

**YOUTH  
SPORT  
TRUST**

Believing in every child's future

11<sup>th</sup> September 2019

# North Suffolk Primary PE

*Danny Burton, YST PE & Achievement - Secondary School Lead*

# Aims

## Re-imagining your PE Curriculum

- National Update
- Review of current curriculum (Curriculum INTENT)
- Summary of Sport England (Active Lives) - Youth Personalities

# North Suffolk Primary PE

Part 1 – National Update

# Future in mind

Promoting, protecting and improving our children and young people's mental health and wellbeing



# Childhood Obesity A Plan for Action

August 2016

December 2017

# Unlocking Talent, Fulfilling Potential

A plan for improving social mobility through education

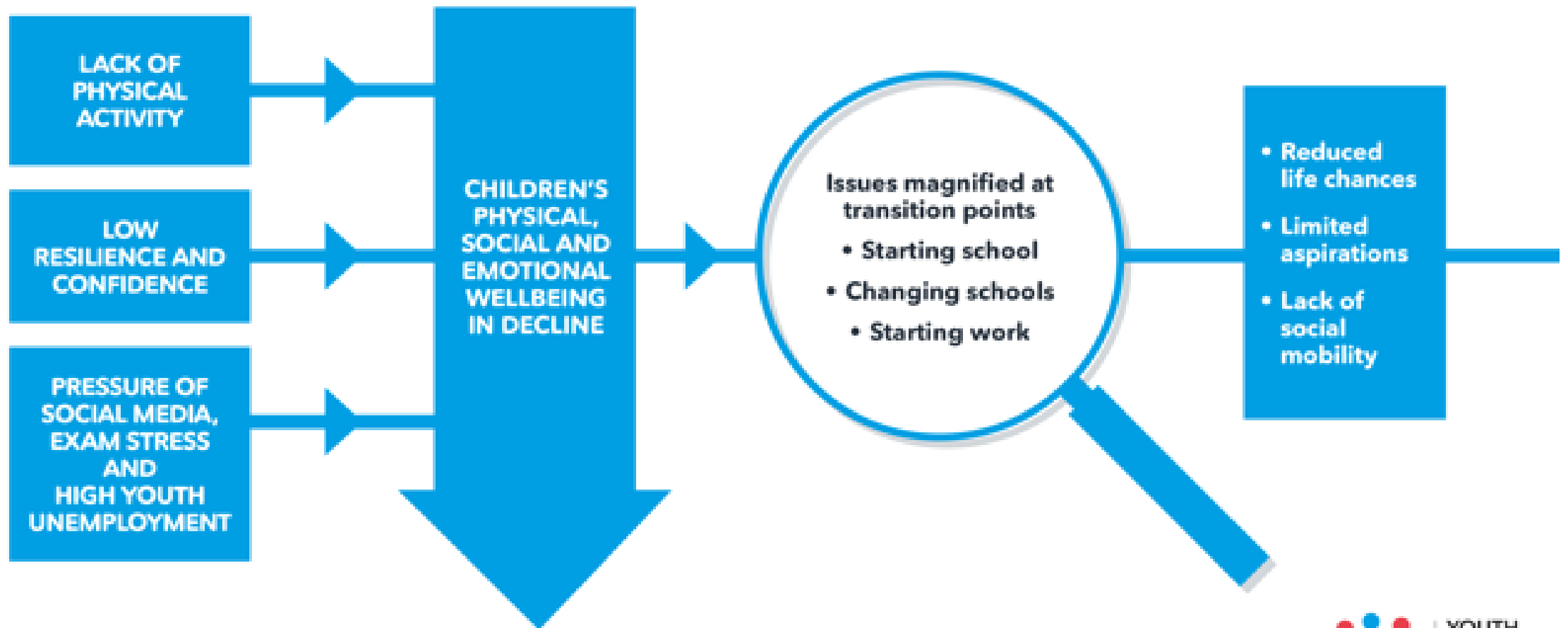
