

Section 3 – Pledge Guidance

Physical Education

Overview	<p>High quality PE is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, PE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psycho-motor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life.</p> <p>(Source: Association for Physical Education (AfPE) Health Position Paper, 2008)</p> <p>Physical education combines physical competence with values-based learning and communication. When PE is taught well it provides children with a range of opportunities to develop physical confidence and competence in an environment conducive for social and emotional development.</p> <p>There is a need for ongoing professional development to develop teacher confidence and competence. It is well documented that many teachers have limited ITE PE input and as a result often feel ill-equipped to teach educationally sound and safe PE lessons.</p>
Key Facts	<p>PE is not the same as Sport. This is an important distinction to make to ensure PE lessons are inclusive and meet the needs of all learners.</p> <p>Teaching of PE should focus on the development of physical literacy. Physically literate children demonstrate confidence in their movement capabilities. They demonstrate agility, coordination, balance and control, and can respond to the demands of a changing environment. They work well with others and enjoy discovering new activities.</p> <p>High quality PE will foster an appreciation of the intrinsic value of physical education, as well as its contribution to health and well-being. It will develop an appreciation of physical activity and will lay the foundations and values necessary for lifelong physical activity.</p> <p>Quality PE provides children with a myriad of opportunities to develop social and cooperative skills and can provide them with experiences that foster self-esteem and build resilience.</p> <p>Regular participation in quality physical education and other forms of physical activity can improve a child's attention span, enhance their cognitive control and speed up their cognitive processing.</p>

	<p>The concept of physical education is often misunderstood and as a result teaching can vary and benefits can be limited. Frequently schools judge a 'busy, happy, good' PE lesson a success irrespective of whether or not the children are learning. This of course is not just limited to learning and teaching within PE. Primary school teachers, therefore, face the ultimate paradox of teaching which is the need to manage children by keeping them controlled and quiet versus the need to provide a stimulating environment conducive to learning.</p>
<p>Resources</p>	<p>Department for Education (2013). National Curriculum for England. https://www.gov.uk/government/collections/national-curriculum</p> <p>Association for PE (AfPE) http://www.afpe.org.uk/</p> <p>Sheffield City Council, PE Swimming and Outdoor Learning Team https://www.sheffield.gov.uk/home/schools-childcare/pe-swimming-outdoor-learning.html</p> <p>Youth Sport Trust https://www.youthsporttrust.org/</p> <p>Cycle Experience andrew.crossley@cyclenorth.org</p> <p>Links School Sport Partnership http://links-ssp.com/</p> <p>Arches School Sport Partnership http://www.thearches.org.uk/</p> <p>Forge School Sport Partnership https://hgsc.co.uk/our-school/forge-school-sport-partnership</p> <p>Points Learning Network http://pointslearningnetwork.com</p> <p>Yorkshire Sport Foundation & Centres of Excellence https://yorkshire.sportsuite.co.uk/events/2017/01/centre-of-excellence--sports-premium-funding-allocation-and-evidencing</p> <p>Thornbridge Outdoors https://www.thornbridgeoutdoors.co.uk/</p>

<p>Best Practice</p>	<p>Create a culture that is positive about PE and is embraced by the whole school. A culture where PE is considered important, is seen as a method to enrich the school, improve pupil learning outcomes, and aid school improvement.</p> <p>Ensure PE lessons are appropriately planned, assessed and resourced and led by a qualified teacher. Lessons should be progressive and children should be aware of learning outcomes.</p> <p>Quality PE focuses on areas of activity rather than the teaching of games. Children have opportunities to take part in a range of competitive, creative and challenge activities and have opportunities to be part of a team.</p> <p>Quality PE encourages children to think creatively and make decisions for themselves and encourages children to reflect on their learning, fostering a desire to improve.</p> <p>Quality PE is focused on the development of physical literacy and considers a range of movement opportunities rather than sport-driven activity.</p> <p>The OFSTED Beyond 2012 report (2013) stated that a quarter of PE lessons were not active enough and did little to challenge children with low fitness levels or suit the needs of obese children. Children should be provided with lessons that develop specific skills while engaging with sustained physical activity.</p> <p>Teachers, parents and carers are brilliant role models upon which children can model themselves. Ensure teachers model positive attitudes towards PE i.e. PE is seen as a priority and teachers dress appropriately for lessons.</p> <p>PE should be enjoyable, challenging and rewarding, and generate enthusiasm for physical activity and sport.</p>
<p>Local Offers and Providers</p>	<p>School Sport Partnerships / Networks</p> <p>Sheffield Swimming Service / Shoals Swim School</p> <p>Thornbridge Outdoors</p>