

# Physical Education

---

Anne Vernon  
Jo Warner

# What is PE?



**Physical Education**

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

- PE is the timetabled PE lessons informed by an ambitious curriculum.
  - It is about our pupils being physically educated.
  - It focuses on safe, efficient and effective movement.
- PE can be supported through rich experiences of sport and activities beyond the school gates linked to the personal development offer e.g. extra-curricular.



Association for PE

# What is PE?

## School Sport

School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



Sport

PE

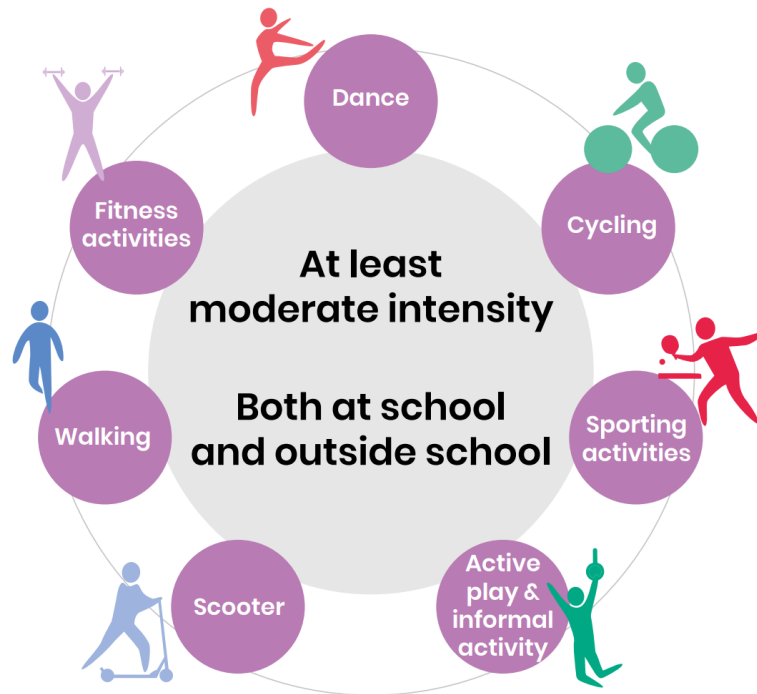
Physical  
Activity

## Physical Activity

Physical Activity is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

# Current data – Active Lives, Sport England 2022 - 23

## What do we mean by physical activity?

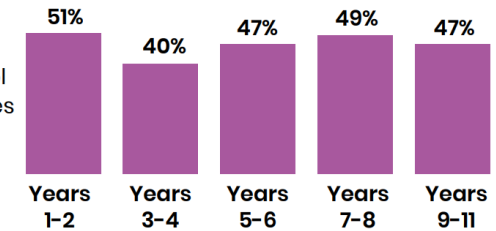


## Summary of demographic differences

Active

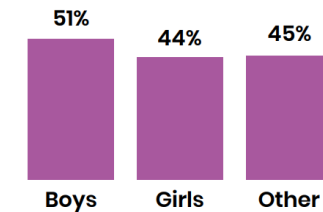
### 1 Year group

Activity levels are lowest for those in school Years 3-4 (ages 7-9, 40%).



### 2 Gender

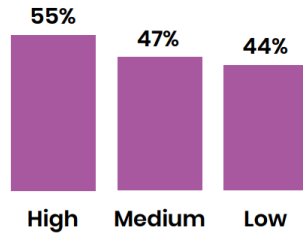
Boys (51%) are more likely to be active than girls (44%).



# Current data – Active Lives, Sport England 2022 - 23

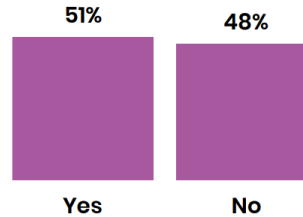
## 3 Family affluence

Those from the least affluence families are the least likely to be active (44%).



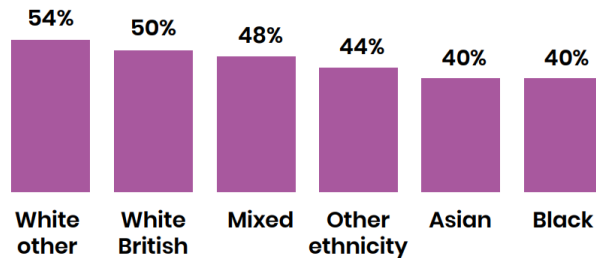
## 4 Disability and long-term health conditions

Children and young people with a disability or long-term health condition (51%) are slightly more likely to be active than those without one (48%).