On 9541

# School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005

2018

# 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

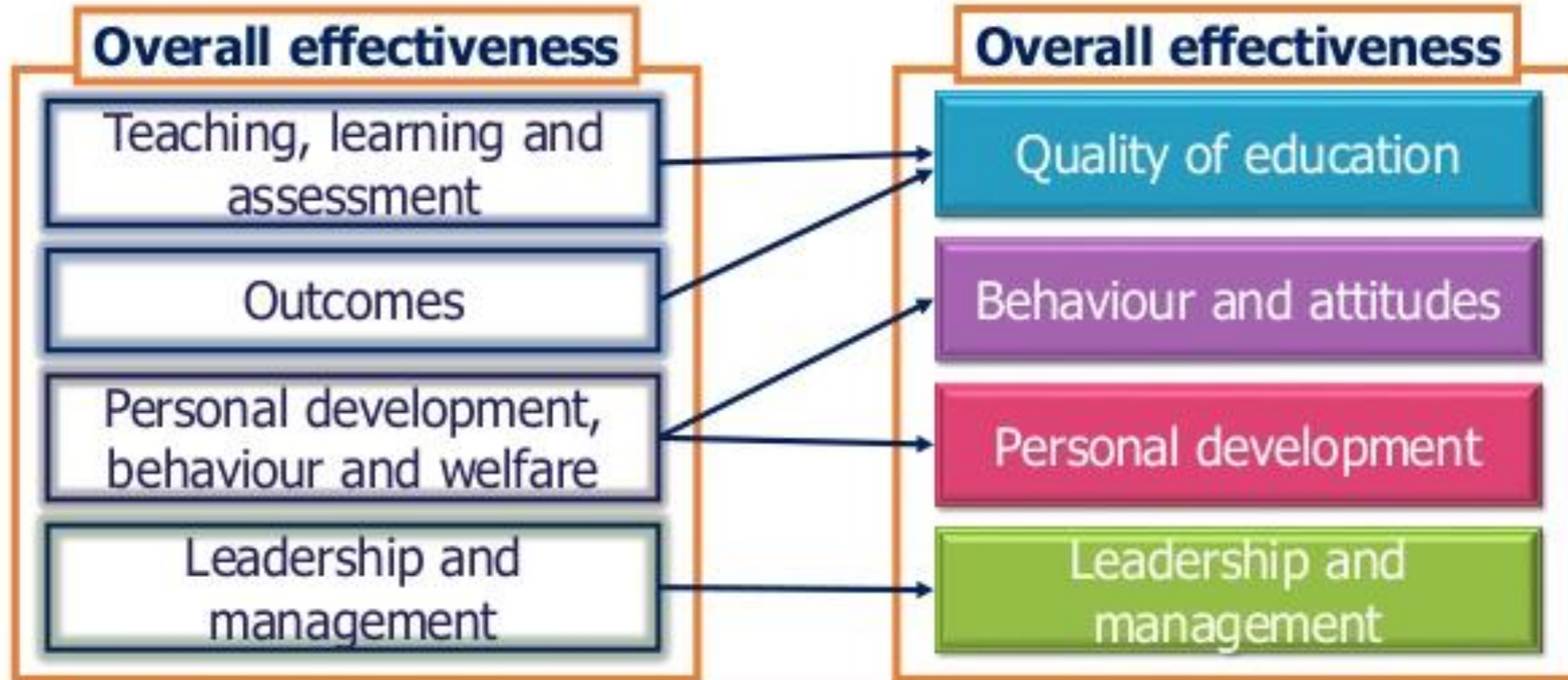
Healthier lifestyles

Better friends, family and neighbours

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

Better employees, colleagues and citizens

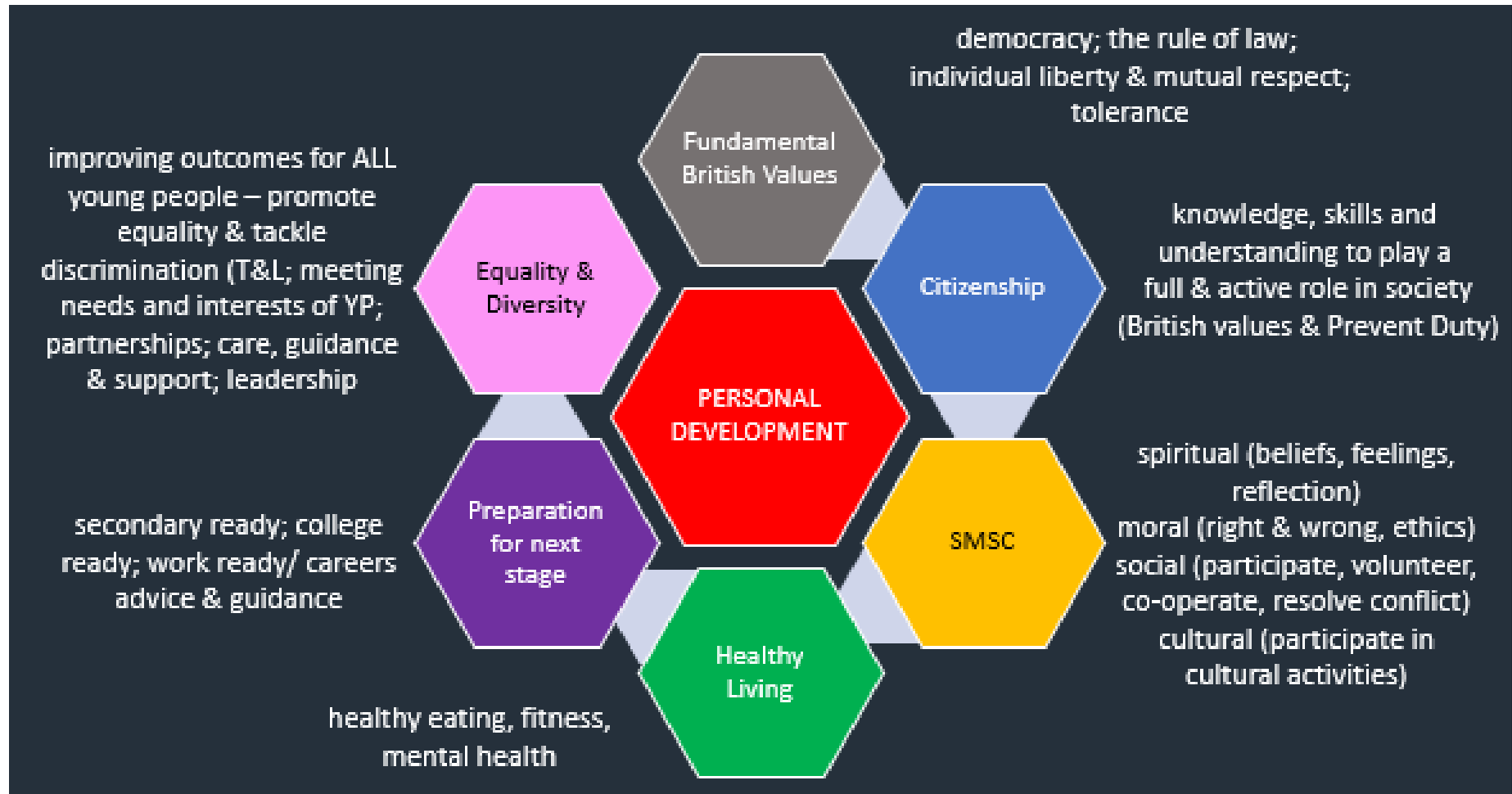
# Judgement areas: evolution, not revolution







# Ofsted Framework: Personal Development Section – What's in it?



# The contribution of Physical Education and School Sport



# North Suffolk Primary PE

## Part 2 – Curriculum Intent

1. What does great PE look and feel like?
2. What factors influence what activities go on your PE curriculum and what don't?

