

1. Know the structure of physical education within the curriculum

Warm-up

What is the ideal PE lesson?

Think about all of the reasons why you liked or disliked PE at school. How did things like the teaching style, the structure and format of the class and the learning environment influence your passion for the subject? How do you think PE lessons should be run?

1.1 Structure

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the framework that covers the learning, development and care for children from birth to five years old in England. The principles of the EYFS are grouped into four themes that contextualise the requirements of the EYFS framework and describe how people working with young children within this stage should support their learning, development and care. The four main themes are:

- A unique child: every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The main commitments in this stage are development, inclusion, safety and health and wellbeing.
- Positive relationships: describes how children learn to be strong and independent from a base of secure and loving relationships with significant others (for example, parents). The key commitments in this stage are respect, partnerships with parents, supporting learning and the roles of the key person (such as a carer).
- Enabling environments: recognises how environment can shape the child's development and learning. The commitments of this stage are observation, assessment and planning, support for every child and the learning environment.

- Learning development: recognises that children learn and develop in different ways and at different rates. It recognises that all areas of learning and development are equally important and are related.

The learning and development requirements of the EYFS are laid out by the Childcare Act (2006). These contain three elements:

- the early learning goals: the knowledge, skills and understanding that young children should have acquired by the end of the academic year in which they reach five years old
- the educational programmes: the matters, skills and processes that are to be taught to young children
- the assessment arrangements: the arrangements for assessing young children to measure their achievements. The assessment arrangements are broken down into assessment during the EYFS, assessment at the end of the EYFS and the assessment requirements.

The early learning goals and the educational programmes are separated into six areas shown in Figure 24.1. They are equally important and related, so must be delivered through planned and purposeful play with a balance of adult-led and child-initiated activities to support a rounded approach to child development.



Figure 24.1: Early learning goals and educational programmes.

Activity: The EYFS

Imagine you are applying for a job to work with young children. You have been asked to prepare a presentation that demonstrates your understanding of the learning and development requirements of the EYFS. Using the Statutory Framework for the EYFS (2008), complete:

- a description of the educational programme associated with the six areas in Figure 24.1
- a description of the early learning goals associated with the six areas in Figure 24.1
- a description of the assessment arrangements during and at the end of the EYFS; and the assessment requirements of the EYFS.

Knowledge, skills and understanding

The knowledge, skills and understanding taught at Key Stages 1 and 2 are separated into four areas:

- acquiring and developing skills
- selecting and applying skills, tactics and compositional ideas
- evaluating and improving performance
- knowledge and understanding of fitness and health

Key Stage 1

During Key Stage 1, children build on their natural enthusiasm for movement. They use it to explore and learn about their world. Children start to work and play with other children in pairs or groups. By watching, listening and experimenting they develop movement and coordination skills. During this stage, children get the opportunity to enjoy expressing and testing themselves in a variety of situations.

Knowledge, skills and understanding at Key Stage 1

Knowledge, skills and understanding should be taught through dance, games and gymnastics activities (mandatory) and swimming activities and water safety (optional).

Key Stage 2

During Key Stage 2 children enjoy being active and using their creativity and imagination during physical activity. Through Key Stage 2, children learn new skills, discover how to use them in different ways, linking them to make actions, phrases and sequences

of movement. They will enjoy communicating, collaborating and competing with each other. Children develop an understanding of how to succeed in different activities and learn how to identify and evaluate their own success.

Knowledge, skills and understanding at Key Stage 2

The knowledge, skills and understanding should be taught through five activities including dance, games and gymnastics activities (mandatory) and two activities to be chosen from swimming activities and water safety, athletic activities and outdoor and adventurous activities. Swimming activities and water safety must be chosen as one of these areas of activity unless children have completed the full Key Stage 2 teaching requirements during Key Stage 1.

Structure of Key Stages 3 and 4

Key Stages 3 and 4 were reviewed in 2007 and came into effect in September 2008. The programme of study at Key Stages 3 and 4 is now separated into four areas: **key concepts**, **key processes**, **range and content** and **curriculum opportunities**.

Key terms

Key concepts – concepts that children need to understand in order to deepen and broaden their knowledge, skills and understanding. The key concepts at Key Stages 3 and 4 are competence, performance, creativity and health, active lifestyles.

Key processes – essential skills and processes that children need to learn in order to progress in PE. The key processes at Key stages 3 and 4 are developing skills in physical activity; making and applying decisions; developing physical and mental capacity; evaluating and improving; and making informed decisions about healthy, active lifestyles.

