

Personal reflection:

What do you wish you had learnt when you were younger?

Life skills?
Social skills?
Employability?
Preparation for the next stage?

Welcome to – Reflecting on your PE Curriculum

16 October 2025

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Aims

Reflecting on your PE Curriculum

- The current landscape for PE
- Reflection / self-appraisal – Is PE ‘fit-for-purpose’?
- Network; Share / collaborate





Part 1

National Update / Current Landscape



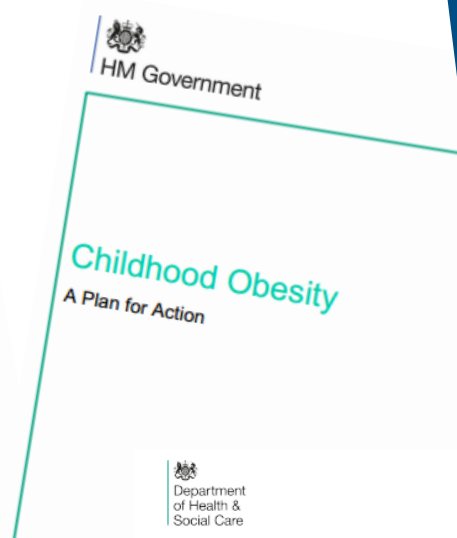
Political context



Department
for Education

Department for
Digital, Culture,
Media & Sport

Department
of Health &
Social Care



Department
of Health &
Social Care

Prevention is better than cure

Our vision to help you live well for longer

05 November 2018

Contents

Ministerial foreword	2
Executive summary	4
1. Prevention matters	5
2. Preventing problems in the first place	12
3. Living well in the community	27
Conclusion	38
References	40



Relationships Education, Relationships and Sex Education, and Health Education in England

Government consultation response

February 2019



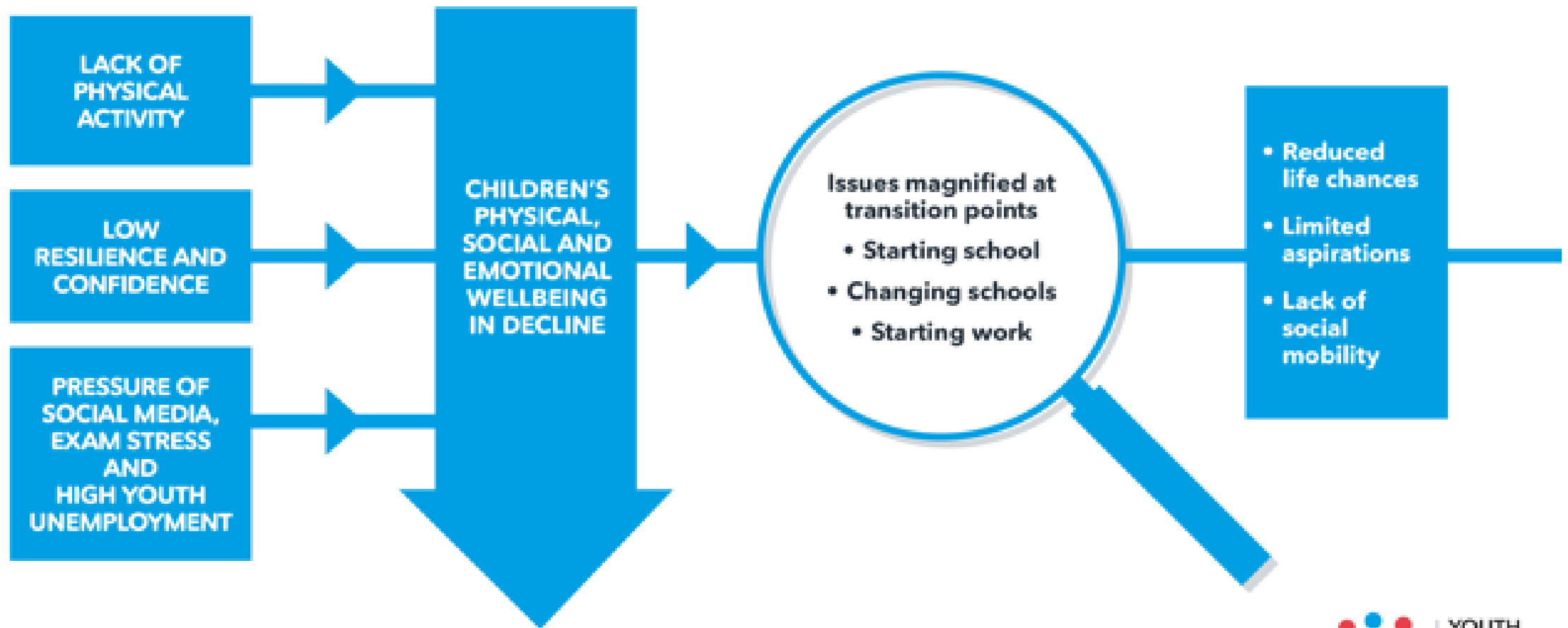
The education inspection framework

Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

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

School Sport and Activity Action Plan

The challenge



The opportunity

We use the power of:

SPORT

**PHYSICAL
EDUCATION**

**PHYSICAL
ACTIVITY**

To build:

LIFE SKILLS

- Confidence
- Resilience
- Teamwork
- Creativity

CONNECTIONS

- Community cohesion
- Inclusive opportunities
- Equality of access

SUPPORT NETWORKS

- Young people
- Teachers/schools
- Families
- Community partners
- Decision makers

Increasing
life chances
through:

Greater
attainment
and
achievement

Improved
physical,
social and
emotional
wellbeing

Healthier
lifestyles

Better friends,
family and
neighbours

⋮

**HAPPIER,
HEALTHIER
YOUNG PEOPLE
ACHIEVING
THEIR
POTENTIAL**

⋮

Better employees,
colleagues and
citizens

Understanding the issues

Health

10%
of 11-16 year-olds
have a diagnosable
mental health issue



33%
of 11-16 year-olds
have poor body
confidence



20%
of 15 year-olds
could be
self-harming



92%
of 15-16 year-olds
suffer examination
stress



1-in-4
15 year-olds
will have
been bullied



13%
of 16 year-olds
are not in education,
employment or training



Education

Declining
emotional
wellbeing and
resilience



Parental
engagement and
activity at home



Developing
character traits,
life skills and
leadership and
employability



Raising aspirations,
narrowing the gap
and enabling social
mobility



Improving student
behaviour, attitudes
to learning and
supporting
transition services



Tackling inactivity
and physical
wellbeing



ACTIVE PUPILS PERFORM BETTER



**ACADEMIC
RESULTS
IMPROVE**



**HAPPIER, MORE
MOTIVATED AND
CONFIDENT PUPILS**



BRAIN FUNCTION IMPROVES

Brain functioning improves leading to better concentration and learning



SCHOOL ENGAGEMENT IMPROVES

Stronger school engagement with improved attendance and behaviour



PUPIL ENGAGEMENT IMPROVES

Short bursts of activity in classrooms improve pupils engagement for up to one hour after