## 5 Ethnicity

Children and young people of Black, Asian and Other ethnicities are the least likely to be active.



What would this look like in your context?

How does it shape your PE curriculum and your extra-curricula activities?

Do all pupils access PE?

# Scope of the a PE curriculum

---

High-quality PE is an entitlement for all pupils, regardless of their starting points or their prior experiences of sport and physical activity.

In PE, pupils learn increasingly intelligent movement and important knowledge that can reduce barriers to participation and inform their own healthy, active lifestyle choices. PE provides a gateway into the world of sport and physical activity.

Ofsted Research review series: PE March 2022



# Scope of the a PE curriculum

---

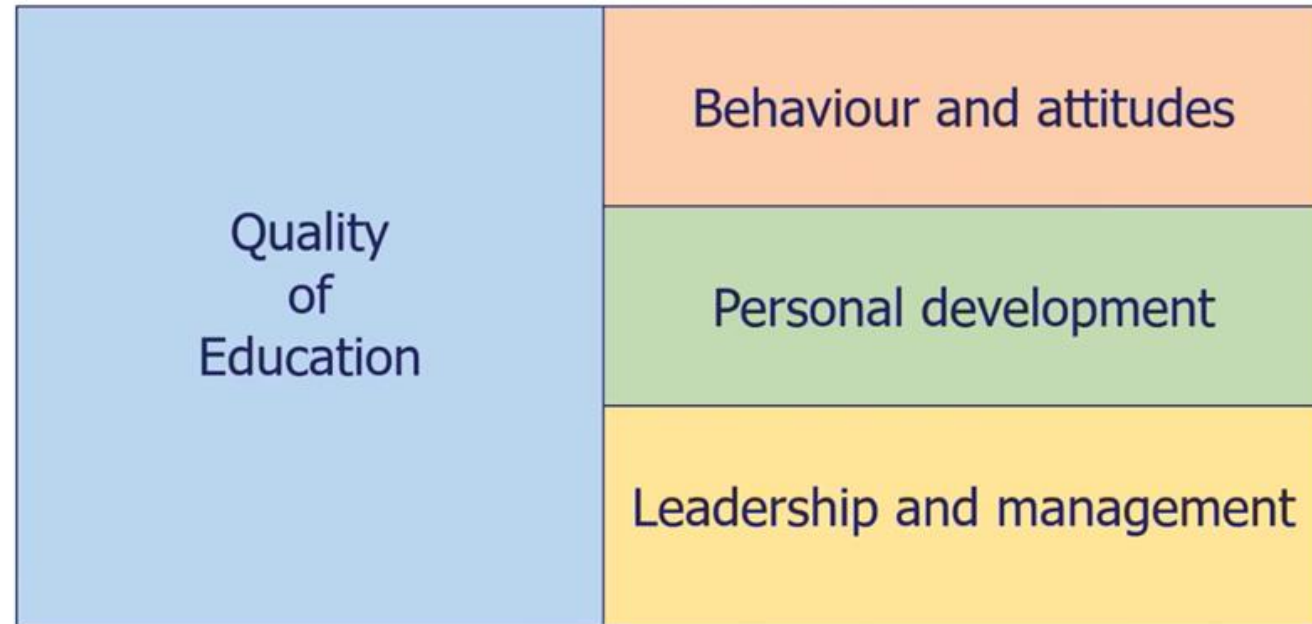
- PE is a national curriculum subject that is compulsory at **key stages 1 to 4**.
- It has its roots in physical development in Reception, where it is one of the prime areas of development.
- Regardless of whether PE is deemed a core or foundation subject, the PE curriculum will benefit from a clear and coherent sense of what it means to **‘get better’** at the subject.

