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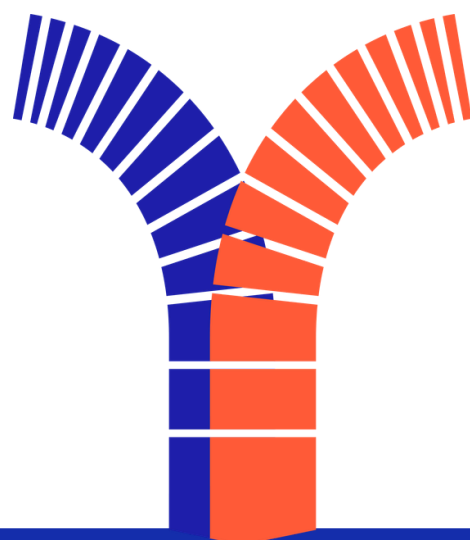


Further Reading Guide:

Enrichment and Personal Development



Move Well.



This resource has been designed based on the Well Schools Move Well pillar.

1. National Curriculum in England: Physical Education Programmes of Study – DfE

Website: <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Why read it?

The National Curriculum provides the statutory foundation for physical education in primary schools, setting out what pupils should know and be able to do by the end of each key stage.

Key takeaway for school leaders

The National Curriculum provides a broad framework rather than a prescribed list of sports. It gives schools the flexibility to design an ambitious PE curriculum that develops pupils' competence, confidence and enjoyment through meaningful movement experiences that meet the needs of their children and young people.

Practical implication

Don't ask, "Which sports should we teach?" Instead ask, "What do we want our children and young people to know, be able to do and become through PE?" Use pupil voice, your school context and your curriculum intent to create exciting learning experiences that develop the whole child.

2. Draft Physical Education Curriculum Guidance (Expert Advisory Group)

Website: <https://www.gov.uk/government/publications/curriculum-and-assessment-review-interim-report>

Why read it?

His guidance reflects the latest thinking on what an ambitious, knowledge-rich and inclusive PE curriculum could look like. Although currently in draft form, it provides valuable insight into the future direction of PE curriculum development.

Key takeaway for school leaders

An effective PE curriculum should be carefully sequenced, inclusive and designed to develop the whole child through meaningful learning over time.

Practical implication

Compare your existing curriculum against the draft guidance to identify strengths and opportunities for future development as national expectations evolve.

3. Research Review Series – Ofsted

Website: <https://www.gov.uk/government/publications/research-review-series-pe>

Why read it?

This evidence review brings together research on curriculum design, pedagogy, progression and assessment to help schools understand what underpins high-quality PE.

Key takeaway for school leaders

Curriculum decisions should be driven by what pupils need to learn, with knowledge and skills building progressively over time through carefully planned learning experiences.

Practical implication

Reflect on whether your curriculum has a clear learning journey from Early Years to Year 6, rather than a collection of disconnected units or activities.

4. Getting Started Guide – Positive Experiences Collective

Website:

<https://www.positiveexperiencescollective.org/physicalliteracycollectivebestpractice>

Why read it?

This practical guide supports schools to strengthen the quality of their PE provision by focusing on effective curriculum planning, inclusive teaching and leadership of PE.

Key takeaway for school leaders

High-quality PE is built through purposeful planning, skilled teaching and a commitment to providing positive learning experiences for every child.

Practical implication

Use the guide as a practical tool to review your current provision and identify achievable next steps for improving PE across your school.

5. Curriculum Blueprint – Youth Sport Trust

Website: <https://www.youthsporttrust.org/school-support/free-resources/curriculum-blueprint>

Why read it?

The Curriculum Blueprint encourages schools to think beyond content coverage and consider the wider outcomes they want every child to achieve through PE, including their physical, social, emotional and cognitive development.

Key takeaway for school leaders

A well-designed curriculum should intentionally develop the whole child, helping pupils grow in confidence, resilience, relationships and motivation alongside physical competence.

Practical implication

Review the intent of your curriculum and consider whether every lesson contributes to the broader outcomes you want children and young people to experience through PE.

6. Meaningful Physical Education: An Approach for Teaching and Learning – Tim Fletcher et al

Why read it?

This influential book explores how PE can create meaningful experiences that pupils value and remember, helping teachers move beyond simply delivering activities to developing lifelong engagement with movement.

Key takeaway for school leaders

Children are more likely to develop positive relationships with physical activity when PE is enjoyable, relevant, appropriately challenging and gives them a genuine sense of achievement and belonging.

Practical implication

When planning and reviewing PE, consider not only what pupils are learning, but also how they experience their learning and how those experiences may shape their future participation in physical activity.



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