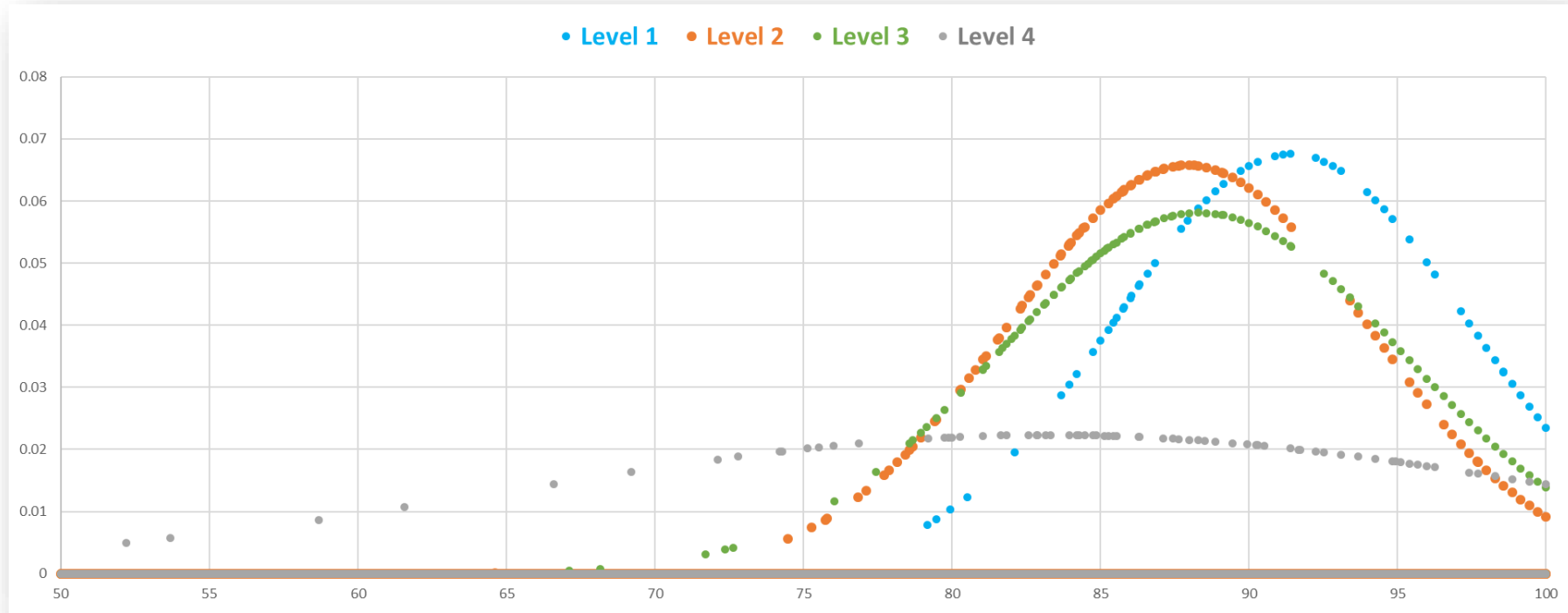
SOURCES

Start Active, Stay Active, 2017

Nike Active Schools, 2015

The link between pupil health and wellbeing and attainment 2014

The impact of Physical Activity - Attendance



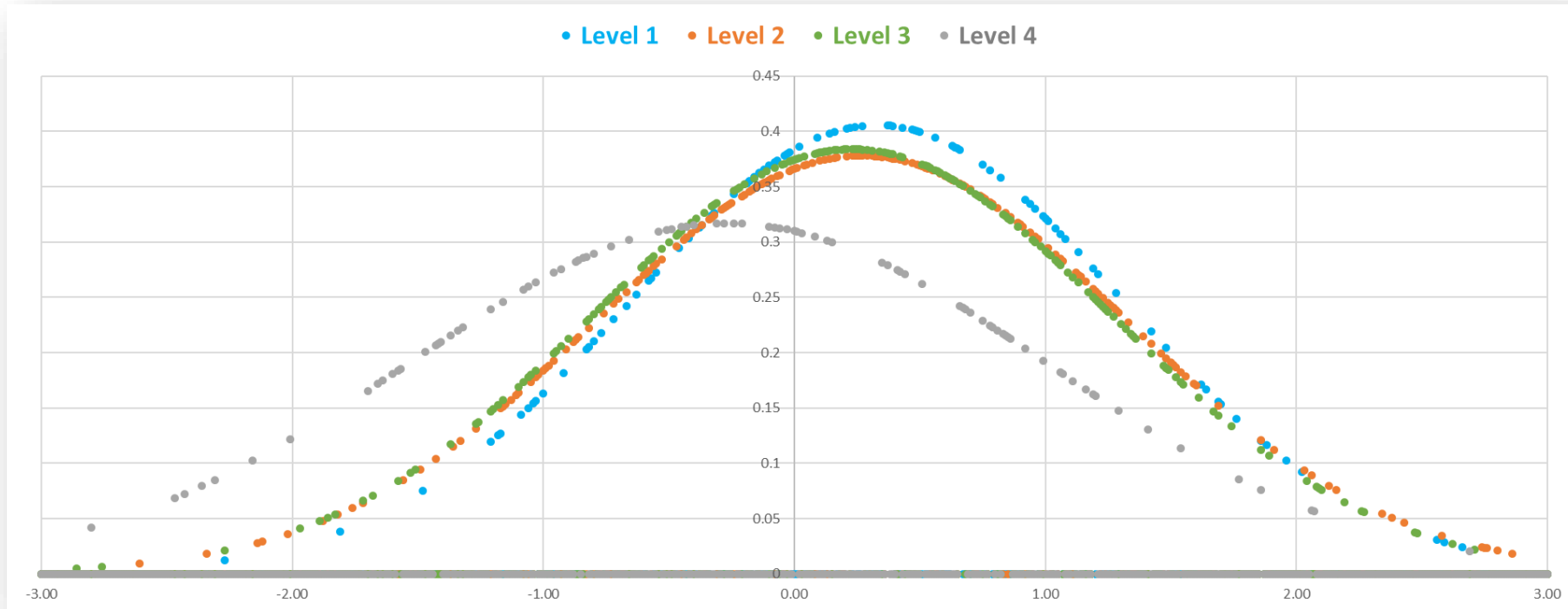
Level 1 = outstanding engagement, competence and positive attitude towards PE, school sport and physical activity - attends fixtures/ clubs and healthy active lifestyle habits beyond school

Level 2 = good engagement and positive attitude towards PE, school sport and physical activity and has healthy active lifestyle habits

Level 3 = satisfactory engagement and attitude towards PE, sport, physical activity and/ or healthy active lifestyle habits

Level 4 = poor engagement and attitude towards PE, sport, physical activity and/ or very little healthy active lifestyle behaviours outside of school