2:00

Why PE?

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

2:00



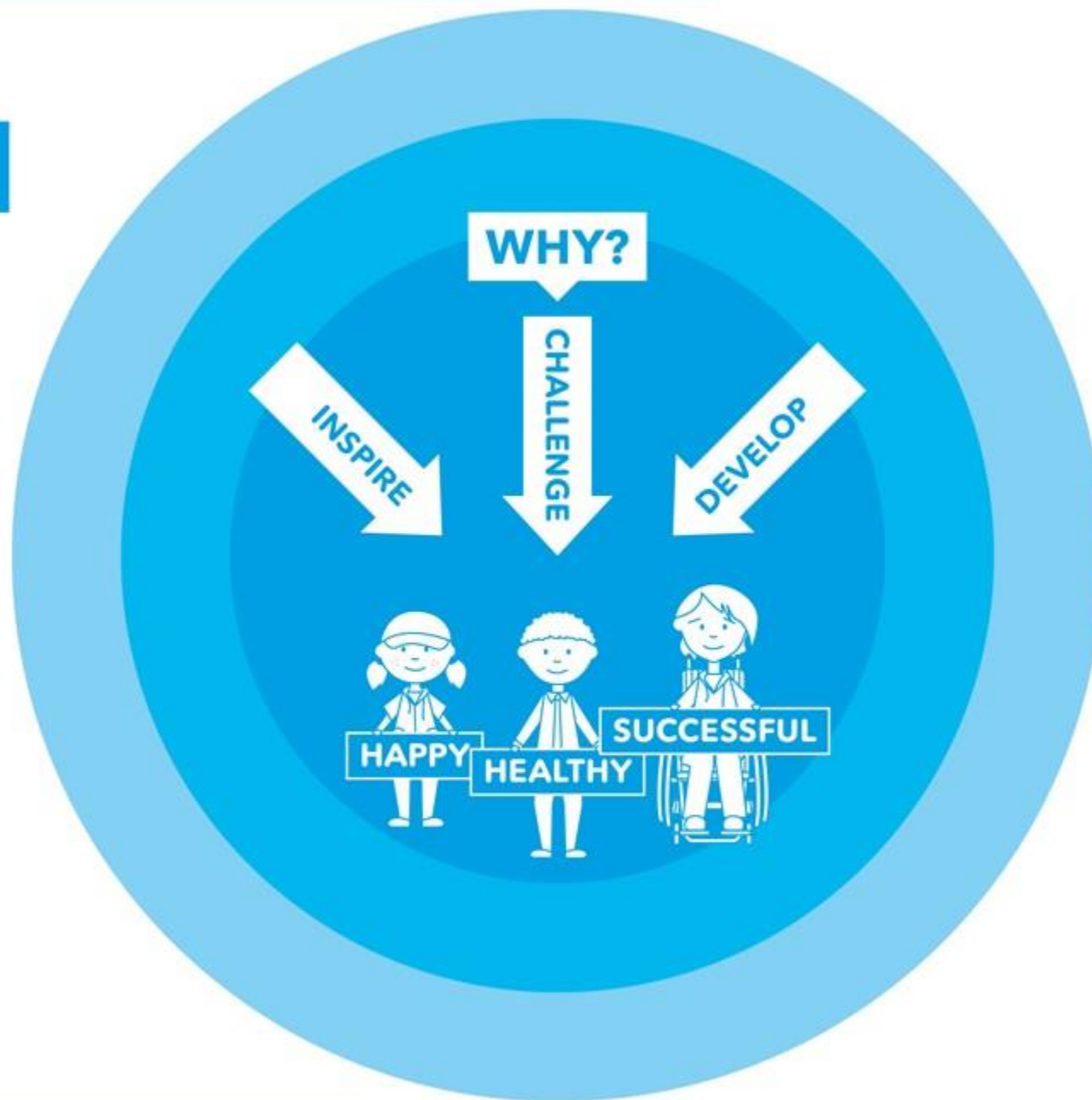
# Curriculum Design

- Intent
- Implementation
- Impact



# PHYSICAL EDUCATION

The timetabled curriculum entitlement of all pupils, planned and taught by a qualified teacher. It has a clear focus on physical and whole person development where learning is in and through movement.

