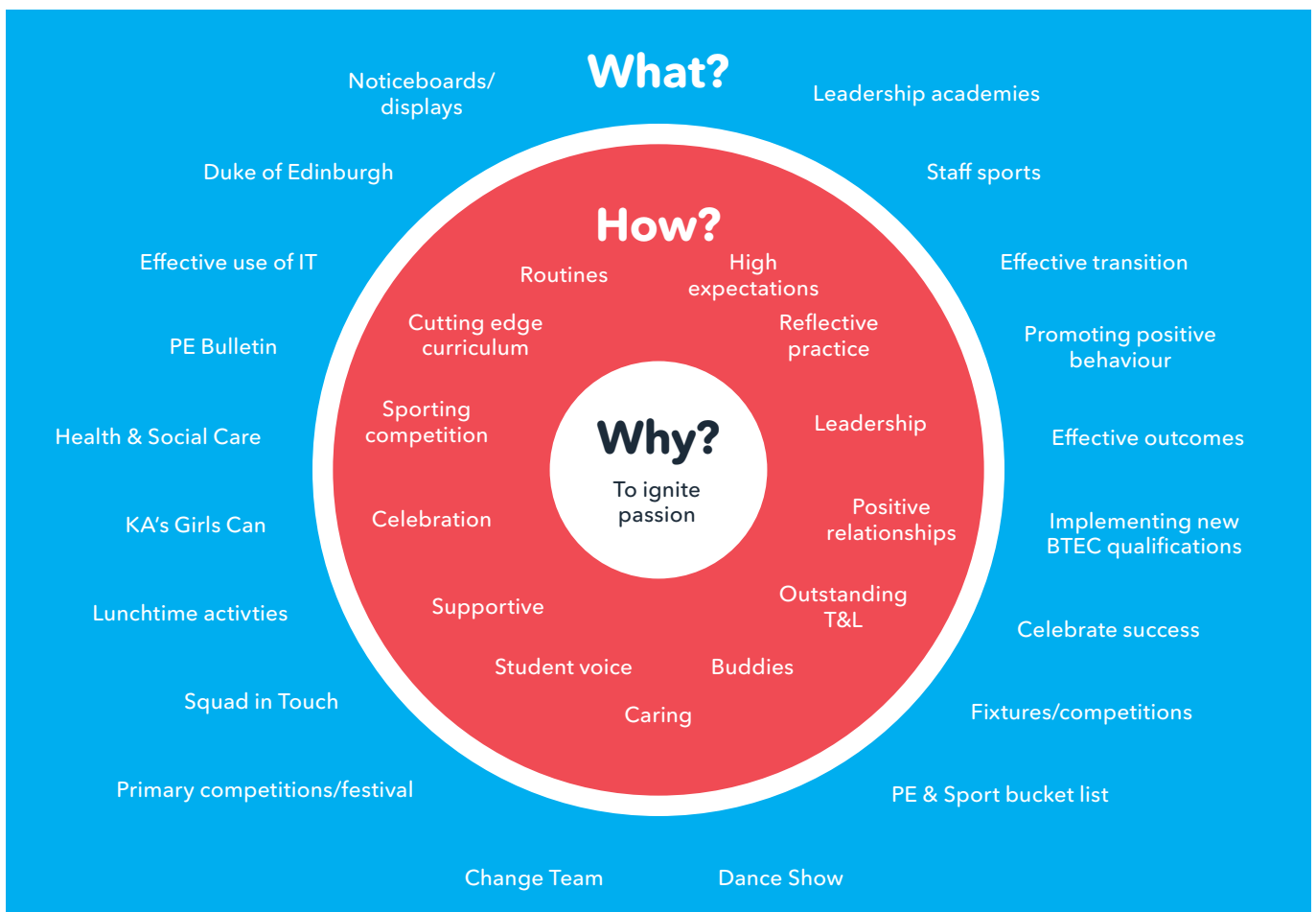
LESSON OBJECTIVE: All students will understand the importance of being confident when leading or being an official.

KEY QUESTION: When should you use a whistle?

ACTIVITY: A carousel of activities that allow students the opportunity to lead or officiate in a game or an activity.

The PE department has carefully considered their **why**, which is to 'ignite passion' in all students. Only then did they look at **how** they could achieve that, through curriculum PE as an entitlement of all students before building a successful culture of engagement in a whole host of wider activities. This year they introduced the **PE and sport bucket list**¹¹ that has been designed by their students to help all students benefit from healthy lifestyle habits.