Ofsted Research review series: PE March 2022

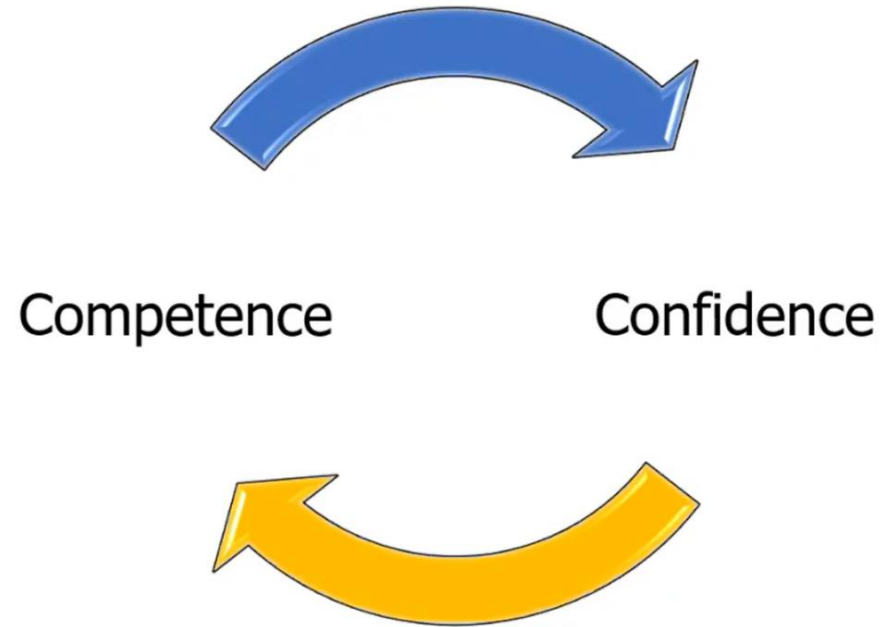


# Aspects of PE

---







There is a strong relationship between competence and confidence.

The PE curriculum needs to be taught well and then practised to develop competency.

Pupils need to take part well and improve in order to build their confidence.

# National Curriculum Purpose of Study

---

A high-quality physical education curriculum **inspires all pupils to succeed and excel** in competitive sport and other physically-demanding activities.

It should provide opportunities for pupils to become **physically confident in a way which supports their health and fitness.**

Opportunities to compete in sport and other activities **build character** and help to **embed values such as fairness and respect.**



# National Curriculum Aims

---

The national curriculum for physical education aims to ensure that all pupils:


- develop **competence** to excel in a broad range of physical activities
- are **physically active** for sustained periods of time
- **engage** in competitive sports and activities
- **lead healthy, active lives.**

# Key Stage 1

---

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
  - participate in team games, developing simple tactics for attacking and defending
  - perform dances using simple movement patterns.
- 

# Key Stage 2


---

Pupils should continue to apply and develop a **broader range of skills, learning how to use them in different ways and to link them** to make actions and sequences of movement. They should **enjoy communicating, collaborating and competing** with each other. They should develop an understanding of how to **improve in different physical activities and sports** and learn how to **evaluate and recognise their own success.**

# Key Stage 2

---

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
  - **play competitive games**, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and **apply basic principles suitable for attacking and defending**
  - develop **flexibility, strength, technique, control and balance** [for example, through athletics and gymnastics]
  - perform **dances using a range of movement patterns**
  - take part in **outdoor and adventurous activity** challenges both individually and within a team
  - **compare their performances** with previous ones and demonstrate improvement to achieve their personal best.
- 

# Key Stage 1 and 2

---

## Swimming and water safety

All schools must provide swimming instruction either in **key stage 1 or key stage 2**.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and
- breaststroke]
- **perform safe self-rescue in different water-based situations.**



# Key Stage 3

---

Key stage 3 Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.

They should understand what makes a performance effective and how to apply these principles to their own and others' work.

They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

# Key Stage 3

---

## **Pupils should be taught to:**

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs.

# Key Stage 4

---


Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]

# Key Stage 4

---

- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
  - evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
  - continue to take part regularly in competitive sports and activities outside school
  - through community links or sports clubs.
- 

# Pathways in secondary schools

---

**Pathway 1** – those pupils who will potentially be the professional athletes and sports people of the future

**Pathway 2** – those pupils who will develop a career either directly or indirectly to P.E.

**Pathway 3** – those pupils who enjoy P.E. and see that it has a purpose in their lives now and in the future

**Pathway 4** – those pupils who do not enjoy P.E., see it as a challenge and try to avoid participating as see that it has now purpose for them

# EYFS

## Physical Development

- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.
- Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.
- By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility.**
- Gross motor skills provide the **foundation for developing healthy bodies and social and emotional well-being.**
- Repeated and varied opportunities to explore and play with feedback and support from adults, allow children to **develop proficiency, control and confidence.**

## **Physical Development**

### **ELG: Gross Motor Skills**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



## Physical Development PE Subject Report

How is this preparing  
Children for the Year 1  
PE curriculum?



A school shared some of their planning for teaching physical development in Reception.

One example focused on teaching jumping. It was clear how children were taught key commonalities between a small range of jumps that included jumping forwards and backwards and side to side. Children were taught essential knowledge including how to use their arms and legs when preparing to jump and land, and how to jump on, off and between apparatus. There were clearly defined 'teaching points' and what success looked like within the plans which helped staff to focus their observations and provide targeted support to children who were at an earlier stage of movement. 'Teaching points' were enlivened through clear visuals. This helped to develop a consistent language and high-quality models across all staff for all children. Jumping was taught during a series of carefully planned sessions and revisited explicitly in other activities, such as during 'Simon Says' and 'The Bean Game' (warm-up activities in other sessions).