Range and content – the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

Curriculum opportunities – the opportunities that should be offered to children to enhance their engagement with the concepts, processes and content of PE.

Key Stage 3 – range and content

At Key Stage 3, PE should include activities that cover at least four of the following areas:

- outwitting opponents, as in games activities
- accurate replication of actions, phrases and sequences, as in gymnastic activities

- exploring and communicating ideas, concepts and emotions, as in dance activities
- performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities
- identifying and solving problems to overcome challenges of an adventurous nature, as in lifesaving and personal survival in swimming and outdoor activities
- exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

Key Stage 3 – curriculum opportunities

At Key Stage 3, the curriculum should provide opportunities for children to:

- get involved in a range of different activities that develop the whole body
- experience a range of roles within a physical activity
- specialise in specific activities and roles
- follow pathways to other activities in and beyond school
- perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class
- use ICT as an aid to improving performance and tracking progress
- make links between PE and other subjects and areas of the curriculum.

Key Stage 4 – range and content

At Key Stage 4, PE should include activities that cover at least two of these areas:

- outwitting opponents, as in games activities
- accurate replication of actions, phrases and sequences, as in gymnastic activities
- exploring and communicating ideas, concepts and emotions, as in dance activities
- performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities
- identifying and solving problems to overcome challenges of an adventurous nature, as in lifesaving and personal survival in swimming and outdoor activities
- exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

Key Stage 4 – curriculum opportunities

At Key Stage 4, the curriculum should provide opportunities for young people to:

- get involved in a range of different activities that develop the whole body
- experience a range of roles within a physical activity
- specialise in specific activities and roles, taking accredited courses and qualifications where appropriate
- follow pathways to other activities in and beyond school and, where possible, work with sportsmen and women, coaches and other specialists
- perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class
- make links between PE and other subjects and areas of the curriculum
- use ICT to assist in planning for improvement and involvement in physical activity
- work with others to organise, manage, officiate and run festivals, tournaments, competitions and events, both in school and in the local community.

Take it further

Programmes of study

Go to curriculum.qcda.gov.uk and download the programmes of study for each of the different key stages. Summarise the examples that are included in the programmes of study and keep them – they could be useful when you are planning the PE lesson later!

Differences in home countries

The provision of PE in schools varies between each of the home countries. To find out and compare the differences in sport and PE in schools in England, Scotland, Northern Ireland and Wales you can visit each country's educational department website and look at PE in the curriculum.

1.2 Stakeholders

Sector Skills Councils

SkillsActive is the Sector Skills Council for Active Leisure and Learning. It works with employers to lead the skills and productivity drive across sport and recreation, health and fitness, outdoors and playwork. SkillsActive works in the UK with representatives in all four home countries. In England there are nine regional managers, with other home country managers based in Northern Ireland, Scotland and Wales. SkillsActive has a role in increasing the number of industry recognised qualifications for the active leisure and learning sector. It works with industry and higher education experts, partners and employers to develop qualifications which will assist the growth of the workforce. In doing so, SkillsActive aims to professionalise and upskill the active learning and leisure sector in the run up to, and beyond, the London 2012 Olympic Games and Paralympic Games. This involves developing different types of apprenticeships and qualifications related to National Occupational Standards.

National Occupational Standards (NOS) define the knowledge, understanding, skills and level of competence required to carry out tasks at work. They can be used to create job descriptions, develop training plans, identify skills shortages and create performance standards. They play an important role in curriculum development providing the framework against which vocational qualifications can be designed and form the structure of the Scottish National Vocational Qualifications (S/NVQs).

National governing bodies and their work with children and young people

The work of sport governing bodies may not directly influence the PE curriculum, but it can play an important role in PE in schools. Governing bodies may work with local sports clubs to foster school and community links. They may also promote participation in their sports which may influence children and young people to take up sport in school.

Government initiatives

As PE and sport has a beneficial effect on education, health, confidence and interpersonal skills, there are different initiatives in place to increase the amount and quality of PE available to young people.

PE and Sport Strategy for Young People (PESSYP) replaces the government's previous initiative, the PE School Sport and Club Links (PESSCL). This new initiative has been developed and implemented by Department for Children, Schools and Families (DCSF), the Department for Culture, Media and Sport (DCMS), the Youth Sports Trust and Sport England. They aim to use the legacy of the London 2012 Olympics to get more children and young people taking part in quality PE and sport. The central aspect of this strategy is the five hour offer. The five hour offer is made up of two hours of curriculum PE per week, one hour of sport organised by schools on school sites and two hours of a mixture of school and community/club organised sport, either on school sites or in community/club sites. Achievement of the five hour offer will be measured against these targets:

- 40 per cent of young people to take part in five hours per week of PE and sport (three hours for 16–19-year-olds) by the end of the academic year 2010–2011
- 80 per cent of 5–16 year olds in every School Sport Partnership to take part in three hours per week of PE and sport (three hours for 16–19-year-olds) by the end of the academic year 2010–2011
- 60 per cent of young people to take part in five hours per week PE and sport (three hours for 16–19-year-olds) by the end of the academic year 2012–2013.

