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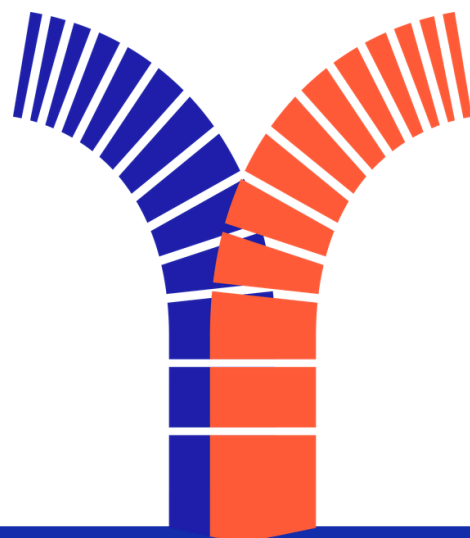


Further Reading Guide: High-Quality PE



Move Well.

Seven resources to extend the
John Spence Community High School case study



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

1. National Curriculum in England: Physical Education Programmes of Study – Key Stages 3 and 4

Why read it?

To reconnect curriculum decisions with the statutory purpose and aims of PE, including competence, sustained activity and healthy, active lives.

Key takeaway for school leaders

High-quality PE should build confidence and expertise while encouraging participation beyond school and into later life.

Practical implication

Test whether curriculum sequencing, activity choices and Key Stage 4 provision collectively deliver all four national curriculum aims.

2. Ofsted Research Review Series: Physical Education

Why read it?

To explore the knowledge pupils need to become increasingly competent, including motor competence, rules and strategies, and healthy participation.

Key takeaway for school leaders

Curriculum quality depends on clearly identifying and sequencing the knowledge pupils need, rather than relying on activity coverage alone.

Practical implication

Review curriculum maps for progression within and across activities, ensuring that foundational learning is revisited and secured.

3. Physical Literacy Consensus Statement for England – Sport

England

Why read it?

To understand how pupils' experiences, thoughts, feelings and opportunities shape their relationship with movement across life.

Key takeaway for school leaders

Physical literacy is personal and changeable; positive, meaningful experiences make future participation more likely.

Practical implication

Evaluate whether every pupil regularly experiences enjoyment, belonging, confidence and success—not only physical skill development.

4. Youth Sport Trust Curriculum Blueprint

Why read it?

To support curriculum design that keeps physical competence central while making cognitive, social and emotional outcomes explicit.

Key takeaway for school leaders

A balanced PE 'educational diet' connects physical learning with personal development and positive engagement.

Practical implication

Use the blueprint to clarify curriculum intent and check alignment between planned learning, teaching, assessment and learner journeys.

5. UNESCO Quality Physical Education Guidelines for Policy-Makers

Why read it?

To place school PE within an international framework for inclusive, learner-centred and lifelong participation.

Key takeaway for school leaders

Quality provision requires inclusion, meaningful curriculum content, well-supported teachers and clear links beyond the school.

Practical implication

Audit whether pupils facing the greatest barriers receive equitable access to ambitious learning and realistic participation pathways.

6. School Sport and Activity Action Plan – HM Government

Why read it?

To consider the national ambition for equal access, a minimum of two hours of curriculum PE and stronger connections between school and community activity.

Key takeaway for school leaders

Curriculum PE, school sport and wider physical activity should operate as complementary parts of a coherent whole-school offer.

Practical implication

Map where curriculum learning leads into enrichment, competition, leadership and accessible community opportunities.

7. EEF Teaching and Learning Toolkit: Physical Activity

Why read it?

To examine the evidence on physical activity, attainment and wider pupil outcomes without overstating causal claims.

Key takeaway for school leaders

Physical activity has important health and wellbeing benefits; academic effects are generally positive but modest and depend on implementation.

Practical implication

Build the case for PE primarily on its educational, health and developmental value, using attainment evidence carefully and proportionately.

Suggested Reading Sequence for Busy School Leaders

Start Here

- National Curriculum in England: Physical Education Programmes of Study
- Physical Literacy Consensus Statement for England

Then Read

- Ofsted Research Review Series: Physical Education
- Youth Sport Trust Curriculum Blueprint
- School Sport and Activity Action Plan

Finally Explore

- UNESCO Quality Physical Education Guidelines for Policy-Makers
- EEF Teaching and Learning Toolkit: Physical Activity

Leadership reflection questions

- How well does our PE curriculum balance physical competence, healthy participation and wider personal development?
 - Where is our curriculum deliberately creating positive experiences that make lifelong participation more likely?
 - What would we need to strengthen—intent, sequencing, inclusion, time or community pathways—to make our PE offer genuinely high quality for every pupil?
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