ISA PE Conference: 3rd & 4th November 2016
Inspire to Aspire

The Power of PE
Will Swaithes, Head of PE & Achievement
The Power of PE
Will Swaithes, Head of PE & Achievement

Where can our subject make the greatest contribution going forward?
The Power of PE
Will Swaithes, Head of PE & Achievement

If kids come to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important.

-Barbara Colorose
Celebrating 20 years at the Youth Sport Trust

Reflect ready to share a story of how you have helped build a brighter future for young people through PE & sport
The starting point…
Understanding our subject

Physical Education
Sport
Physical activity

What is the difference?

Physical literacy
Physical Education – enables children from early years to leaving secondary school to develop the skills, knowledge, attitudes and a disposition to pursue a lifelong enjoyment of, and involvement in, physical activity, sports and movement.

Physical Education should be, as the name suggests, education in, about, and through the physical.

- Education in movement, physical activity and sport to ensure that children maximise their potential.

- Education about movement, physical activity and sport to develop scientific, social and cultural knowledge and understanding.

- Education through movement, physical activity and sport to nurture enjoyment, confidence, social skills, wellbeing, values and attitudes to serve each individual and society.

The purpose of Physical Education is therefore to promote the development of a lifespan involvement in movement, physical activity and sport. This requires a differentiated approach for the vast array of outcomes sought by individuals at different stages in their lives.
APPG report into PE …

**Sport** – is most often used to refer to competitive games or physical activities. Typically in this context, sports are governed by an agreed set of rules and require their participants to learn and exhibit physical athleticism and skill. Sports can be played by individuals, pairs or teams and require physical exertion. Sports form a core part of the Physical Education curriculum and often, the context for physical activity.

**School Sport** – involves the provision of learning opportunities for children in structured activities outside of the Physical Education curriculum, but within a school setting. School sport can involve activities such as team games and school matches, but it is also broader and involves a variety of physical activity beyond the curriculum.

**Physical Activity** – refers to any bodily activity brought about by the skeletal muscles that require energy, ranging from walking to vacuuming, gardening to playing sport. There is much research to demonstrate that reducing sedentary time and increasing physical activity has significant health benefits for children and adults alike.

**Physical Literacy** – a child is physically literate if they have developed, or are developing, the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activity throughout their lifespan.
The starting point...
Understanding our subjects true value

HEALTHY ACTIVE LIFESTYLE INTERVENTIONS
Lifelong active habits
Enjoyment
Engagement

SCHOOL SPORT
Competition
Coaching
Clubs
Commitment

PHYSICAL EDUCATION
~Physically literate to physically educated~
Learning in and through PE for ALL

SCHOOL STANDARDS
Achievement
Attainment
Behaviour
Attendance
Ethos
Aspirations
Pedagogy
Parental/community engagement
X-curricular learning
Transition

YOUTH SPORT TRUST
Whole School Improvement

1. What are the current perceptions of PE and school sport?
2. What are the big issues now and what might the future hold?
3. Where can this subject make the greatest contribution going forward?
## Big issues

### Data and Insight in UK

| Emotional Wellbeing | 10% of 5-16 years olds have a mental illness  
|                     | 33% of 11-16 year olds have poor body confidence  
|                     | 92% of 15-16 years olds suffer examination stress  
|                     | 1 in 11 children say they are unhappy |
| Physical Wellbeing  | 33% of year 6 pupils are overweight or obese  
|                     | 29,000 children under the age of 14 with diabetes with 4% being type 2  
|                     | Vitamin D deficiency cases rose from 1,398 to 4,638 in last 3 years |
| Physical Inactivity | 10% of 2-4 year olds meet CMO guidelines for physical activity  
|                     | Physical Activity declines by 40% (boys) and 50% (girls) between the ages of 8-12  
|                     | 14% (boys) and 8% (girls) of 13-15 year olds meet CMO guidelines (50% reduction) |
## Big issues

### Data and Insight in UK

| Social Wellbeing | 1 in 4 15 years olds have suffered from bullying  
20% of 15 year olds are self harming  
13% of 16 year olds are NEET |
|-------------------|---------------------------------------------------------------------|
| Understanding Wellbeing | 14% of 11-16 year olds recognise the benefit of physical activity on achievement  
48% of 11-17 year don’t get enough sleep to function at school  
67% of young people say they are in charge of their own health and fitness |

[Source: YOUTH SPORT TRUST]
Whole School Improvement

1. What are the current perceptions of PE and school sport?

2. What are the big issues now and what might the future hold?

3. Where can this subject make the greatest contribution going forward?
Big issues

3. Where can our subject make the greatest contribution going forward?
The biggest barrier to achievement is declining pupil wellbeing.