The impact of Physical Activity - Attainment



Level 1 = outstanding engagement, competence and positive attitude towards PE, school sport and physical activity - attends fixtures/ clubs and healthy active lifestyle habits beyond school

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Level 4 = poor engagement and attitude towards PE, sport, physical activity and/ or very little healthy active lifestyle behaviours outside of school

PM announcement (September 2025)

- New School Sports Partnerships
- New Enrichment Framework for schools – equal access to HQ Extra-curricular activity
- Gender equality school sport
- Equal access for pupils with SEND
- Two hours of HQ PE every child, every week

Consultations

- Curriculum and Assessment Review
- Ofsted Inspections – score card
- DfE School profiles
- SGO Review
- Pe and School Sport evaluation
- Primary PE and sport premium

Safe Practice

- Online resource
- More flexible membership options



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PHYSICAL EDUCATION

The current landscape . . .

Any questions?



Part 2

Is your PE Curriculum 'Fit-for-purpose'?



1. What does great PE look and feel like?

2. What factors influence what activities go on your PE curriculum and what don't?



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Why PE?

What is the purpose of PE/What would SLT say?

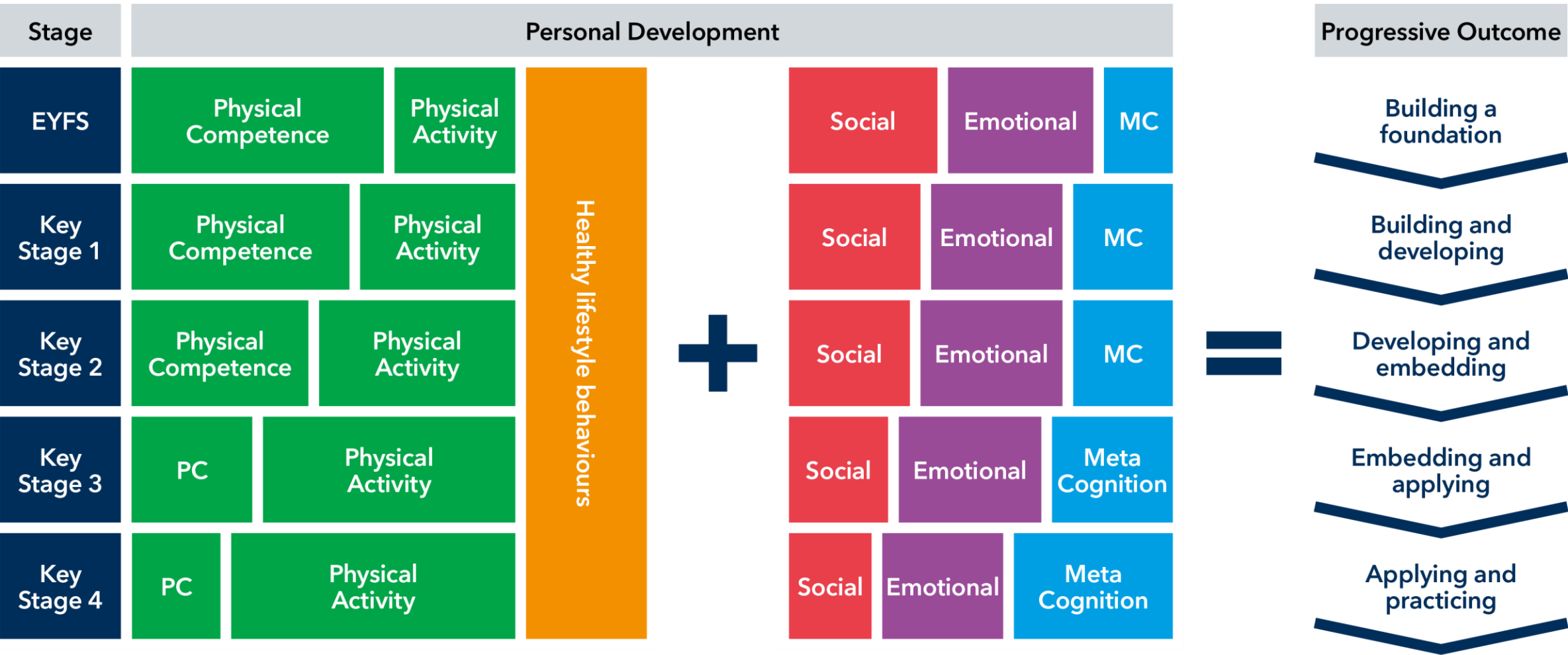
Speed Date



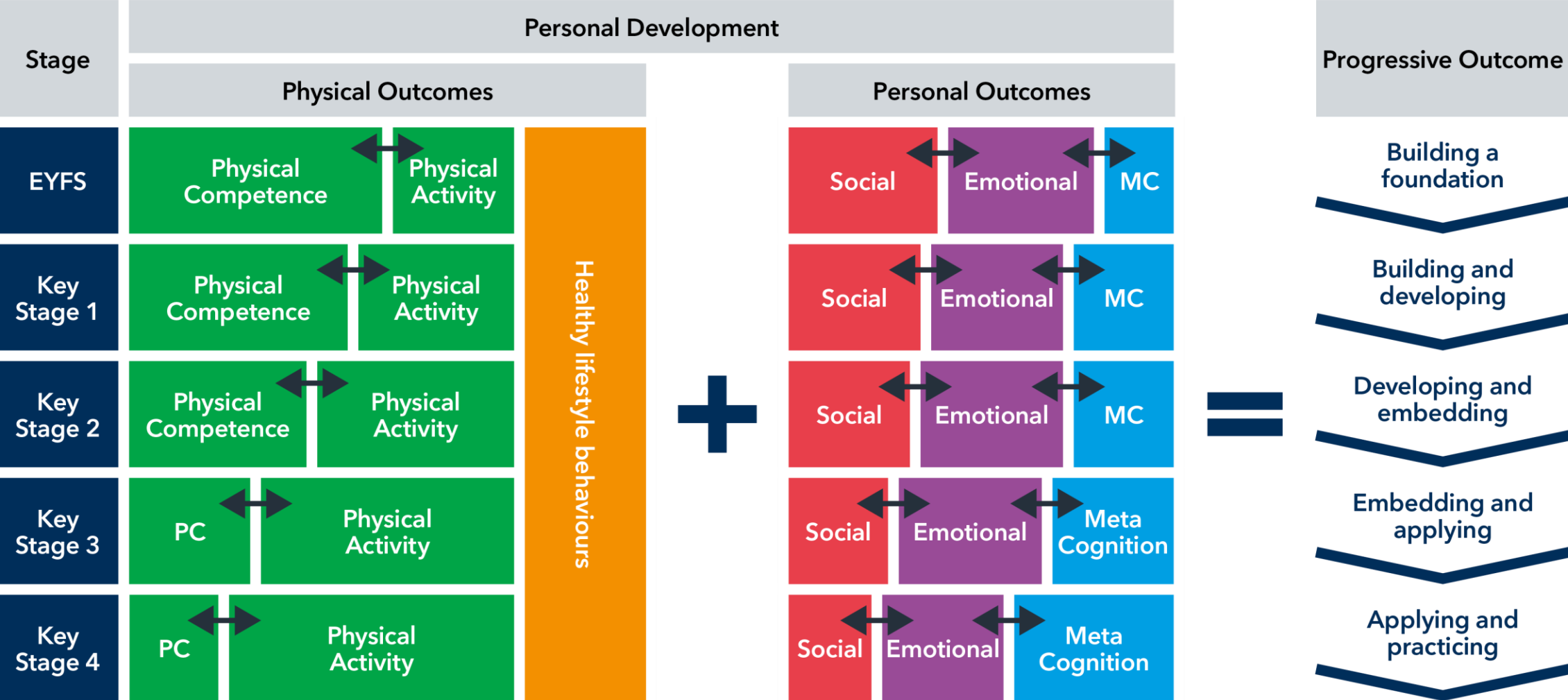
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NATIONAL CURRICULUM BLUEPRINT



NATIONAL CURRICULUM BLUEPRINT



Physical and emotional wellbeing curriculum blueprint

Stage	Physical Outcomes	Personal Outcomes
EYFS	Through play I will develop my understanding of what I can do with my body. I will replicate and perform large body movements.	Through PE I will learn to work on my own and with others, I will be creative, imaginative and develop my language and communication skills as well as key cognitive and meta cognitive skills.
Key Stage 1	Through structured play and PE I will develop problem solving skills through fundamental movement skills. I will learn to work in both cooperative and competitive challenges.	Through PE I will develop my understanding of playing with others, learning to demonstrate honesty and courage and playing with gratitude, empathy and fairness.
Lower Key Stage 2	Through PE I will continue to develop my fundamental sports skills I will learn to link skills to form movement patterns.	Through PE I will play with Integrity and trust, learn to respect others and try to understand why things happened the way they did.
Upper Key Stage 2	Through PE I will continue to develop my fundamental sport skills and will apply them to specific sports and activities. I will be able to evaluate and improve performance.	Through PE I will develop my self-motivation and self-discipline and show that I am responsible. I will demonstrate my communication skills through encouraging others, making decisions, being able to solve problems and be reflective.