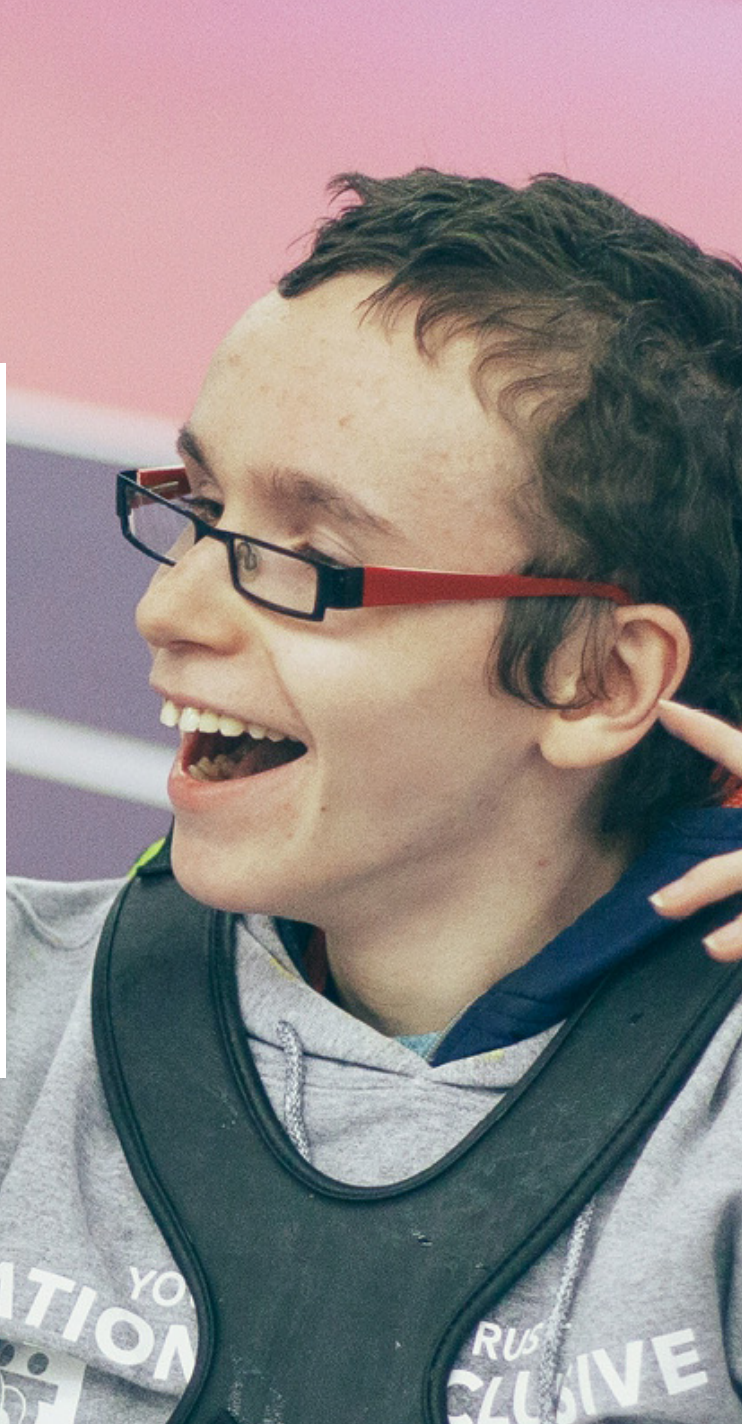
Matt Bowler at King Alfred's used Simon Sinek's 'golden circle' diagram to help focus first on the **why** and then work out through the **how** and **what**.



We've examined the **how** of pedagogy and the **what** of curriculum. An approach to assessment that recognises, promotes and celebrates progress and achievement in the wider outcomes we are seeking will provide the currency and credibility needed to encourage teachers, students and parents to value them.

CLARE MOUNT SPECIALIST SPORTS COLLEGE, WIRRAL

Clare Mount Specialist Sports College in the Wirral is an outstanding school. Their vision for all students is as 'Catalysts for Change'. Using the Olympic and Paralympic Values to shape behaviours, improve social acceptance and interactions their high ratio of students with autism are given a safe and purposeful environment. Due to their learning difficulties, students join the college with much lower than average attainment but because of the ethos that has been created they make remarkable gains in social skills and demonstrate outstanding behaviour. During work and leisure time students demonstrate extremely high social and moral standards. They gain knowledge about right and wrong and develop high quality skills for moving on to the next stages of their lives.



