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# HEALTH & WELLBEING THEMATIC SUMMIT



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# Physical Education in the primary curriculum

Responding to the ETI Thematic Evaluation of Physical  
Education in Primary Schools

# Physical Education



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- Physical Education is an Area of Learning in the curriculum. It focuses on children's physical development, health and wellbeing.
- Physical education (PE) is a compulsory part of the for all pupils across the key stages, from age four to 16.
- The Department of Education recommends that schools should provide pupils with at least two hours of curricular Physical Education each week.



# Physical Education

- All children should experience a sense of fun, enjoyment and achievement through a variety of progressively challenging and innovative activities.
- Children should understand and appreciate the benefits of physical activity and the relationship between physical activity and good health.

# A THEMATIC EVALUATION OF PHYSICAL EDUCATION IN PRIMARY SCHOOLS



Providing Inspection services for:  
Department of Education  
Department for the Economy  
and other commissioning Departments



# Key Findings

- Vision and strategic planning
- Lesson planning to ensure breadth and balance
- Learning and teaching
- Assessment and progression
- Teacher skills, qualifications and professional development
- Resources and accommodation
- Community links and external partners



# Resources and accommodation

## Effective in 70% of schools

- Adequately-sized internal facilities
- Sufficient, well-organised resources
- Wide range of extra-curriculum activities

## Very effective in 26% of schools

The school and education authority work closely with the local council to negotiate sole school-time use of the recently-constructed recreation centre, providing access to significantly improved indoor and outdoor facilities for PE.

# Community links and external partners

## Effective in 84% of schools

- Effective community links
- Access to specialist local knowledge and skills
- Inter-school competition opportunities

## Very effective in 38% of schools

Over an agreed, time-bound period, staff from an external organisation modelled the planning and delivery of physical development and movement to support the upskilling of foundation stage staff. Subsequently, the teachers can now plan and deliver PE independently and confidently.



# Curriculum breadth and balance

## **Less effective in 39% of schools**

- Planning is inconsistent and disjointed.
- Most schools are unable to provide the children with access to two hours of PE each week

# Accommodation and facilities

## Less effective in 30% of schools

- Inadequate accommodation to plan for and deliver all five elements of the statutory curriculum and realise the DE recommendation of two hours of PE each week.



# Next Steps

- Task and Finish Group established to address the findings and recommendations of the report.
- Collaboration with DE colleagues, ETI, the Council for Curriculum, Examinations and Assessment, The Education Authority, Initial Teacher Education programme providers, and school leaders.
- Identifying and disseminating the effective practice that already exists.
- School use of community facilities.
- Encouraging collaboration and strategic planning to remove obstacles to the delivery of the PE curriculum.



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Thank you