

Summary of 'health' themes within each UK PE curriculum

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Public Health

Discourse	Country context	Examples	Extracts
Public health	Scotland	<ul style="list-style-type: none"> · Healthy living (healthy lifestyle) · Increasing and sustaining physical activity · Understand the physical and active body · Goals setting and monitoring (related to physical activity) · Improving diet · Managing risk 	“Creates, implements and monitors personal goals for sustaining moderate to vigorous physical activity.” (Scottish Government, 2017, p. 21)
	Wales	<ul style="list-style-type: none"> · Physical health and development (healthy lifestyle) · Understand physical health · Regular physical activity · Understand diet · Making decisions and managing risk 	“This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection.” (Welsh Government, 2020, p. 74)
	Northern Ireland	<ul style="list-style-type: none"> · Managing risk · Engage in, sustain and monitor physical activity levels (healthy lifestyle) · Understand the physical and active body · Health and fitness 	“Pupils should have opportunities to: plan, undertake, monitor and evaluate safe and effective personal exercise/training programmes that contribute to a healthy and active lifestyle.” (CCEA, 2008, p. 8)
	England	<ul style="list-style-type: none"> · Physical activity · Healthy active lives · Fitness 	“It [PE] should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.” (DfE, 2014, p. 260)

Health and Wellbeing

Discourse	Country context	Examples	Extracts
Health and wellbeing	Scotland	<ul style="list-style-type: none"> · Holistic - develop knowledge and skills for social, emotional, mental and physical wellbeing, for example: respect, positive relationships and self-awareness · Enjoyment · Safety 	<p>“Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.” (Scottish Government, 2009a, p. 1)</p>
	Wales	<ul style="list-style-type: none"> · Holistic - develop knowledge and skills for social, emotional, mental and physical wellbeing, for example: positive relationships, confidence, resilience, self-awareness · Connected · Safety 	<p>“[Health and Wellbeing] is concerned with developing the capacity of learners to navigate life’s opportunities and challenges.” (Welsh Government, 2020, p. 71)</p>
	Northern Ireland	<ul style="list-style-type: none"> · Holistic - develop knowledge and skills for spiritual, moral, emotional, mental and physical wellbeing, for example, managing emotions, developing caring relationships, developing strengths, self-esteem, confidence · Enjoyment · Explore personal meaning 	<p>“Develop positive relationships and respect for the differing capabilities of others through participation in a range of competitive and cooperative physical activities, for example, show respect for and empathise with peers in a range of group activities within school and with other schools.” (CCEA, 2007, p. 48)</p>
	England		*

* Indicates that this discourse is mostly absent in the English curriculum

Citizenship

Discourse	Country context	Examples	Extracts
Health <i>as</i> citizenship	Scotland	<ul style="list-style-type: none"> · For life, work, society · Fairness, respect and equality · Values and responsibilities · Empathy · Working with others/in groups · Leadership · Necessary for learning 	“Contributes to an inclusive ethos, showing mutual respect in practice and performance environments.” (Scottish Government, 2017, p.21)
	Wales	<ul style="list-style-type: none"> · Impact on lives, society now and future · Respect for others · Work with others/groups · Understand values and attitudes · Necessary for learning 	“I can interact pro-socially in different groups and situations, and actively advocate for other individuals and groups.” (Welsh Government, 2020, p. 83)
	Northern Ireland	<ul style="list-style-type: none"> · Learning relevant for learning, life, work and society · Make informed decisions throughout life · Understanding rights and responsibilities · Fairness and ethics · Working with others/in groups · Respect · Leadership · Empathy 	“Pupils should have opportunities to work with others to solve problems in a range of practical situations, for example, by listening to others, responding to them and building constructively on their ideas and views; understanding the need for rules.” (CCEA, 2007, p. 48)
	England	<ul style="list-style-type: none"> · Character, fairness and respect 	“Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.” (DfE, 2014, p. 260)

Care

Discourse	Country context	Examples	Extracts
Care	Scotland	<ul style="list-style-type: none"> · Shared responsibility · Support and nurture · Safe and secure · Take account of needs · Individual support (pastoral care) 	“The framework begins by describing features of the environment for learning which will support and nurture the health and wellbeing of children and young people” (Scottish Government, 2009a, p. 2)
	Wales	<ul style="list-style-type: none"> · Whole-school · Supporting, encouraging and enabling · Provide opportunities · Fostering and feeling a sense of belonging · Identifying and communicate needs · Safety 	“It is for schools and practitioners, drawing on guidance and resources, to decide what specific experiences, knowledge and skills will support their specific learners to realise the four purposes.” (Welsh Government, 2020, p. 7)
	Northern Ireland	<ul style="list-style-type: none"> · Teachers to provide opportunities/help/prepare/assist · Empower young people · Personalise learning · Safety · Catering for individual needs 	“Teachers can assist this [personal understanding] by providing frequent opportunities, within and beyond the curriculum, for young people to consider the challenges of life now and in the future.” (CCEA, 2007, p. 5)
	England		*

* Indicates that this discourse is mostly absent in the English curriculum