Physical and emotional wellbeing curriculum blueprint

Stage	Physical Outcomes	Personal Outcomes
Transition	Through PE I will continue to develop and learn how to apply, combine and refine fundamental movement skills and sports skills. I will learn through a range of increasingly challenging recognised activities and adapted sports.	Through PE I will become confident at working on my own and with others. I will demonstrate my resilience and enthusiasm for learning, allocating my time and developing personal organisation.
Key Stage 3	Through PE I will develop my competence and confidence in applying techniques to a breadth of sports. I will understand what makes an effective performance and will learn through physically and intellectually challenging activities.	Through PE I will develop resilience and interpersonal behaviours to make informed choices. I will continue to develop a growth mindset through seizing new opportunities to learn and having a desire to succeed. I will support others in their learning and contribute to and provide ideas.
Key Stage 4	Through PE I will learn to embed physical activity habits and make lifestyle choices that prepare me for further learning.	Through PE, I will be self motivated, articulate and passionate. I will learn to build my mental health and learn to manage pressure, training or work environments where work readiness, wellbeing and pressure are daily factors.

Curriculum Design

- Review of your current PE curriculum
- Intent
- Implementation
- Impact

Discussion

1. Top 3 successes / strengths within your PE teaching / department
2. Example of whole-school improvement – caused by PE?
3. What are you currently focussing your attention on? (what are you key priorities in your school?)

Discussion

1. What is the biggest challenge you face in your school/department?
2. What are the biggest challenges for your young people?
3. How can PHYSICAL EDUCATION, SCHOOL SPORT & PHYSICAL ACTIVITY address the challenges raised?

Your priorities – Top 3

What are your top 3 priorities?

- Department level?
- Whole-school?



Aims

The Government expects that all early years settings and schools provide at least 2 hours of physical education for every child, every week, every year.

- To develop movement competence and confidence across a broad spectrum of activity contexts
- To evaluate and appreciate achievement and progression of movement skills, concepts and strategies
- To develop personal attributes and essential, transferrable life skills through purposeful, challenging and enjoyable physical activity
- To adopt a lifelong and life-wide habit of being active.



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Domains of Learning

- Physical (moving)
- Cognitive (thinking/reflecting)
- Affective (feelings/emotions)
- Social (relationships with others)



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Curriculum Aims	Components	Learning Domains
To develop movement competence and confidence across a broad spectrum of activity contexts	• movement skills • movement concepts • movement strategies	• physical (moving) • affective (feelings/emotions)
To evaluate and appreciate achievement and progression of movement skills, concepts and strategies	• recognition of achievement • ability to make progress • appreciation of movement	• physical (moving) • cognitive (thinking/reflecting) • affective (feelings/emotions) • social (relationships with others)
To develop personal attributes and essential, transferable life skills through purposeful, challenging and enjoyable physical activity	• respect and fair play • communication and leadership • resilience and commitment	• physical (moving) • cognitive (thinking/reflecting) • affective (feelings/emotions) • social (relationships with others)
To adopt a lifelong and life-wide habit of being active	• valuing physical activity • engaging in physical activity • sustaining a physically active lifestyle	• physical (moving) • cognitive (thinking/reflecting) • affective (feelings/emotions) • social (relationships with others)