The PESSYP has ten key work strands, each of which maximises opportunities for children and young people to access quality PE. These strands are shown in Figure 24.2.

The PESSYP targets three groups of children and young people: those engaged, partially engaged, and not engaged in PE and sport. Here is a model for working towards the five hour offer with these groups.

The overall ambitions for delivering the five hour offer are to:

- deliver a successful Olympic and Paralympic Games with a legacy of more children and young people participating in PE and sport
- create a world-class system of PE and sport for young people
- give every young person aged 5–16 in England access to five hours of PE and sport every week (three hours for 16–19-year-olds).

1.3 Implementation of curriculum in different contexts

Key Stages 1 and 2 of the PE curriculum are implemented in primary schools and Key Stages 3 and 4 are implemented in secondary schools. Look back at section 1.1, pages 333–334 for more information.

	1	2	3	4	5	5+
Sustaining and challenging those already engaged			Appropriate competitive sport, access to quality coaching and progression to quality clubs		Quality clubs, competition and coaching linked to the school	
Fully engaging those partially engaged	Two hours per week of high quality physical education for all young people		Alternative activities and traditional sports presented differently, linked to quality community provision		Easily accessible menu of sporting provision available in a range of community settings	
Engaging those not yet engaged			Encouraging active lifestyles	Supporting active lifestyles		

KEY

- School Sports Partnership
- Health providers and Primary Care Trusts
- Transition between the two sectors
- County Sports Partnership, National Governing Bodies and other Community providers
- Transition between the two sectors

Figure 24.3: Why do you think that the structure of the programmes differs in how it targets the different groups? (Diagram adapted from *The PE and Sport Strategy for Young People. A guide to delivering the five hour offer*, courtesy of Sport England).

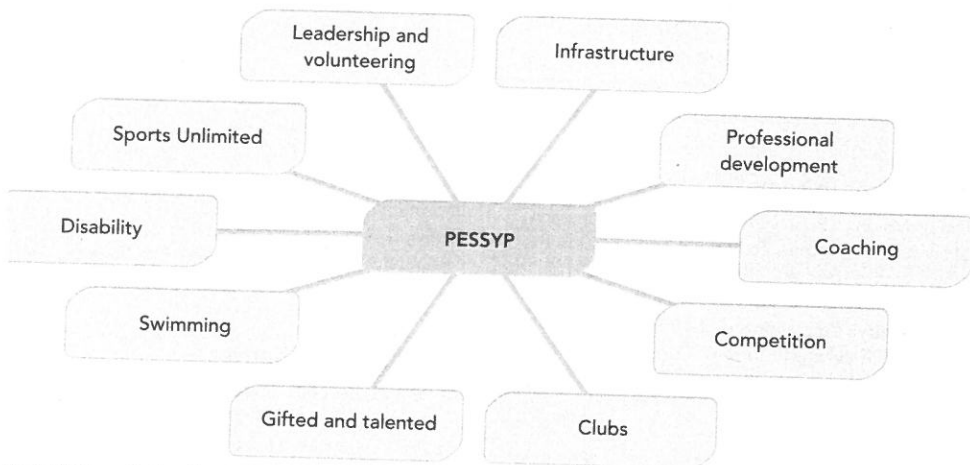


Figure 24.2: How effective do you think the PESSYP will be at developing sport at all levels from grass roots to elite?

Assessment activity 24.1

P1 P2 P3 M1 BTEC

You have just started your job as a PE teacher. You want to develop the PE provision at your school by drawing in more community links and by providing learners with a greater understanding of the links between PE and the world of work. Before you get the go ahead, your manager has asked for a report that demonstrates how all of these different areas can link together.

- Describe the structure of the PE curriculum. **P1**
- Describe the impact of stakeholder views on the development of the PE curriculum. **P2**
- Describe the ways in which the curriculum is implemented. **P3**
- Explain the different ways that learning providers meet National Curriculum requirements. **M1**

Grading tips

- To attain **P1** look at the different levels and differences in home countries.
- To attain **P2** describe how sector skills councils (such as Skills Active), National Occupational Standards, national governing bodies and different government initiatives impact on the development of the PE curriculum.
- To attain **P3** describe which elements of the curriculum are delivered through primary and which are delivered through secondary schools.
- To attain **M1** explain the optional and mandatory elements of the National Curriculum and suggest why and how learning providers may meet the curriculum in different ways.