It was clear, through the plans, that there was significant time provided to support children with gaps in their knowledge during planned sessions and also during other points within the timetable.

# The curriculum as a progression model

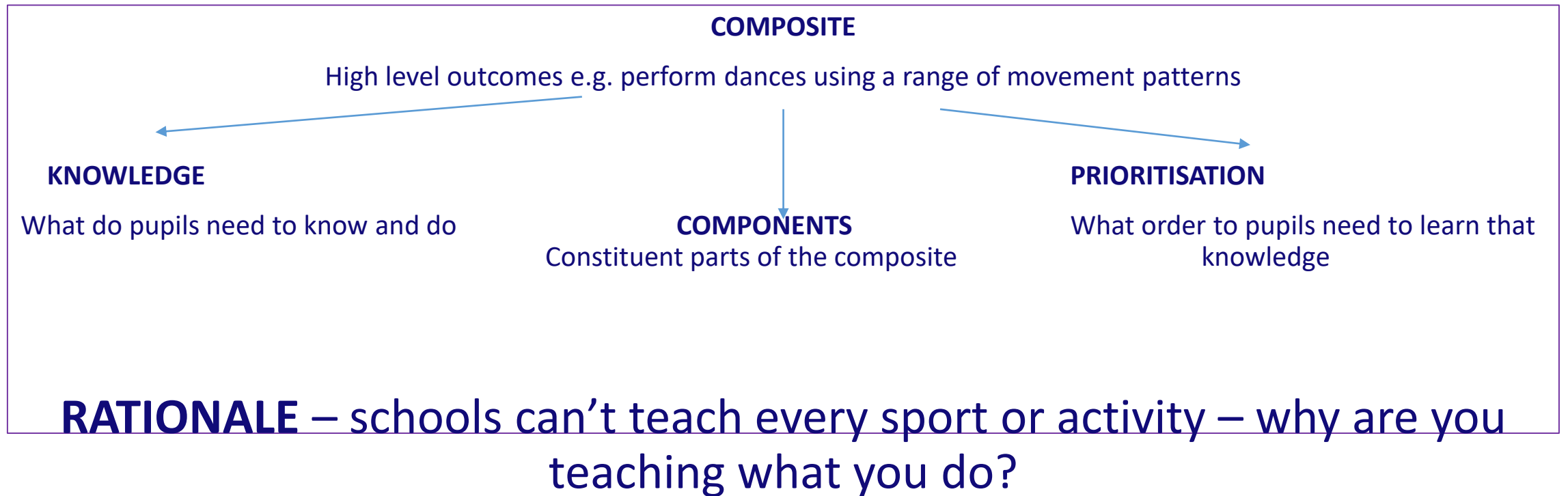


PE is a knowledge rich subject

Procedural knowledge = 'know how'

Declarative knowledge = 'know what'

# Curriculum design



# Curriculum

---

- **There is no prescribed content. Teachers select the content**
- Teachers must make **strategic decisions about what knowledge is most important**
- Skills are broken down into tangible components

# Organisation and sequence

---

**Components are organised and sequenced to help pupils acquire knowledge and make meaning.**

**Broken down and isolated components** help pupils practice before adding further components (novice to expert).

**Sequenced to activate prior knowledge** and **re-encounter it** across the curriculum in different contexts.

**Organised** so pupils can make connections (making meaning).

# Long-term planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Body Management	Speed Agility Travel	Gymnastics Cooperate and Solve problems	Dance Cooperate and Solve problems	Manipulation and Coordination	Athletics
Year 1	Run, Jump and Throw	Send and Return	Gymnastics Attack defend shoot	Dance Attack defend shoot	Hit catch run	Athletics
Year 2	Run, Jump and Throw	Send and Return	Ball Games Gymnastics	Dance Ball Games	Attack defend and Shoot	Athletics
Year 3	Tennis Netball	Tennis Netball	Gymnastics Hockey	Dance Cricket	Invasion games	Athletics
Year 4	Tennis Netball	Tennis/Netball Gymnastics	Hockey Dance	Hockey Tri Golf	Invasion games Tri Golf	Athletics
Year 5	Swimming Football/Futsal Netball	Swimming Football/Futsal Netball	Swimming Football/Futsal Netball	Swimming Cricket Dance/ Gymnastics	Swimming Cricket Dance/ Gymnastics	Athletics Cricket Dance/ Gymnastics
Year 6	Sport Hall Athletics Netball	Invasion games Football	Hockey OAA	Football/Futsal Tennis	Gymnastics Dance	Swimming Hit catch run

What is on your website – is it current?