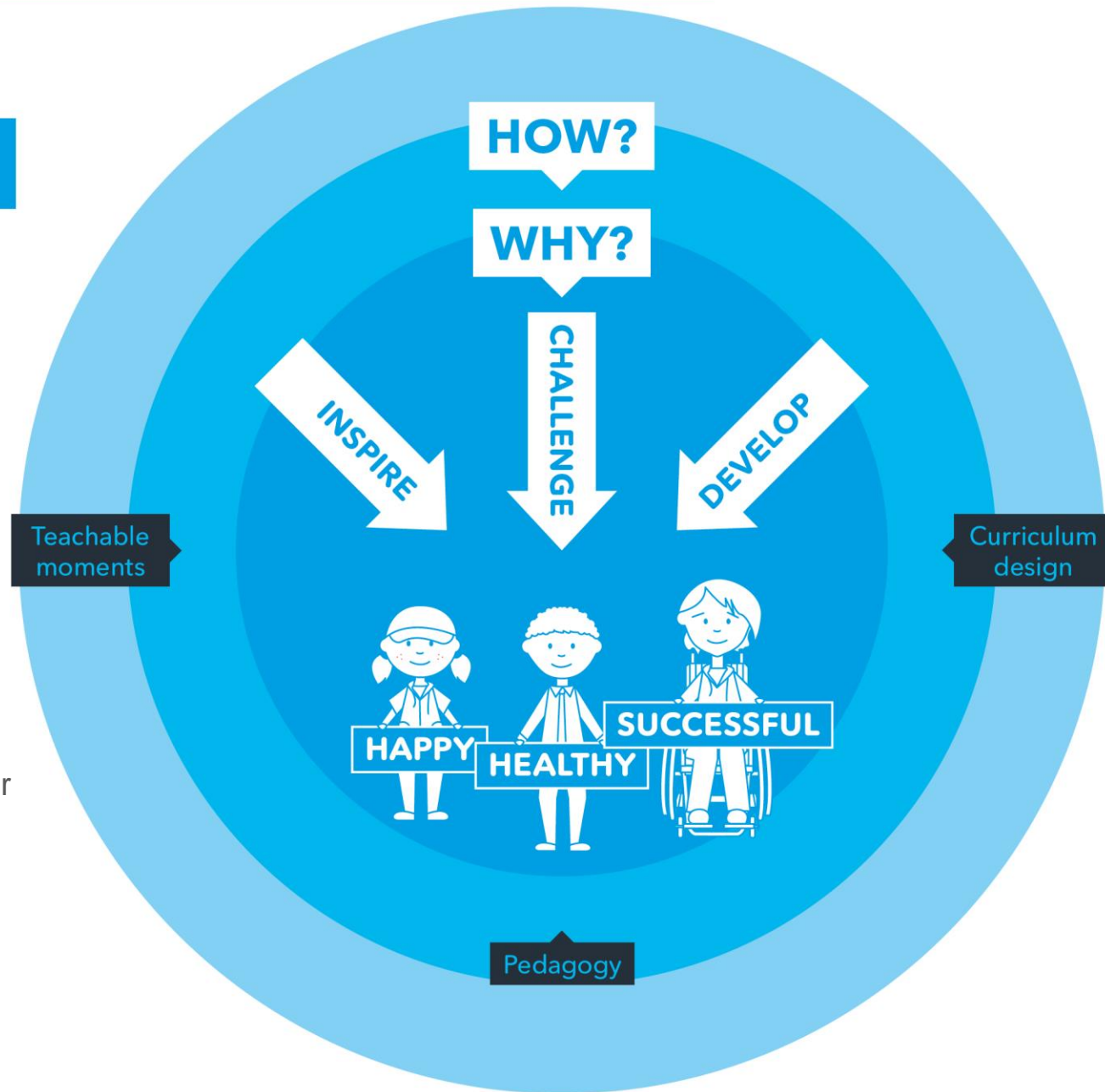


## ASK WHY PE?

To develop:

