

## Suffolk Primary School Sport Conference 2018

### Welcome

**Mike Crichton**

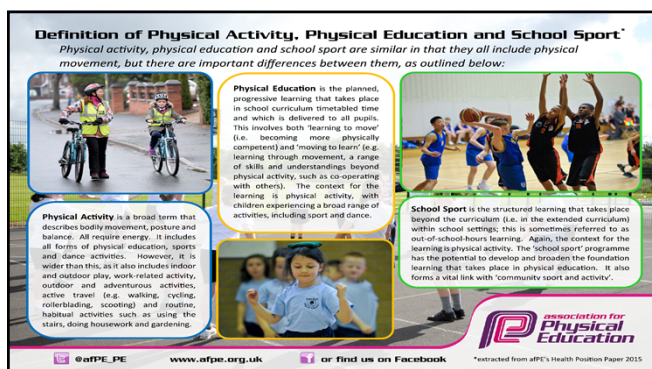
Chair, The Association for Physical Education (UK)  
Suffolk Sport Board Member  
Independent Physical Education Consultant

### *Building Resilient Young People for a Healthy & Active Future*

**"It is exercise alone that supports the spirits and keeps the mind in vigour."**

**Marcus Tullius Cicero** was a Roman statesman, orator, lawyer and philosopher, who served as consul in the year **63 BC**.

**Definition of Physical Activity, Physical Education and School Sport\***  
*Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:*



**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.

**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.

**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'.

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### Mental Health Foundation

**We must put more emphasis on the positive benefits of physical activity on wellbeing.**

- *The sense of feeling good about ourselves and being able to function well individually or in relationships*
- *The ability to deal with the ups and downs of life, such as coping with challenges and making the most of opportunities*
- *The feeling of connection to our community and surroundings*
  - *Having control and freedom over our lives*
  - *Having a sense of purpose and feeling valued*

### Physical Activity: Positive Impact

- Increases self-esteem
- Reduces stress & anxiety
- Prevents the development of mental health problems
- Positive impact on our mood. (*Researchers found that the participants felt more content, more awake and calmer after being physically active compared to after periods of inactivity. They also found that the effect of physical activity on mood was greatest when mood was initially low.*)

• [www.mentalhealth.org.uk/publications/how-to-using-exercise](http://www.mentalhealth.org.uk/publications/how-to-using-exercise)

Looking ahead to the day.....

**Critical reminders and a key role...**

**ADVOCACY**



### Non-negotiable.....

Schools in England must offer a curriculum that is **broad and balanced** and:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Section 78 of the [2002 Education Act](#) which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the [2010 Academies Act](#).

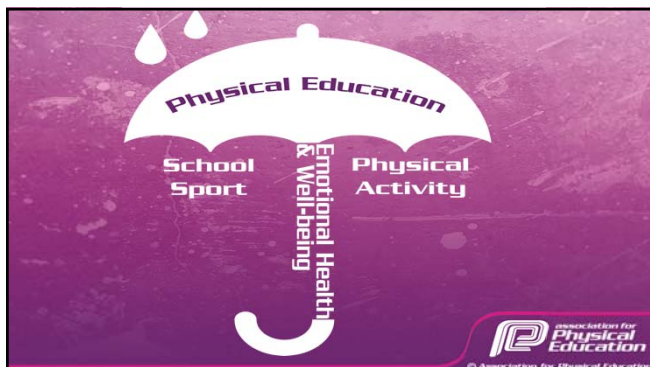
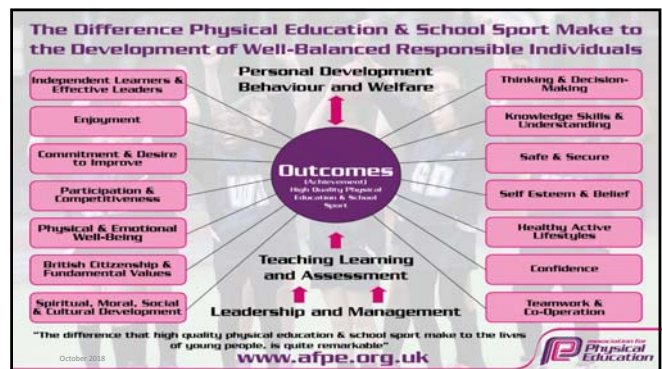
### Purpose:

*Physical Education 'should inspire 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'*

### The basic principles of high quality PE, sport & physical activity



- Enables all young people, whatever their circumstances or ability, to take part in and enjoy PE, sport and physical activity;
- Promotes young people's health, safety and well-being;
- Enables all young people to improve and achieve in line with their age and potential



### Building Resilient Young People for a Healthy & Active Future

**Vision,** Leadership & Management, Purpose, Impact, Expectations.....



## Physical Education Programme of Study & PPESP

### 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 Indicators:

- the engagement of all pupils in regular physical activity – the CMO guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

Thank you and  
enjoy the day