Is this the curriculum for all pupils? What is place for pupils who do not access this curriculum?

Reception and KS1 readiness – what do you want all children to do by the end of Reception?

Why this sequence across an academic year?

How have you made decisions about vertical sequence over year groups?

What is your rationale for the sports and activities pupils study?

# Things to consider...

---

- Is the planning you undertake consistent with the whole school approach and aligned to your overarching school curriculum philosophy (i.e. is it systemic)?
- Is your physical education curriculum well planned or a series of piecemeal events?
- How do intent, implementation and impact link together in your 'story'?
- Does your curriculum have real breadth?
- Is it sequenced and scaffolded?
- Is it inclusive?
- Are you narrowing the curriculum for SATs or GCSEs?

Association for PE





# Things to consider...

---

- Do you help pupils to 'learn' the curriculum?
- Are your pupils ready for the next stage of education?
- Are your pupils 'world' ready?
- Is assessment used effectively and not burdensome?
- Are SLT/governors aware of, and on board with, the physical education curriculum?
- Can SLT/governors articulate how physical education fits into the whole planned learning experience?
- Does your school invest in physical education CPD?

Association for PE



# Time allocation

- The Association for PE, in its 2015 report, recommended allocating 2 hours per week to PE.
- Ofsted's research in 2018 found that 69% of schools visited had 2 or more hours of PE in the timetable each week but also found that, in some cases, precious time was being lost in getting changed and setting up.
- The time allocated and the time spent learning therefore are 2 separate factors that affect pupils' PE experience.



On the 8th March 2023 the Government announced a major package of support for PE and sport in England.

The press release stated:

*"Schools are being asked to offer a minimum of two hours curriculum PE time and Government will provide support to schools on how to do this through the upcoming refresh of the School Sport Action Plan."*



# Pedagogy

---

Instruction  
Practice  
Feedback

- Need secure pupils' subject knowledge
- High quality instruction – explanations, **powerful demonstrations** and questions
- Practising until learned
- Secure fundamental movement skills
- Teaching approached to be based on identified gaps in knowledge and/or misconceptions
- Teaching subject specific vocabulary

# Considerate use of competition

## Need to consider the use of competition within PE lessons:



- Have pupils got the knowledge to participate well?
- Is it a learning opportunity – they need enough knowledge to access the game / activity and learn from it
- Competition or games require pupils to respond to unexpected and unpredictable demands of the game.
- If they have automated knowledge they can make accurate decisions
- If not they haven't got the cognitive space to respond

**Are all pupils able to access the competition and learn from it?**

# SEND / Adaptive teaching

## What is STEP?

### Space

Where the activity is happening

E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

### Task

What is happening?

E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

### Equipment

What is being used?

E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment, or the equipment's arrangement.

### People

Who is involved?

E.g. modify the people involved by having children work alone, with a partner, in bigger teams, smaller teams, as leaders or followers, on different activities, or in a small group.



There must be a clear rationale in place for how pupils with SEND are accessing and progressing within the PE curriculum and careful monitoring of the impact of what might be in place to ensure that all pupils know more and can do more.

<https://thepehub.co.uk/step-in-pe/>



# SEND / Adaptive teaching

## Teaching Style

Communication and delivery strategies/ideas to assist students achieve success.



## Rules

Simplifying or changing rules, then re-introduce as skill levels increase.



## Equipment

Using different sizes, shapes, colours, textures and/or weights of equipment.



## Environment

Varying the length, height, zones, floor, and seating/standing conditions of a playing area.



One school said that, in the past, the information that they were given about individual pupils with SEND, and their targets and specific strategies to support them, was 'not very PE-friendly'.

With the support of the SENDCo and external help from a local school, leaders worked with staff and pupils to develop clearer and more specific strategies that provided meaningful support in a PE context. To do this, firstly leaders focused their attention on improving their 'wave one provision'. They identified areas of effective teaching that could be exemplified.

For example, they focused on ensuring that all staff used clear and specific language more consistently during explanations and feedback. Next, leaders across the 2 schools planned and implemented more bespoke strategies that were needed to further support pupils with particular needs, while maintaining the integrity of the activities in which they were participating.

For example, when it might be appropriate to change equipment, either short term or long term, so that pupils could meet their targets (such as providing a larger, slower ball), they did so. Staff regularly reflected on how well pupils with SEND were learning the curriculum and when particular strategies or approaches might need to be adapted.