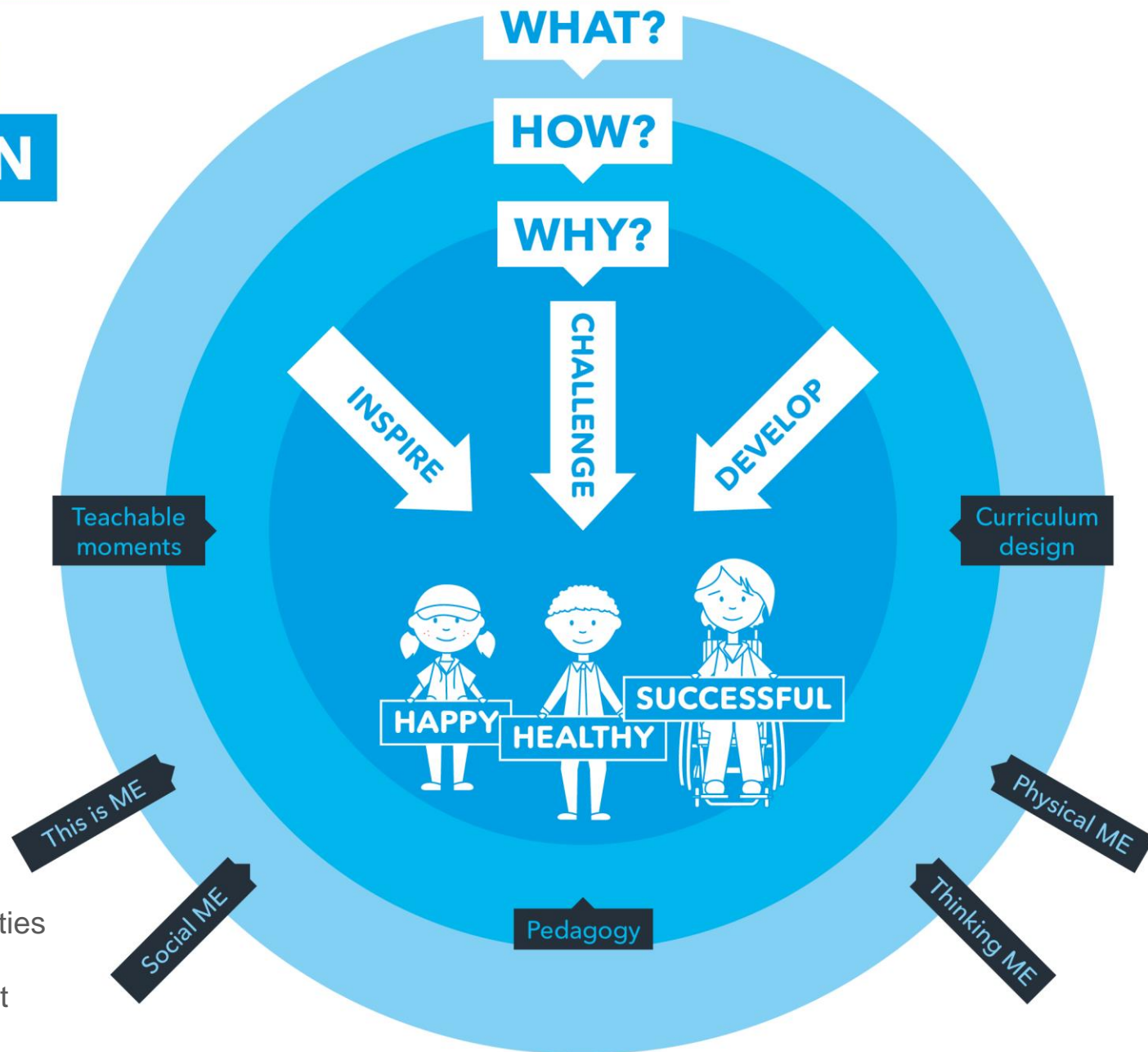
- Attitudes
- Skills
- Knowledge
  
- Wellbeing – physical, emotional & social
- Healthy active lifestyle behaviours
- Young people's life skills
  
- Physical literacy
- Enjoyment – a love of movement

# PHYSICAL EDUCATION



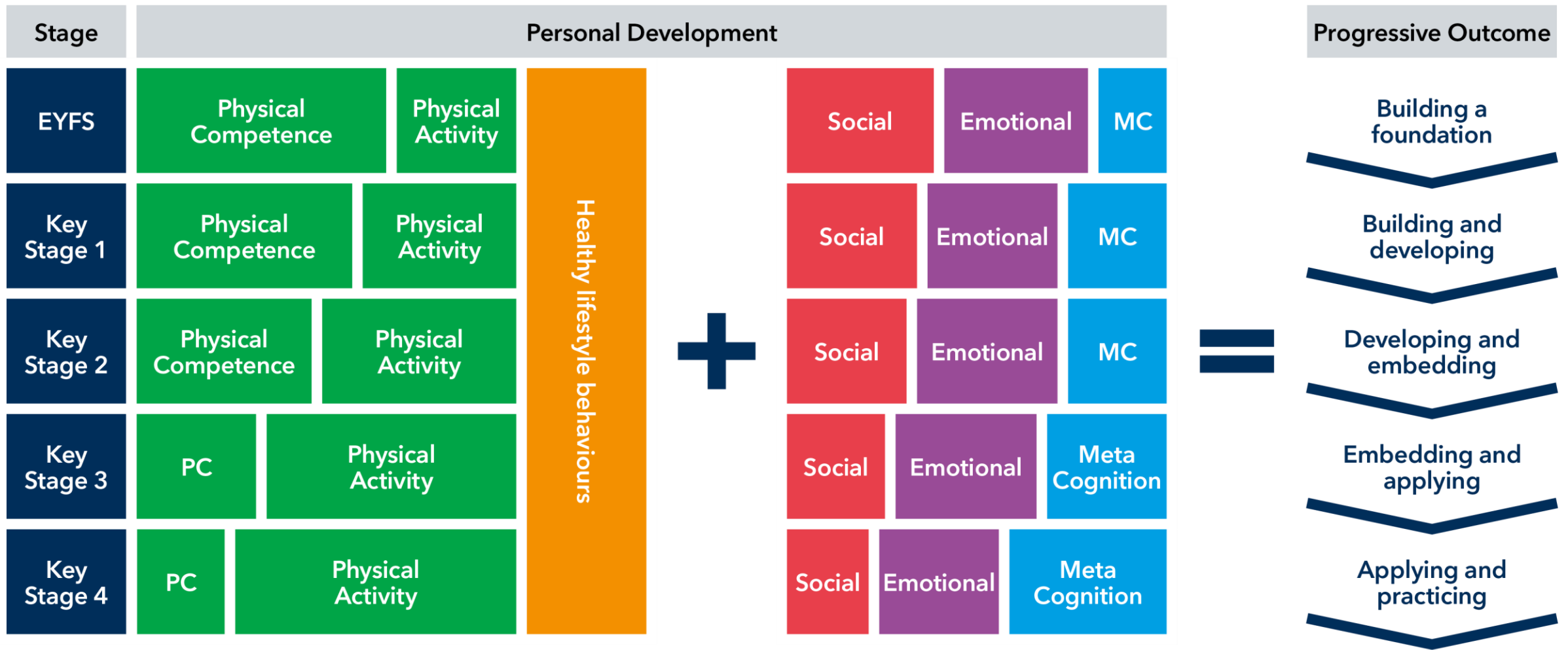
**HOW?**  
Meaningful, relevant and purposeful curriculum offer

# PHYSICAL EDUCATION



## What?

Appropriate physical activities and sports as vehicles for whole person development



