



More people  
More active  
More often



We are **ukactive** 



## A report by the All Party Parliamentary Group on a Fit and Healthy Childhood: Physical Education

Publish date: 17/10/2016

This week the All Party Parliamentary Group (APPG) on a Fit and Healthy Childhood released a report on how physical education is delivered to children in the UK. The report argues that there needs to be a culture change in the value placed upon Physical Education by government; a change in the way in which teachers are trained at early years, primary and secondary levels; and continuing professional development must be provided for in-service teachers.

### Background

The APPG on a Fit and Healthy Childhood aims to promote evidence-based discussion and produce reports on all aspects of childhood health and wellbeing including obesity; to inform policy decisions and public debate relating childhood; and to enable communications between interested parties and relevant parliamentarians.

The APPG is co-chaired by Jim Fitzpatrick MP and Baroness (Floella) Benjamin OBE. This report has had input from a range of experts, including Dr Lala Manners who is an early years specialist that sits on the ukactive Kids board.

### Summary

The APPG on a Fit and Healthy Childhood's report argues that both political and educational systems have failed to fully acknowledge the significance of children's health and wellbeing as an important gateway to behavioural and academic achievement.

The report argues that those who are supportive of Physical Education and physical activity more broadly must inform government and politicians of its benefits.

The report suggests that every primary school should have a dedicated Physical Education space, specialist teachers and equipment to deliver a high quality learning experience.

Ultimately, the report argues that there must be a culture change in the value placed upon Physical Education by government; a change in the way in which teachers are trained at early years, primary and secondary levels and continuing professional development must be provided for in-service teachers. The report argues that Physical Education must be at the heart of whole-school approaches to physical activity in the cause of health and fitness.

### Key recommendations:

#### **1. THE HISTORICAL CONTEXT OF PHYSICAL EDUCATION: STATE OF PLAY**

- 1.1. Government to establish a national PE Taskforce to gather examples of best practice already in existence.
- 1.2. Knowledge of the aims and practice of Physical Education to be embedded into all teacher training and ongoing continual professional development from early years to secondary level
- 1.3. Increase the number of specialist PE teachers within state primary schools
- 1.4. DfE and examination boards to review the content of Physical Education qualifications
- 1.5. Review of other subjects with the aim of including subject matter on health, fitness and physical activity where appropriate
- 1.6. All school settings to examine ways in which they can improve and extend the Physical Education experience for disabled children, to include the use of appropriate equipment and inclusive teaching techniques.

#### **2. HISTORICAL CONTEXT OF PHYSICAL EDUCATION: THE LACK OF CHANGE**

- 2.1 Review, revision and update of Ofsted requirements for the delivery of Physical Education in all settings from early years through to secondary schools
- 2.2 Re-structuring and design of postgraduate certificate of education content for PE teachers



More people  
More active  
More often



We are **ukactive** >

involving active participation from placement schools in offering wide and broadly-based programmes

2.3 Review of the role of new-build facilities for Physical Education, using best practice in other countries for comparison and adaptation

2.4 Re-structuring of Physical Education programmes for girls, providing a comprehensive offer and a choice that is not dominated by participation in competitive sports.

### **3. INTERNATIONAL PERSPECTIVES ON PHYSICAL EDUCATION**

3.1 A new national PE Taskforce to study best practice in the teaching, delivery and integration of the subject in other countries, combined with a parallel survey in the United Kingdom, and to use the outcomes to make recommendations to the 6

### **4. THE HOME NATIONS AND PHYSICAL EDUCATION**

4.1 Government-funded research to compare practice in Physical Education across the UK with the aim of standardising the philosophy underpinning PE and the activities provided

4.2 Further development of the role of Physical Education within the health and wellbeing specification of curricula

### **5. CASE STUDIES ON PHYSICAL EDUCATION: EXAMPLES OF GOOD PRACTICE**

5.1 A new PE Task Force to complete a national audit of progressive schemes in Physical Education leading to a re-design of National Curriculum content

5.2 PE Task Force to produce a 'National Directory of What Works in PE' thus enabling schools to improve the content of their PE offer

5.3 A programme of re-training to be established as an essential part of continual professional development for the general teacher

5.4 A programme to be established for the in-school monitoring, assessing and support of private coaches.

### **6. PHYSICAL EDUCATION AND THE EARLY YEARS CHILD**

6.1 Create 'National Quality Guidelines for Early Years Physical Development and Physical Activity'

6.2 Review the Ofsted inspection requirements for 'Early Years Physical Development and Physical Activity'

6.3 Create high quality training opportunities for the early years' workforce to ensure their inclusion and effective participation in the PHE 'wider workforce' initiative

6.4 Designate a Physical Development/Physical Activity co-ordinator in every early year's setting

6.5 Make the early years a key component of the work of the new National Physical Education Taskforce.

### **7. THE CHILD OBESITY STRATEGY**

7.1 A Cabinet Minister for Children with the remit to co-ordinate and drive child health and fitness policies across all government departments

7.2 Increase PE training for trainee teachers to include at least two full days on designing and delivering PE lessons with high physical activity for each child

7.3 Design training for playtime supervisors with a feedback route to senior school management

7.4 Funding from the soft drinks levy being used beyond the school gates to also provide accessible physical activity sessions and play opportunities over holiday periods. Inactivity during summer holidays counters fitness built up during term time.

### **8. THE FUTURE OF PHYSICAL EDUCATION: PHYSICAL EDUCATION FOR THE 21st CENTURY**

8.1 A specialist teacher workforce for PE from early years settings through to secondary schools

8.2 Increased time on PE in initial teacher training programmes and continual professional training

8.3 Direct recommendations re time spent teaching PE to come from the Department of Education

8.4 'Physical literacy' models of assessment in schools to be formulated on an individualised basis; physical activity data to be included annually in the Health and Social Care Information Centres Health Survey for England

8.5 Government-funded research into use of new technology within a PE context

8.6 Sector/government partnership in designing a new curriculum for PE with a strong emphasis on personalisation and in which the needs of disabled children are fully met

8.7 Create a new team in every school which is dedicated to promoting all types of physical activity; each offering the children a choice of opportunities from increased daily activity. Train the team to deliver a full range of beneficial activities, under the supervision of the qualified team leader

8.8 Sports, PE and play to be funded and prioritised equally within the same pot of money, as a holistic, combined intervention within a 'whole school' approach

8.9 Sports facilities both outdoor and indoor and fit-for-purpose equipment to form an essential component of the PE offer in all educational settings

8.10 Play materials should be sourced separately and include 'loose parts' objects.