



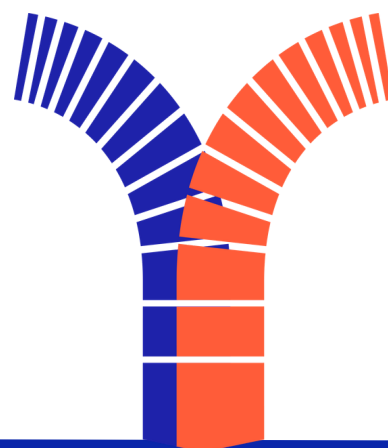
High-Quality Physical Education

Brief Summary for School Leaders

A leadership summary from John Spence Community
High School



Move Well.





This case study demonstrates how a clear, enduring vision can give physical education influence far beyond the subject itself. At John Spence Community High School, the long-standing 'Fit for Life' ethos aims to help every pupil develop a positive and meaningful relationship with movement and physical activity. The department considers how pupils move, connect, think and feel during movement and sporting opportunities, combining a coherent core curriculum with responsive choices and purposeful opportunities within the local community. Senior leaders have also protected two hours of core PE at Key Stage 4, reflecting the school's belief that positive experiences of movement, health and wellbeing are central to pupils' success rather than competing with it.

Key Messages

Begin with a purpose that reaches beyond activities

The 'Fit for Life' vision gives the curriculum a clear destination: pupils should leave with the competence, confidence and inclination to use movement throughout their lives. Activities are selected because they serve that purpose, not simply because they are familiar.

Develop the whole child through PE

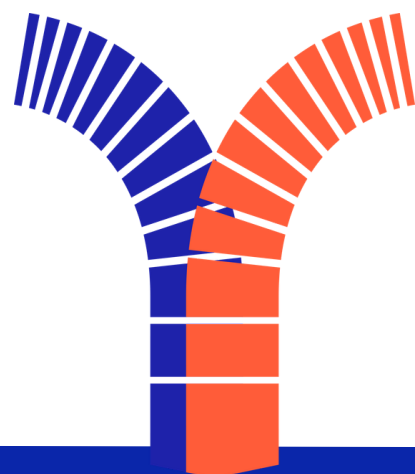
Learning is framed through physical, cognitive, social and emotional development. The school's shared language of being skilled, resilient and considerate connects PE with wider personal development and makes its contribution visible across the curriculum.

Combine coherence with responsive choice

A stable core provides progression, while alternative activities and flexible groupings help staff respond to pupils' interests and needs. Cycling, urban fitness, trampolining, handball and local community opportunities have all been used to broaden participation and help pupils find success.

Protect curriculum time by making its value explicit

Two hours of core PE have been retained at Key Stage 4 because leaders understand its contribution to health, wellbeing and wider school outcomes. The department reinforces this case through clear standards, strong outcomes and purposeful delivery.

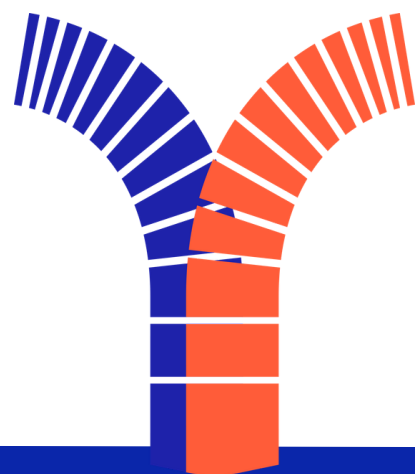


Implications for School Leaders

School leaders should be able to articulate how PE supports every pupil to develop a positive and meaningful relationship with movement and physical activity, not simply which activities they will experience. Curriculum review should consider how pupils move, connect, think and feel, and whether their experiences are enjoyable, meaningful and responsive to their individual strengths, needs and circumstances. Leaders should also examine whether the offer is sufficiently flexible to engage pupils who do not connect with traditional team games, while retaining the coherence and progression that give PE its educational credibility. Protecting curriculum time requires a shared, evidence-informed understanding of PE's contribution to pupils' health, wellbeing, personal development and relationship with movement throughout life.

Leadership reflection question

If pupils were asked what PE at our school is preparing them for—next lesson, next year and later life—how consistent and convincing would their answers be?





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