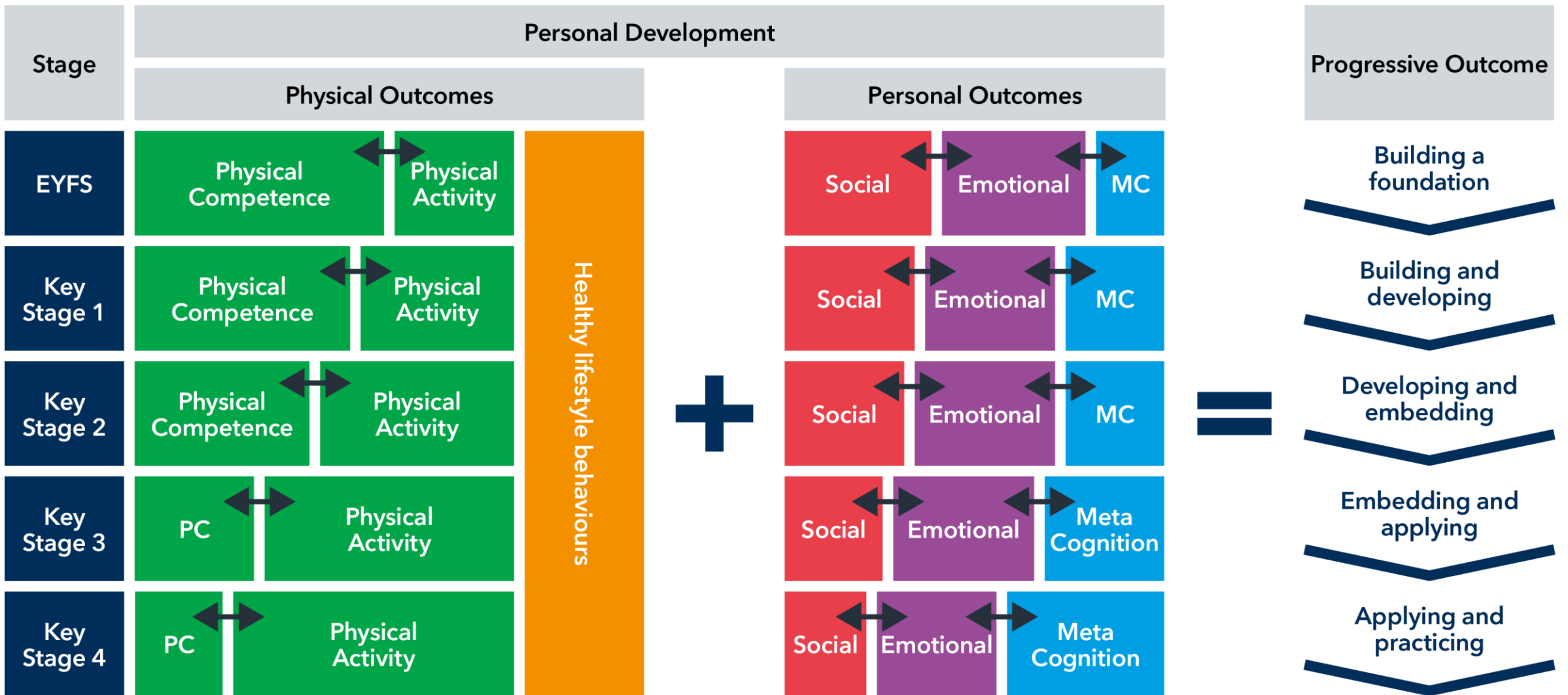
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Transforming Education Through Sport



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## 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.



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## 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.



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# Curriculum Design

- Review of your current curriculum
- Do you agree with our 'Blueprint'?
- What challenges do you face?