# Assessment

---

- Teachers need to have thought about what they want pupils to know and do, and how they will check and what they will do with that information.
- Assessment is stronger if the important knowledge is identified
- Motor competence should be checked through observation.
- Assessment needs to be specific not too broad e.g. perform a linked sequence in dance
- What? How? How is the information used? E.g. adapting future lessons



# Assessment

- Teachers **select the most appropriate assessment approaches** to give all pupils opportunities to show what they know, can do and understand.
- **Formative assessment is ongoing** and provides information that teachers use to inform subsequent teaching.
- Assessment approaches should identify the **component knowledge pupils have acquired** and have not yet acquired.
- **Pupils have a comprehensive understanding of what it is to know more and do more in PE.** This is not narrowed to only value performance in specific sports or physical activities.
- The inferences made from assessment data collected are carefully considered alongside other forms of **assessment data to provide an accurate picture of what each pupil** can do and what they need to do to improve.
- **Pupils are explicitly taught how to self- and peer-assess**, using clear and precise success criteria to give accurate and meaningful interpretations.
- **Teachers using technology to support assessment carefully weigh up the strengths and limitations** and the role it plays in providing accurate assessment information that directly relates to improving competence in PE.

# Monitoring and evaluating

---

**‘Just under two thirds of primary schools** reviewed the curriculum regularly and rigorously’

**‘In some secondary schools,** the curriculum was not regularly or rigorously evaluated’

## **Lesson visits**

How effectively are teachers implementing the PE curriculum?

Focus on the quality of what pupils know and can do

**Discussion with pupils** evidences impact on knowledge retention

**Are any pupils withdrawn from PE – is it all lessons or some, due to interventions?**

## OFSTED PE Deep Dive



‘A subject deep dive will explore whether pupils have been taught and have learned the curriculum content they need to achieve the goals that schools have for their education.’ (Fearn and Keay 2021)

### What happens during a ‘Deep Dive’?

An inspector will form their judgement during your Deep Dive through different methods. These include professional conversations with senior leaders and the PE lead that provide school curriculum context. They will also look for a rationale behind medium and long-term planning. Lesson visits and discussions with pupils and other teachers around PE follow this initial meeting.

### What are they looking for from a Deep Dive?

The inspector is looking for evidence that supports the ideas suggested in the initial professional conversations about the curriculum by the senior leaders and PE lead. A judgement is then reached as to the effectiveness of the PE curriculum of your school based on whether the vision matches reality.

### What will be focused on in a ‘Deep Dive’?

When performing a Deep Dive, an inspector will be looking at:

1. Curriculum
2. Teaching Practices
3. Assessment
4. Values
5. Leadership
6. Policy

### Key Terms

Here are some key terms that inspectors will use/look for when performing a ‘Deep Dive’.

<b>Motor competence</b>	accurate movements, movement patterns, movement techniques and sequences
<b>Rules, strategies &amp; tactics</b>	conventions, regulations, strategies that are specific to participation in an activity/sport
<b>Healthy participation</b>	safe practice, how to participate, short- and long-term impacts of participation
<b>Declarative knowledge</b>	knowing how to perform a skill/task
<b>Procedural knowledge</b>	being able to do a skill/task

# Culture and wider development

---

- How is the subject enriched?
- What is the systematic approach to planning and delivering extra-curricular activities?
- Who attends extra-curricular activities?
- How do teachers demonstrate their love for the subject?
- Do you have high expectations?
- How is PE viewed in school?
- Is staff training in PE a priority? What is the impact on staff expertise?

# Culture and wider development

---

## **Character development**

Develop team work / resilience – what do you teach to achieve this?

Team work has to be taught – just participating is not enough

What is teamwork in a specific sport / activity?

**Fundamental British Values - tolerance and mutual respect**

## **Sports diversity**

**Role models in sport and from within the school**

**Sports associations in your area**

**Show Racism the Red card etc.**





# PE and Sport Premium

[Advice on Primary PE and Sport Premium - Association for Physical Education \(afpe.org.uk\)](https://www.afpe.org.uk)

- All children and young people should live healthy active lives. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to **vigorous intensity physical activity for at least 60 minutes every day**. Children with **special educational needs and disabilities should take part in 20 minutes** of daily activity.
- The Childhood Obesity Plan says that at least **30 minutes of daily activity should take place in schools**.
- Schools have a key role to play in achieving this aim.