Contexts for Learning

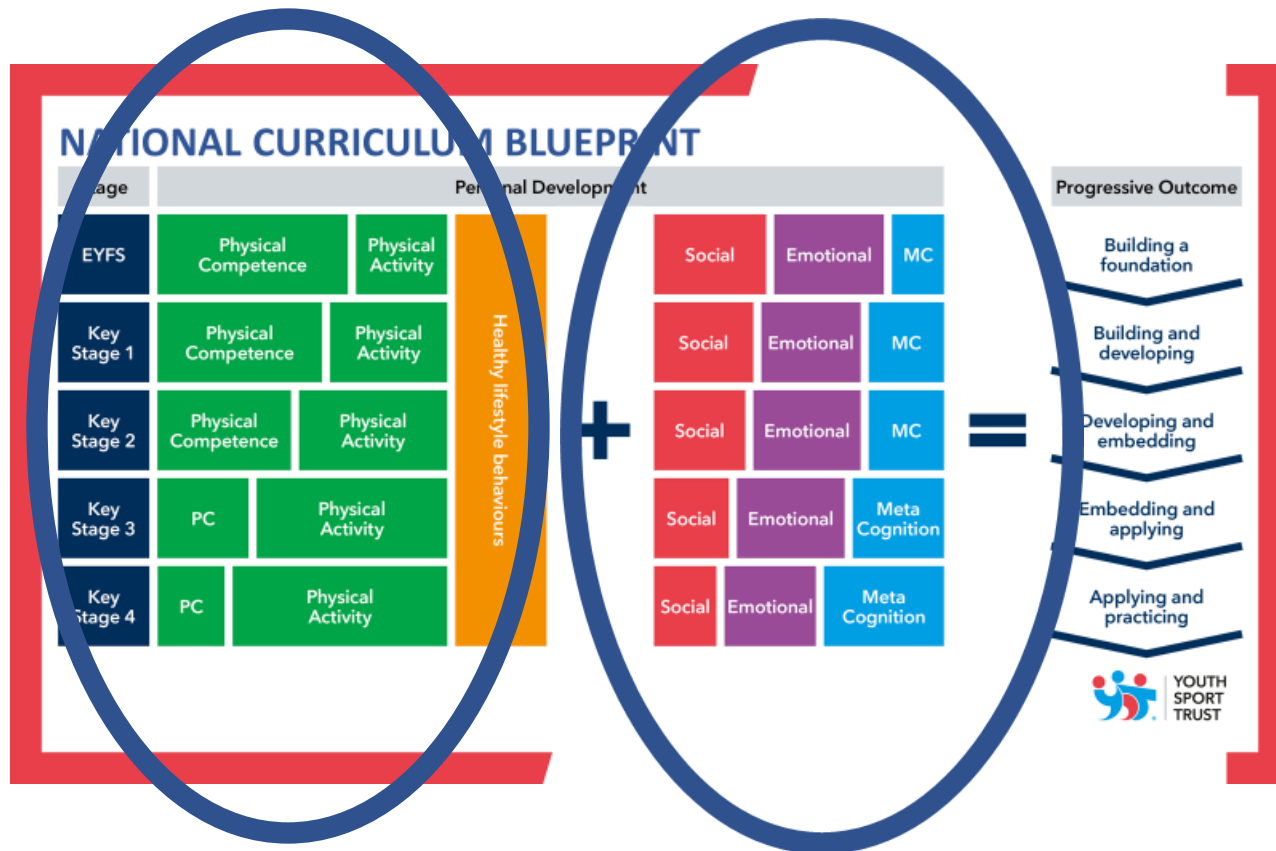
- Adventurous
- Co-operative and competitive
- Creative
- Health, fitness and wellbeing

- Athletic activities
- Dance
- Games (Target/Net wall/Striking fielding/Invasion)
- Gymnastics
- Swimming and water safety

- Outdoor and Adventurous

Deep dive in PE (IMPLEMENTATION)

Discussion: What do you currently assess / monitor within PE?



“We cannot always build the future for our youth, but we can build our youth for the future.”

Franklin D. Roosevelt

<https://futureskills.pearson.com/research/#/welcome-video>

UK

1. Judgment and Decision Making
2. Fluency of Ideas
3. Active Learning
4. Learning Strategies
5. Originality
6. Systems Evaluation
7. Deductive Reasoning
8. Complex Problem Solving
9. Systems Analysis
10. Monitoring

<https://futureskills.pearson.com/research/#/findings/findings-introduction>



What are your PE Curriculum outcomes?

1. What outcomes do you feel should derive from PE?
2. What 'life-readiness' skills could be explicitly developed/assessed?
3. What skills/knowledge do your students require?

Are current assessment processes being used in PE 'fit-for-purpose'?

Next steps

Self review of current curriculum;

- Is your INTENT known / consistent?
- Do we cater for ALL?
- Is our knowledge / learning content relevant?

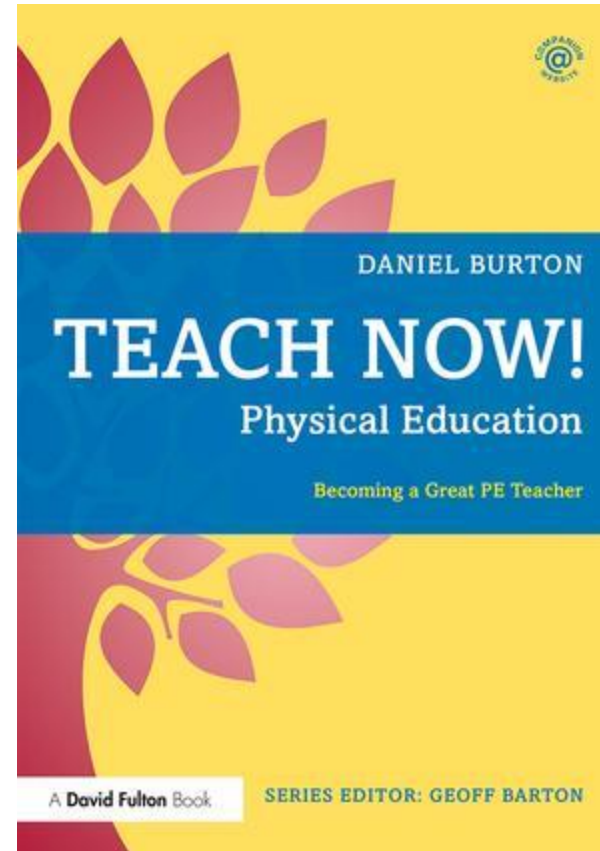
Assessment – INTENT to IMPACT, Is this relevant?