**Intent - Implementation - Impact**



“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

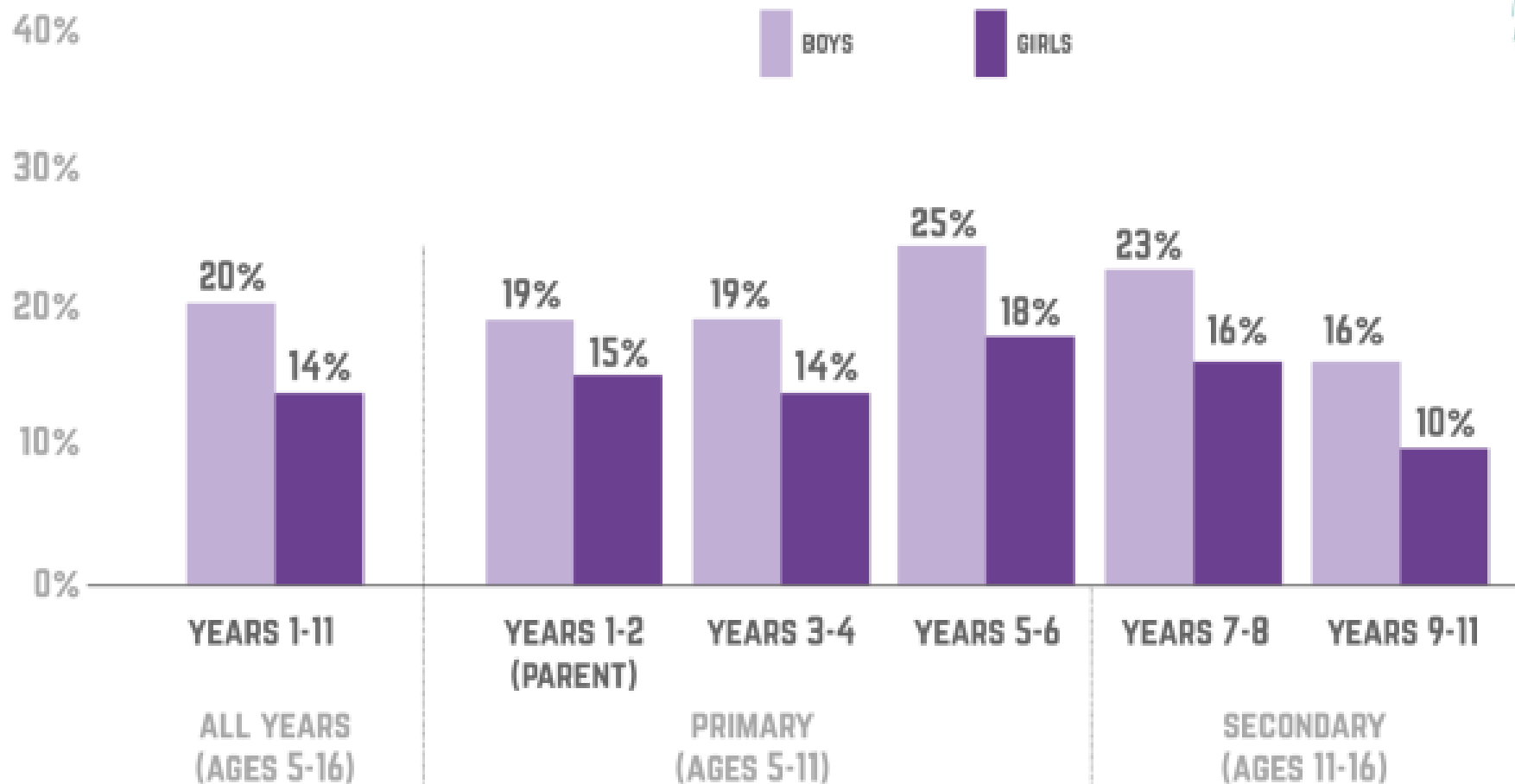
<https://futureskills.pearson.com/research/#/findings/findings-introduction>

# North Suffolk PE Conference

Part 3 – Sport England, Active Lives

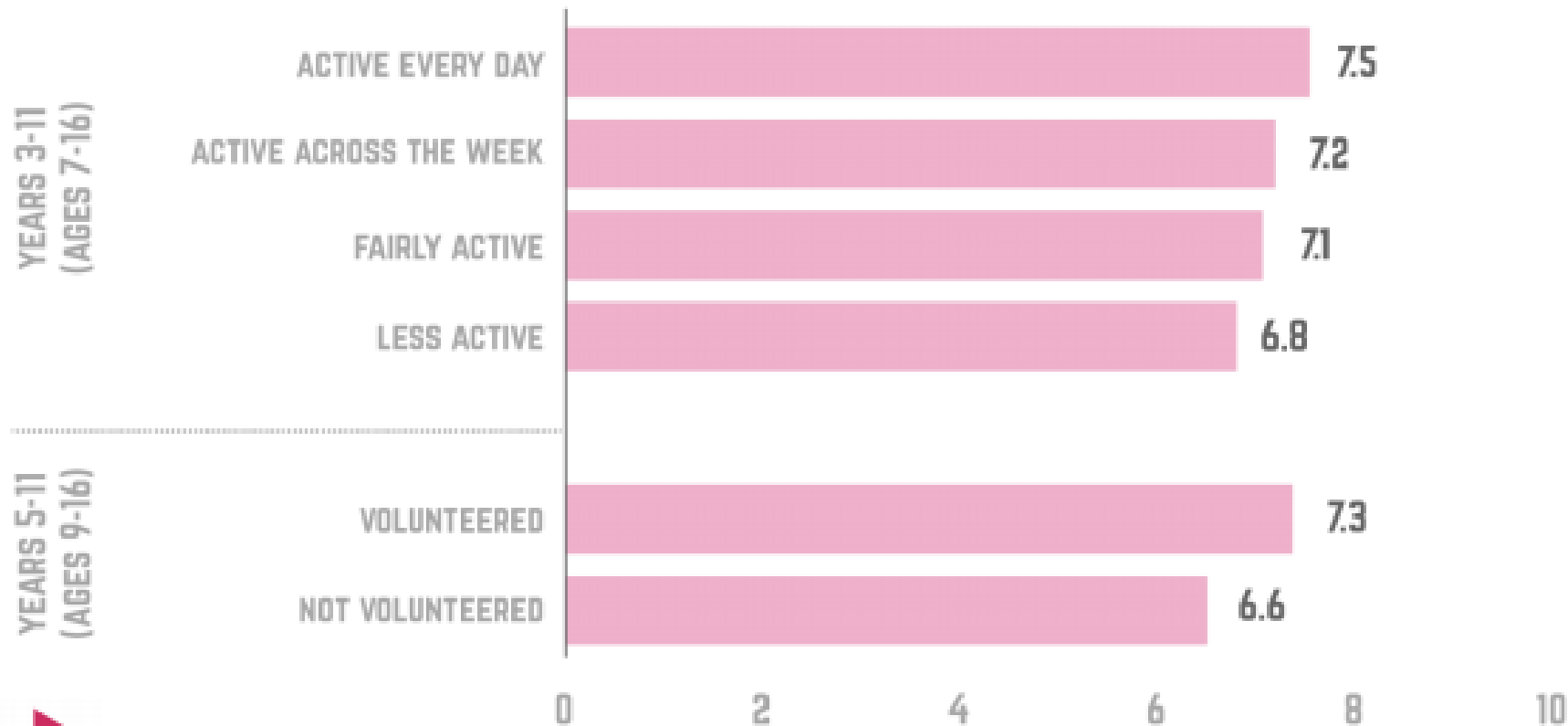
# Active Lives Survey – Physical Activity