# PE and Sport Premium

---

**Schools should prioritise PE and sport premium spending to improve in the following 5 key areas:**

- increasing all staff's confidence, knowledge and skills in teaching PE and sport
- increasing engagement of all pupils in regular physical activity and sport
- raising the profile of PE and sport across the school, to support whole school improvement
- offer a broader and more equal experience of a range of sports and physical activities to all pupils
- increase participation in competitive sport



# PE and Sport Premium

**Schools must publish a report detailing how they have spent their PE and sport premium funding allocation on their school website**

Reports must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent, including justifying any additional costs incurred and describing:
- the measurable impact that the school has seen on pupils' PE attainment, physical activity and sport participation due to the spending
- how the spend will be sustainable in the future

Schools must also publish the percentage of pupils within its year 6 cohort in the academic year who met the national curriculum swimming and water safety requirements.

# Subject Leadership

---

**Effective leadership creates the conditions under which teachers can be successful.**

- The first wave involves mainly organisational tasks that focus on the operational aspects of schooling.
- The second wave involves using the instructional expertise of teachers.
- The third wave involves developing a culture of collaboration and CPD that places teacher development at the heart of improving pupils' attainment.
- It is important that subject leaders are given the time required to actively engage in important subject matters, namely curriculum design, monitoring and staff training and support. **It is through effective subject leadership that an ambitious curriculum is brought to life.**

Research Review: PE

# Levelling the playing field: the physical education subject report

## Published 20 September 2023

---

### Schools should:

Make sure that their **curriculum matches the breadth and ambition of the national curriculum** for all pupils. It should include carefully sequenced and taught swimming and water safety lessons in primary schools, and OAA and dance in primary and secondary schools.

**Clearly define the important knowledge that all pupils need to be taught** so that staff can use this information to support their planning, selection of pedagogical approaches, and assessment.

**Choose the most appropriate physical activities and sports**, so that pupils achieve the intended end points of the curriculum. Make sure that specific sports and physical activities are **sequenced coherently** to broaden pupils' understanding from key stage 1 to key stage 4.

# Levelling the playing field: the physical education subject report

## Published 20 September 2023

---

Make sure that the **time in PE lessons is spent on developing competence**. Pupils should **practise, refine and revisit previous content** before learning new or more complex knowledge, so that they can secure the prior learning and build their confidence. In some schools, where a wide range of sports and physical activities are covered superficially and the intended curriculum is not learned, this might mean **reducing the number of physical activities and sports across the year**.

**Support pupils with SEND effectively** so that they can access an ambitious curriculum and achieve well. This includes ensuring that staff are well trained to provide precise support so that all pupils can meet clear and ambitious end points.

# Levelling the playing field: the physical education subject report

## Published 20 September 2023

---

Ensure that **staff regularly check pupils' understanding and respond to any gaps** in knowledge and misconceptions that they identify. This might include practising knowledge that has been taught previously but not securely learnt so that gaps in knowledge do not widen.

**Check that all pupils have the knowledge they need in order to participate well in competitions or tasks** in lessons that require them to synthesise a range of knowledge. This involves giving all pupils opportunities to learn and refine FMS from Reception.

# Levelling the playing field: the physical education subject report

## Published 20 September 2023

---

Ensure that **what is assessed aligns with the important and precise knowledge pupils need** to retain as outlined in the curriculum. Use assessment information to inform subsequent teaching in the short, medium and long term.

Ensure that departmental **monitoring and evaluation focuses on the quality of what pupils know and can do.**



# Research

  
Ofsted  
raising standards  
improving lives

Research and analysis

## Levelling the playing field: the physical education subject report

Published 20 September 2023

<https://www.gov.uk/government/publications/subject-report-series-pe/levelling-the-playing-field-the-physical-education-subject-report>

  
Ofsted  
raising standards  
improving lives

Research and analysis

## Research review series: PE

Published 18 March 2022

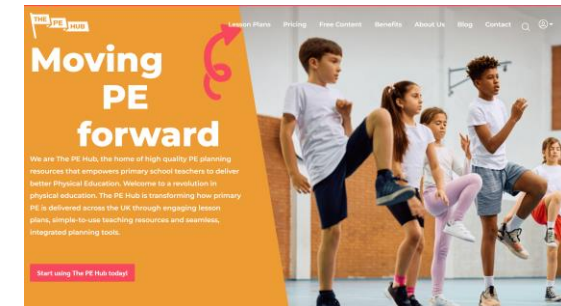
<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe>

# Resources

## [afPE Webinar - Hanna Miller: Key Findings Following the Ofsted Subject Report on Physical Education - Association for Physical Education](#)