GREAT MARLOW SCHOOL, BUCKINGHAMSHIRE

Great Marlow School in Buckinghamshire introduced life skills as a much more overt part of their curricular PE provision following involvement in our YST My Personal Best initiative. Following early success, the Head of PE is now responsible for developing this approach at a whole school level in an attempt to improve the social, moral, cultural and spiritual values of their students. They have settled on a mission that is about:

- **Creating opportunities**
- **Releasing potential**
- **Achieving excellence.**



MEASURE WHAT YOU VALUE - ASSESSMENT FOR WELLBEING

Often, assessment is used to 'prove' whole school improvement, or we confuse assessment with recording and reporting. The most powerful assessment processes and systems do much more than that. They:

- **Have the learner at the heart**
- **Are integral to teaching and learning**
- **Help the learner recognise their areas of strength and development**
- **Support the learner to identify how to improve**
- **Provide a view of the whole learner.**

Extract from; Assessing pupils progress, Learners at the heart of assessment QCA/08/3867

These case studies are examples of how assessment has been used to improve progress and attainment, and not just prove it. Our Youth Sport Award is a great way to capture, reward and recognise the value of PE extending into lifestyle habits.

A PE curriculum to build successful, employable, physically active young people with a wide range of transferable skills.

ME IN PE

Moseley Park School in Bilston aimed to improve the curriculum offer to ensure all students could recognise and highlight the 'ME in PE' skills and were able to draw upon experience and skills demonstrated in Physical Education during post-16 or job applications. A 'passport to employability' and a 'Moseley Leadership Award' were the means of gathering, recognising and celebrating the development of these skills:

- **Confidence**
- **Motivation**
- **Responsibility**
- **Teamwork**
- **Resilience**
- **Empathy**
- **Respect**
- **Self-management**
- **Active listening.**

"PE has provided me with the opportunity to gain transferable skills that can be utilised in all walks of life. Communication is a skill that I would highlight as a strength. My ability to communicate with others was demonstrated when I took part in the 'Play Unified' training. I feel that the qualifications I will gain are important but I also believe the importance of transferable skills and volunteering opportunities will make me much more employable."

Year 11 student, Moseley Park School

MAKING PROGRESS IN PHYSICAL, THINKING AND SOCIAL SKILLS

George Abbot School in Surrey redesigned their curriculum and assessment to ensure that students understand explicitly the benefits of taking part in PE and sport and not merely leave a lesson thinking they've learnt a sporting

skill. They wanted students to understand the transferable skills available by taking part and to become confident and independent learners.

The 'Me in PE' assessment tool ensures that students are now starting to leave core PE lessons understanding that it isn't about how good you are, but about how good you can make yourself. They show a real positivity when discussing thinking, social and physical skills and make a real effort to take part in all aspects of PE. Some students are more interested in taking part in sport than others but the ME in PE assessment and curriculum caters for all students, regardless of ability and specific interests.

"I feel lucky to be in a school that cares about my wellbeing, rather than the ability of my performance in school PE."

Year 9 student, George Abbot School

SOCIAL ME	PHYSICAL ME	THINKING ME	HEALTHY ME
Communication, Leadership, Resilience, Emotional	Performance, Physical Literacy and Development	Analysis, Evaluation and Decision Making	Personal Health and Activity Levels

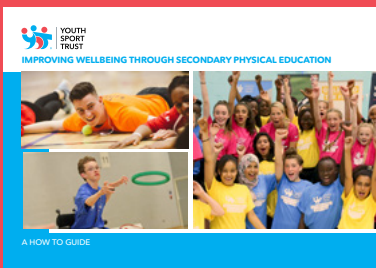


OUR PROGRAMMES AND RESOURCES

Now is the time to make a bigger difference in and through Physical Education. Staff training is essential to change, supporting teachers to learn new approaches to curriculum design, pedagogy, assessment and effective marketing of the subject in order to impact on student experiences and perceptions. The Youth Sport Trust is leading the way with this work and has a range of training and resources to support you.

If this resource has inspired you to reimagine your Physical Education offer, the Youth Sport Trust have produced a **'How to' guide** and optional training which provides a step by step process to design, implement and evaluate the impact of a new curriculum focused on improving wellbeing through Physical Education.

www.youthsporttrust.org/wellbeing-through-PE



POWER OF AN ACTIVE SCHOOL

We offer a half-day CPD session for whole school or departmental Inset day to support schools to increase physical activity throughout the school day to boost health and academic achievement for their students. It looks at how schools can:

- Understand the requirements of the government's childhood obesity plan
- Develop understanding of the evidence and research underpinning active approaches in schools
- Boost wellbeing, behaviour and attendance by building physical activity into the whole school day
- Introduce physical activity into the school classroom to raise concentration and application levels.

YST GET EXAM FIT

Get Exam Fit is a package of support to help students build confidence, manage their physical and emotional wellbeing and achieve their potential in exams. It supports progress and attainment across the whole school and tackles declining emotional wellbeing and resilience to enable young people to manage stress effectively.

Through the use of high profile athletes, Get Exam Fit aims to create a behaviour change in young people. It utilises athletes' experiences of managing high-pressured situations and developing strategies to alleviate stress and anxiety.