## ACTIVE EVERY DAY (60+ MINUTES)



# Active Lives Survey - Wellbeing

HOW HAPPY DID YOU FEEL YESTERDAY? YEARS 3-11 (AGES 7-16)  
(MEAN SCORE OUT OF 10, WHERE 10 IS VERY HAPPY AND 0 IS NOT HAPPY AT ALL)



# Active Lives Survey - Wellbeing

## 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



# 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



## Sport Enthusiasts

Self-assured / Sociable / Image-conscious



## Confident Intellectuals

Driven / Educated / Focused



## Ambitious Self-starters

Achievers / Proactive / On the go



## Cautious Introverts

Loyal / Careful / Self-reliant



## Thoughtful Improvers

Mature / Non-competitive / Self-development



## Everyday Youths

Mainstream / Easy-going / Content



# A closer look: life

Sport Enthusiasts

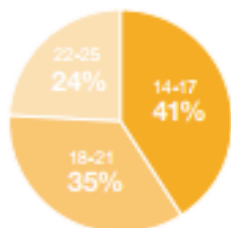


Sport England – Youth Personalities

Group size



Who they are



More likely to be Younger

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)

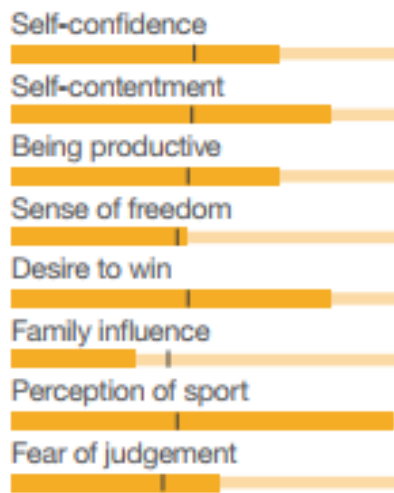
Their time is spent on



What they care about



Their attitudes

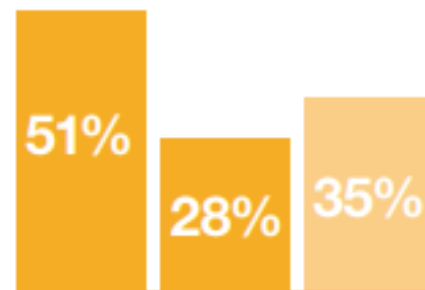


Their motivations in life

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 5%)

What they do in their free time

Listening to music is popular amongst all young people



Some context for their life



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# A closer look: life

Confident Intellectuals

Group size



Who they are



74% 26%

More likely to be 18-21

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

Being successful  
Developing myself as a person

Doing something worthwhile  
Achieving goals

Making money  
Relaxing/unwinding  
Spending time with friends

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



Gaming Computers Cinema

Some context for their life

11% Have or are working towards a postgraduate qualification (vs. 6% average)  
65% Drink alcohol monthly or more often (vs. 56% average)



Sport England - Youth Personalities



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# 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%)

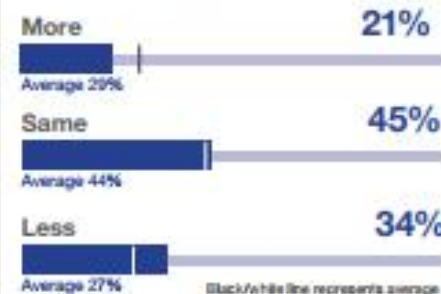
## What stops Confident Intellectuals taking part



## Sport at school

21% like/love 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.



# PRIMARY PE AND SCHOOL SPORT PREMIUM

Are your teachers more confident and competent in teaching High Quality PE? ?

? Have you got **more** children participating in physical activity, school sport and competitive activities?

How is PE and sport being used as a tool for whole school improvement? ?

? What differences can you see in your children?

Do you know that being active reduces school related stress like taking SATS? ?

? What are you proactively doing to engage your least active pupils?

? Have you made sustainable changes?

Are you ready to meet the challenge of getting every child active for 30 minutes a day? ?

? Do you know healthier children are better learners?

? How do you know your children are happier and healthier?

Are you ready to make the most of the sugar tax? ?

? What are you presenting on your website to evidence the impact of your spending against the DfE vision?

**Too many Questions?** How about one...

**Year 6 pupil:** Will I leave primary school this year with better knowledge, skills and motivation to be able to lead a healthy, active lifestyle and a love for lifelong physical activity and sport? Can the same be said for all children in reception now?



Dear Headteacher,

I wanted to tell you how much I enjoy PE. We don't just play games anymore. I have learnt how to warm myself and my group up. We learn new skills and try to get better each lesson. We learn about teamwork and working with others. We learn how to win well and lose well too. We know how our body works, the names of muscles and how to make our body fitter and stronger. We know exercise makes us feel good too and what we need to eat and drink to do this.

There are loads of different activities on every lunch time and after school and lots of competitions. Sometimes we can enter two teams which is good as more of us can go.

Thank you,  
Lucy age 10

For ideas and support with evidencing the impact of your PE and Sport Premium spend please visit...  
[www.youthsporttrust.org/PE-sport-premium](http://www.youthsporttrust.org/PE-sport-premium)

Call to action: national training programme: power of an active school  
[www.youthsporttrust.org/power-active-school](http://www.youthsporttrust.org/power-active-school)



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## Contact us

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