PLTS

Thinking about the different ways that learning providers may meet the curriculum could provide evidence of your skills as a **creative thinker**.

Functional skills

If your report is fit for purpose, you will provide evidence towards your **English** skills.

2. Understand the importance of physical education in society

2.1 PE and educational attainment

PE and sport benefits young people and can help to improve academic success.

Physical activity and academic success

People think that physically active children are more likely to have greater academic success for a number of reasons including increased cognitive functioning, improved behaviour and increased self-esteem.

Although research is contradictory on the effects of physical activity on academic achievement, there is enough evidence to show that there is a link between physical activity and academic success.

Improved cognitive function

One reason why physical activity improves academic success is improved cognitive function. During the school day, breaks for physical activity help children to concentrate and improve behaviour; this helps them achieve higher test scores and increases academic performance. Children involved in moderate to vigorous physical activity have increased memory and recall, increased observational skills, increased problem-solving skills and increased decision-making skills. We don't fully understand this relationship but suggestions include increased blood flow to the brain, increased arousal and brain stimulation, increased energy production and physical activity as a break from lesson time which gives your brain time to recover.

Physical literacy

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout life with the aim of improving quality of life. During the foundation

years and primary school years, PE develops physical literacy as movement skills and an understanding of the importance of physical activity are developed. During secondary school, PE develops physical literacy because it provides an opportunity to contextualise physical literacy through a range of sport and exercise activities; you also develop your physical literacy through sport outside school. When you are researching physical literacy, you may find some useful articles at www.physical-literacy.org.uk.

Importance of high quality teaching establishing lifelong activity

Think about the subjects at school and college that you have enjoyed and those you haven't. Quality of teaching affects enjoyment. This is important as a child's experiences in PE affect lifelong participation in physical activity. Inactive adults cite bad experiences during their school PE lessons as a reason for being inactive, whereas more active adults have had positive experiences through school PE.

After school clubs

An after school club is a place for children to go from around 3.30 p.m. to 6 p.m. (after the school day has finished but normal office working hours haven't). The club could be in the child's school, but also in other settings such as community centres. Activities such as games, sports or art and crafts are provided for children under the care of playworkers and are designed to help children fulfil their potential through positive, social, emotional, physical and intellectual experiences.

Sport or physical activity

Have you ever heard somebody say 'Because I'm not into sport' as a reason for disliking PE? PE teachers

should emphasise that PE is about learning about your body and the benefits of **physical activity**. Young people should understand that they can succeed in PE by being physically active and that they can get long-term health benefits from having active hobbies or daily activities. For more information about the benefits of physical activity, see Unit 14 Exercise, health and lifestyle.

Key terms

Physical activity – any force exerted by skeletal muscle that results in energy expenditure above resting level.

Take it further

PE – the wider benefits

For each of the aspects below, produce a mind map of how you think PE can benefit each area. You may wish to use books, the Internet and discussion with your friends or family to help.

- Team work
- Sense and understanding of competition
- How to deal with conflict
- Cooperating with others
- Community engagement

Take it further

Parents and family

To what extent do you think parents and family can influence a young person's involvement in sport? Think also about the implications of family finances.

Impacts on general health and physical fitness

PE plays an important role in society because it increases overall health and fitness. It reduces the prevalence of negative health factors such as obesity and mental health problems.

Emotional stability

PE develops self-confidence, self-esteem and feelings of peer acceptance in children and young people. Young people can develop better decision-making skills and are better equipped to deal with minor setbacks if they are involved in sport. PE can help them produce solutions to problems. This influences society as young people are less likely to suffer from mental health problems in later life.

Social cohesion

Social cohesion means how well you get on with other people in your group. Through PE, children and young people have an opportunity to develop social cohesion through play activities which can further help them to develop relationships in later life.

Social inclusion

The four elements that make up social inclusion include:

- spatial – being in close proximity to others and closing gaps between people of different social and economic status
- relational – feeling accepted or feeling as if you belong
- functional – improving knowledge, skills and understanding
- power – feeling more in control or empowered.

PE and sport increases social inclusion by bringing together young people from different social and economic backgrounds and providing a shared goal or activity that they feel is valuable (spatial) and offers young people the opportunity to be a part of a team, club or society (relational). PE helps young people to develop a range of appropriate knowledge, understanding and skills (functional) and involvement in games and activities that help them to develop decision-making skills or place them in positions of responsibility (power).