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Appendices

Youth Personalities

Review each 'Youth Personality'

1. Which one best described you at school? Why?
2. What percentage of young people fit into each personality?

The six youth personalities

Key traits and group size



Sport England – Youth Personalities



A closer look: life

Sport Enthusiasts

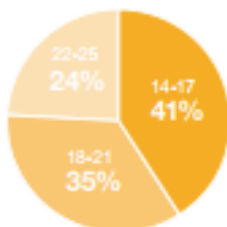


Sport England – Youth Personalities

Group size



Who they are



More likely to be
Younger



73% 27%

More likely to be
Male



More likely to be in
Education
(particularly school)



One of the
Wealthiest
groups

6% Report a limiting disability (vs. 8% average)

Their time is spent on



What they care about



Their attitudes

Self-confidence



Self-contentment



Being productive



Sense of freedom



Desire to win



Family influence



Perception of sport



Fear of judgement



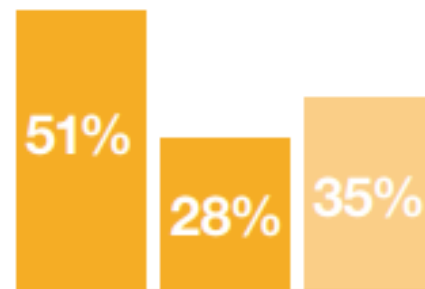
Black line represents average

Their motivations in life

Having fun and feeling good are top motivations for all personalities



Friends



I have lots of different groups of friends (average 36%)

I have a big circle of friends (average 21%)

I have a few very close friends (average 53%)

What they do in their free time

Listening to music is popular amongst all young people



Sport Gaming Watch sport

Some context for their life

19% Went to a fee-paying secondary school (vs. 14% average)

66% Agree they dress a certain way to say something about themselves (vs. 40% average)

A closer look: life

Confident Intellectuals



Sport England – Youth Personalities

Group size



Who they are



More likely to be 18-21



74% 26%

More likely to be Male



More likely to be in Education (particularly higher education)

9% Report a limiting disability (vs. 8% average)



Slightly higher family wealth but more Moderate incomes for those who are working

Their time is spent on



What they care about



Their attitudes



Black/white line represents average

Their motivations in life

Having fun and feeling good are top motivations for all personalities



Friends



I have lots of different groups of friends (average 36%)
I have a big circle of friends (average 21%)
I have a few very close friends (average 53%)

What they do in their free time



Some context for their life



A closer look: sport and exercise

Confident Intellectuals



Sport England – Youth Personalities

Attitude to sport and exercise

18

Emotional

Compared to other groups:



23

Rational



Taking part in sport and exercise



Compared to other groups: ● ● ● ● ● 5th

How they normally take part

- More likely to take part when they can fit it in
- Less likely to take part with strangers

Top reasons to take part for all young people are:

- To stay fit
- To have fun
- To stay healthy

Why Confident Intellectuals take part

More important

To improve their appearance

Less important

To feel good

To improve their performance

To achieve goals

Most common barriers for all young people are:

"I haven't got round to looking yet"

(43%)

"I couldn't find anywhere convenient to take part"

(43%)

What stops Confident Intellectuals taking part

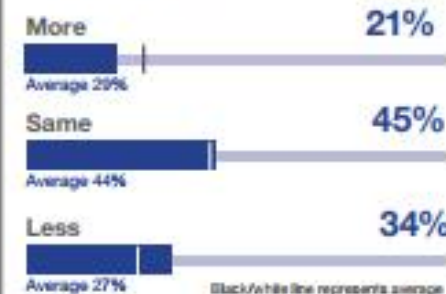


Sport at school

21%

like/drove PE at school (vs. 45% average)

Participation in sport now vs. a year ago



How sporty and physically active their friends and family are



Top sports currently played



Sports they want to play include tennis, badminton and swimming.

Support:

- YST podcasts; <https://www.youthsporttrust.org/yst-podcast>
- YST Wednesday webinars; <https://www.youthsporttrust.org/free-home-learning-resources-0>
- All About Me, All About Autism;
<https://learning.elucidat.com/course/5e708ec940552-5e709d25f0dfe>
- TeachPE.com www.teachpe.com
- PE Scholar www.pescholar.com

#Reframingcompetition

Enrichment / Extra-curricular



#Reframingcompetition

Number of Events Covering a Particular Year Group in 2018/19: National Picture