Increased social, emotional and physical wellbeing

=

Increased attainment and achievement
CREATIVITY

ASPIRATION

RESILIENCE

EMPATHY

HEALTH & WELLBEING

LEADERSHIP

PHYSICAL SKILLS & PERFORMANCE APPLICATION

WELLBEING

HQPE

ACHIEVEMENT

WHOLE PERSON CHARACTER, EMPLOYABILITY, LIFE SKILLS

YOUTH SPORT TRUST
Creativity, Aspiration, Resilience, Empathy

DH - Obesity Strategy

Leadership, HQPE

Wellbeing

Achievement

Physical Skills & Performance Application

Whole Person Character, Employability, Life Skills

Youth Sport Trust
Political Context - Health

CMO guidelines 60 minutes a day
Sugar tax 30 minutes a day in school
Change4Life clubs
Physical activity for children and young people (5–18 Years)

- Builds confidence & social skills
- Develops coordination
- Improves concentration & learning
- Strengthens muscles & bones
- Improves health & fitness
- Maintains healthy weight
- Improves sleep
- Makes you feel good

Be physically active

Spread activity throughout the day

Aim for at least 60 minutes everyday

All activities should make you breathe faster & feel warmer

Include muscle and bone strengthening activities

3 times per week

Sit less

Move more

Find ways to help all children and young people accumulate at least 60 minutes of physical activity everyday


physically active kids have more active brains

BRAIN SCAN OF STUDENTS TAKING A TEST:

after 20 minutes of sitting quietly

after 20 minutes of walking

Run, Jump, Learn! John Ratey

www.youtube.com/watch?v=hBSVZdTQmDs

Zero Hour PE – Naperville High School

ACTIVE CHILDREN = STRONG STUDENTS
Creativity
Aspiration
Resilience
Empathy
Political Context ‘Sporting Nation’

The Framework for a new Sport Strategy

Outcomes
- Physical Wellbeing
- Mental Wellbeing
- Individual Development
- Social & Community Development
- Economic Development

Outputs
- Maximising international and domestic sporting success and the impact of major events
- More people from every background regularly and meaningfully taking part in sport and physical activity, volunteering and experiencing live sport
- A more productive, sustainable and responsible sport sector

Actions
- Actions that meet the needs of the elite and professional system and deliver successful major sporting events
- Actions that meet the needs of the customer and enable them to engage in sport and physical activity
- Actions that strengthen the sport sector and make it more effective and resilient

December 2015
Political Context ‘Sporting Nation’

Physical health
Emotional health
Personal Dev
Community Dev
Economic Wellbeing

School Games
School/club links
Secondary teacher education
Creativity
Aspiration
Resilience
Empathy

DH: Obesity Strategy
HQPE: Leadership
DfE: Education Policy
DCMS: Sporting Future Strategy

Youth Sport Trust
Political Context - Education

Physical education of students

National curriculum

Purpose of sport
A high-quality physical education for pupils to become

opportunities to develop values such as fair

Aims
The national curriculum

- develop competence and confidence
- engage in competition
- lead healthy, active

Attainment targets
By the end of each key stage in PE and Sport, pupils are expected to:

Schools are not

GCSE PE activity I

Proposed list of activities
Awarding Organisations (AOs) or formal condition in which some cannot be assessed in a recent setting in England. A common inspection framework: education, skills and early years


The common inspection framework sets out how Ofsted inspects maintained schools and academies, non-association independent schools, further education and skills provision and registered early years settings in England.

The common inspection framework comes into effect from 1 September 2015 and remains in draft until that point. Minor amendments may be made to the text prior to September.
**PHYSICAL EDUCATION**
Curriculum
Min 2 hrs HQ

‘Learning’

Outcomes:
- PRIMARY
  - Physical Literacy

SECONDARY
- Social & Emotional Literacy
  (Personal Development, Welfare, Character Education)

---

**PHYSICAL ACTIVITY**
Whole school
30 active mins a day

‘Activity’

Active Travel
Active Classrooms
Active Pedagogy
Active Playgrounds

Outcomes:
- Physical wellbeing
  (Cognitive development, Cognitive functioning, Attention & Behaviour)

---

**SCHOOL SPORT**
Co-curricular
Daily programme

‘Application’
( Coaching & Competition)

Breakfast Clubs
Lunch time clubs
After school clubs
Holiday clubs
Satellite Clubs

Outcomes:
- British Values
- Citizenship
- Ethics & Morals

---

**PHYSICAL AND EMOTIONAL WELL BEING**
Achievement through Well Being
Achievement through Well Being

Call to action...

Keep Doing
Improve Doing
Stop Doing
Start Doing
“I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized.”

-Johann Wolfgang Von Goethe, German writer 1749-1832