2.2 PE in society

The benefits that PE brings to society stem from benefits to an individual. These affect society when an individual makes positive contributions to society.

Crime reduction

Evidence shows a link between involvement in PE and sport and a reduction in crime. One UK-based project showed a reduction in drug taking and associated crime following a project involving sport. The project showed a 15 per cent reduction in overall crime and a 43 per cent reduction in youth crime.

Impacts on economy

As PE increases physical fitness it has a beneficial effect on different conditions associated with being unfit (for example, obesity). The cost of obesity to the NHS and the economy has been calculated at billions of pounds each year, so if we reduce the levels of obesity by helping children get active through PE, and instill positive lifestyle behaviours through the educational programme associated with PE, the financial cost of these conditions will be reduced.

Benefits

There many benefits of PE but three general areas are intellectual, ethical and aesthetic.

- **Intellectual** – a person's intellect relates to their ability to learn and reason, their capacity for

knowledge and understanding, and their ability to think abstractly (in depth about or around a problem or event). PE develops a number of intellectual skills that are important for life such as decision-making and problem-solving.

- **Ethical** relates to understanding right from wrong, and morals, principles or standards. PE helps young people to learn about the rules that govern different sports, the spirit of fair play and how to work in everybody's best interests. When taking on the different roles of leader, coach and officials through PE, young people learn about the importance of adopting these roles responsibly.
- **Aesthetic** means the way something looks, especially in terms of its beauty or artistic worth. In some activities such as gymnastics and dance, movements must be aesthetically pleasing to score more points, whereas other activities simply have aesthetic benefits. Being physically active has many health-related benefits such as weight management, developing healthy bones, increased musculature and assisting correct posture. Young people can feel better about their appearance and enjoy being healthy as a result of school PE.

Case study: Sky Sports Living for Sport Project

The Sky Sports Living for Sport Project is a programme run by the Youth Sport Trust and funded by BSKyB. It is intended for 11–16-year-olds who are struggling with aspects of school life (for example, social exclusion, learning needs and behavioural problems) and who may have become disaffected. The project recognises that sport helps young people overcome these issues.

Schools apply to take part in the project and receive support to run it. Within the project, young people work with their teachers, support staff and other young people to set personal targets and goals, identify activities to take part in and to organise sport

events for other children and young people. There is normally an annual celebration event at the end of each project.

Research the Sky Sports Living for Sport Project and answer these questions.

1. **What are the benefits of the Sky Sports Living for Sport Project?**
2. **How does the project link in with PE?**
3. **How effective is the project?**

Assessment activity 24.2

P4 P5

BTEC

You are working as an outreach worker with a group of disaffected young people who have been missing their PE lessons. You want to help them discover the benefits of PE to try to reintroduce them to it so have decided to produce an information leaflet to try to stimulate their interest.

Grading tips

- To attain **P4** provide examples of how the link is explained (for example, cognitive functioning).
- To attain **P5** discuss issues such as crime prevention.

1. Explain the importance of PE to children and young people's educational attainment. **P4**
2. Outline the importance of PE to society in general. **P5**

PLTS

If you analyse and evaluate the information available that relates to the benefits of PE, you could provide evidence of your skills as an **independent enquirer**.

Functional skills

If your leaflet is fit for purpose, you could provide evidence of your skills in **English**.

3. Be able to structure a lesson of physical education

3.1 Plan

To be effective lessons should be planned and reviewed. A lesson plan consists of different elements including learning outcomes, activities, opportunities for assessment, links to the curriculum and health and safety considerations.

Learning outcomes

Learning outcomes should be written so that they indicate what the person will know (for example, know the structure of the heart), or what they will understand (for example, understand how muscles and bones produce movement), or what skills they will have developed (for example, be able to safely and effectively run a sit and reach test with a client) by the end of the activity or lesson.

Remember

The learning outcomes are the knowledge, understanding and/or skills the young person should have by the end of the activity or class.

Activities

The activities that you include in the lesson should enable your students to achieve the learning outcomes. Activities should be varied and progressive so that you provide learners with an opportunity to learn in different ways that suit them and so that you are helping them to build on their skills and techniques as they progress through the individual classes and a series of lessons. For example, if you were to run a dance class with a group of Key Stage 1 learners, your activities could progress in this order:

- Learners copy the dance movements performed by the teacher.
- Observe, copy and repeat a short sequence of movements performed by the teacher.
- Work in pairs to produce short sequence to music.
- Work in pairs to alter the sequences to fit different music.