YST GIRLS ACTIVE

We recognise that girls' needs differ and change as they mature and that girls themselves are uniquely positioned to become advocates and ambassadors of PE and sport to other girls.

Girls Active supports schools to understand what motivates girls to take part in physical activity. It enables teachers to work with the girls - through consultation and leadership - to make the necessary changes to their PE, sport and physical activity provision.

YST MY PERSONAL BEST

My Personal Best aims to develop life skills, leadership and employability skills in young people. This award-winning support package will inspire secondary PE teachers to confidently teach life skills through core curriculum PE.

With a focus on curriculum PE and its importance in developing vital character traits in young people such as empathy, teamwork, resilience and leadership, My Personal Best allows for teaching and learning, assessment and whole school priorities to be enhanced.

It is designed to increase understanding of character development and highlight the value of PE in a challenging and pressurised secondary landscape where core subjects may take priority.

YST LIVING FOR SPORT

Living for Sport uses the power of sport to boost confidence, change behaviour and support young people to achieve their personal best in life. Our team of world class elite Athlete Mentors will use the 'six keys to success' framework to help young people develop valuable life skills that will help them in and outside of school, now and into the future.



The **Youth Sport Award (YSA)** is a reward and recognition scheme for young people aged 10-24.

Its purpose is to evidence learning, progress and achievement in and through sport. It aims to build positive lifestyle habits and behaviours and empowers young people to take ownership of developing their skills.

The YSA uses sport and physical activity to support the development of character, citizenship, SMSC and British values, improves behaviour and attitudes to learning and develops emotional resilience and wellbeing in young people. It is a powerful tool to support transition to secondary school and readiness for employability.

10 STEPS TO WORLD LEADING PHYSICAL EDUCATION

This series of blogs available to all YST member schools supports subject leaders to develop an outstanding Physical Education department in ten simple steps.



THANK YOU

A special thank you to the following schools who have featured in this publication, along with all other PE CatalYST and Headteacher Ambassador schools who are pioneering this work:

Penryn College, Cornwall

Comberton Village College, Cambridge

Redhill Academy, Nottingham

Ormiston Sir Stanley Matthew Academy, Stoke-on-Trent

Moseley Park School, Wolverhampton

King Alfred's Academy, Oxfordshire

Macmillan Academy, Middlesbrough

Great Marlow School, Buckinghamshire

Clare Mount Specialist Sports College, Wirral

George Abbot School, Surrey

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ABOUT THE YOUTH SPORT TRUST

We are a national children's charity passionate about creating a brighter future for all children and young people through the power of PE and sport. We are the UK's leading experts on the power of PE and school sport to deliver whole school positive outcomes to improve attainment, physical and mental wellbeing and inclusion.



The YST Membership Network

Our membership network includes over 4,250 schools and supports and empowers teachers to change the lives of millions of young people. Join the network that places PE, school sport and physical activity at the heart of a better school and seeks to:

- **Transform Physical Education**
Transform PE's place in the curriculum putting it at the centre of wellbeing and achievement in education
- **Remove barriers to sport**
Harness global best practice to ensure youth sport in the UK is inclusive, accessible and fun
- **Championing insight**
Champion the impact of physical activity, PE and sport on children's wellbeing and achievement.

The Youth Sport Trust is here to help you harness the power of PE and sport. In secondary schools your membership will enable you to deliver better health and wellbeing and unlocks young people's potential which boosts academic performance, improves behaviour and addresses whole school priorities.

Contact us for more information membership@youthsporttrust.org or **01509 226688** or see www.youthsporttrust.org/membership.

New for 2018/19 Plus Membership

The Youth Sport Trust is here to help you harness the power of PE and sport. In secondary schools your membership will enable you to deliver better health and wellbeing and unlock young people's potential which boosts academic performance, improves behaviour and addresses whole school priorities.

Benefits for secondary schools include:

My Personal Best full digital resource – helps develop young people's life skills, improves health and wellbeing and increases potential achievement and readiness for life **OR** if you have already accessed My Personal Best then our new **NGB Sports specific resources** will provide sport specific practices to apply the principles.

Conference place – join us and over 500 delegates at our flagship event **OR half day Athlete Mentor visit** – uses elite athletes as a vehicle to transform the aspirations of young people to improve behaviour and attitudes to raise attainment across the curriculum.

Up to three personal YST memberships.

Power of PE – Wellbeing and Achievement resources

YST Quality Mark – our online self-review tool.

Active 30:30 Tri – a simple resource to map 30 minutes of daily movement.

Power of Enrichment – a digital guide to help practitioners with extra-curricular sport.

Two sets of Skills2Play resource card packs.

10% discount on all YST products.

School open day place to share best practice.

To sign up for Plus membership please contact
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