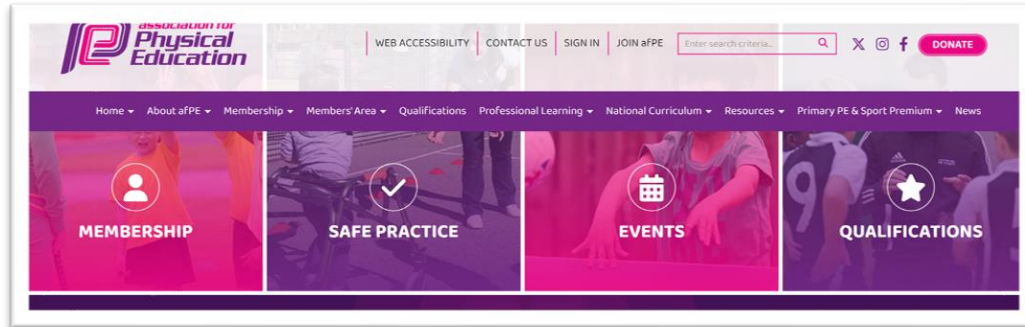
<https://thepehub.co.uk/>

[https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2023-12/Active%20Lives%20Children%20and%20Young%20People%20Survey%20-%20academic%20year%202022-23%20report.pdf?VersionId=3N7GGWZMKy88UPsGfnJVUZkaTklLwB\\_L](https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2023-12/Active%20Lives%20Children%20and%20Young%20People%20Survey%20-%20academic%20year%202022-23%20report.pdf?VersionId=3N7GGWZMKy88UPsGfnJVUZkaTklLwB_L)

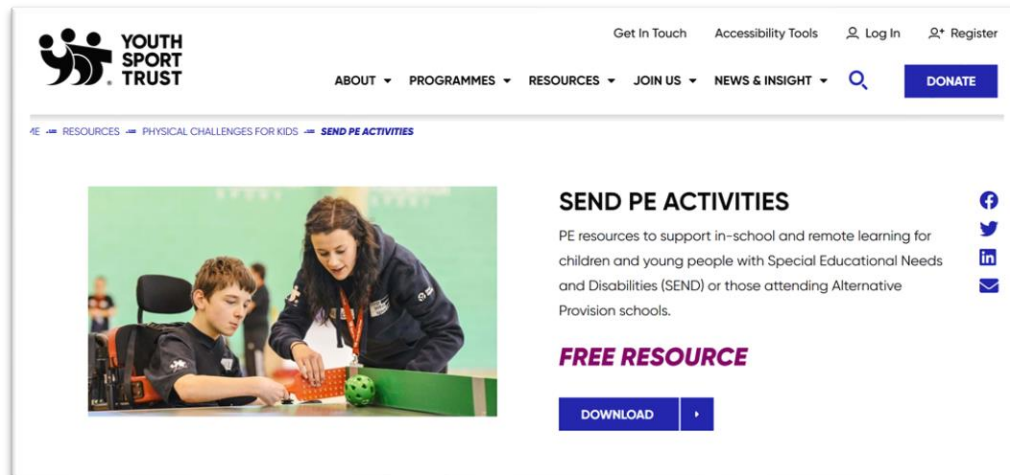




# Resources

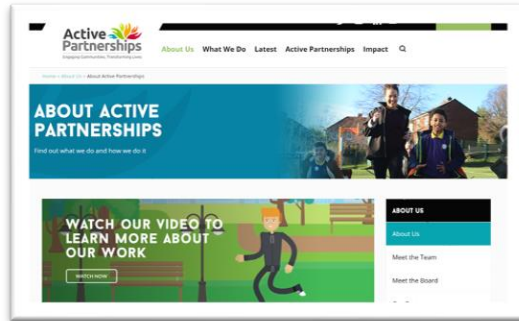


Association for Physical Education (afpe.org.uk)

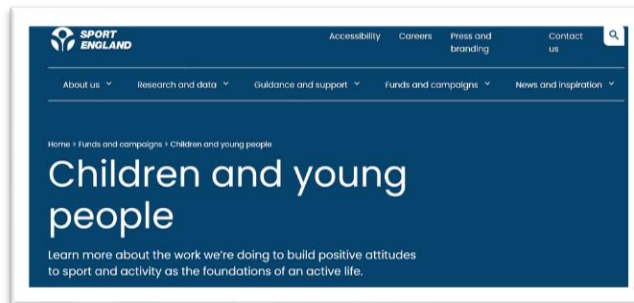


<https://www.youthsporttrust.org/resources/physical-challenges-for-kids/send-pe-activities>

# Resources



<https://www.activepartnerships.org/about-us>



[https://www.sportengland.org/funds-and-campaigns/children-and-young-people?section=primary\\_pe\\_and\\_sport\\_premium\\_fund](https://www.sportengland.org/funds-and-campaigns/children-and-young-people?section=primary_pe_and_sport_premium_fund)



<https://www.swimming.org/schools/>