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# Developing the Social and Emotional Domains in Physical Education

Rachel Sandford, Shirley Gray and Anna Bryant,  
Oli Hooper, Julie Stirrup, Stephanie Hardley, Nicola Carse  
and  
David Aldous

UKPE CROSS-BORDER LEARNING AND INNOVATION COLLABORATIVE

Making space for interdisciplinary research, dialogue, and collaboration in Physical Education and Health and Wellbeing



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University

Rachel Sandford: [r.a.sandford@lboro.ac.uk](mailto:r.a.sandford@lboro.ac.uk) @DrRASandford

Shirley Gray: [shirley.gray@ed.ac.uk](mailto:shirley.gray@ed.ac.uk) @shirley\_MHSE

Anna Bryant: [anbryant@cardiffmet.ac.uk](mailto:anbryant@cardiffmet.ac.uk) @anna\_sian

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# Welcome and introduction

We are really interested to hear from you in the session

- What are your current thoughts around developing social and emotional learning in PE within your context?
- Why are you here?



## Physical Health Education for Lifelong Learning

# COWR

## Centre for Health, Activity & Wellbeing Research

# Aims of the session



- To (re-)introduce the UK PE Collaborative
- To share some recent research findings
- To pay some attention to Social and Emotional Learning in the Scottish context
- To reflect on frameworks for Social and Emotional Learning
- To introduce Teaching Personal and Social Responsibility (TPSR)– with links to trauma-aware pedagogies
- To engage in critical and meaningful discussions

# The UK PE collaborative



- Researchers from England, Northern Ireland, Scotland and Wales:
  - Stephanie Hardley, Nicola Carse and Shirley Gray – Scotland
  - Anna Bryant and David Aldous\* – Wales
  - Julie Stirrup, Oli Hooper and Rachel Sandford – England
  - Julie Stirrup – Northern Ireland
- Aim to promote cross-border curriculum discussions, learning and collaboration...to think about, debate and re-imagine PE.
- To work with teachers to develop knowledge, discourse and confidence for a stronger collective voice in future curriculum developments.

# Research to date...



1. A series of cross-border curriculum analyses carried out to understand the messages conveyed about the nature and purpose of PE in each context.
2. Interviews with PE teachers from across the UK to understand how they conceptualise and enact PE, the factors that shape their practice and to explore opportunities within their context to think about and enact PE differently.
3. Workshops with teachers to share curriculum and pedagogy knowledge and experiences. To reflect on this learning in light of their own context, and consider what PE could be in the future.

# Some interesting findings?

- How health is conceptualised in curricula (phase 1):
  - In contrast to England and NI (KS4), in Wales and Scotland, Health (and wellbeing) is a broader concept that incorporates social, emotional, mental and physical wellbeing (not just physical health and physical activity).
- How PE and health are conceptualised and enacted (phase 2):
  - Teachers in Scotland:
    - Talked about health 'positive relationships', 'nurture', 'considering the rights of their pupils', 'empathy' and 'safety' (health as 'to care for')
    - Within their curricula, they taught alternative activities such as boccia and student-designed games
    - To teach PE, they used student-led teaching approaches, focussing on social and emotional learning, for example, building confidence, being respectful, improving communication and developing critical thinking skills
  - Some reference to these ideas from the teachers in Wales but at times, traditional discourses around developing sports skills and increasing physical activity were also/more evident.
- Not making generalisations, but interesting to discuss.
- Change takes time.

# Change takes time

- Scotland are about 10 years ahead of Wales in terms of curriculum reform.
- Only now are (some/many) teachers in Scotland clear about what social and emotional learning might look like.
- But there were several challenges.





Significant aspects of learning



Benchmarks for PE

# Key challenges (in the early stages of curriculum reform)

Experiences and outcomes for PE	Experiences and outcomes for HWB
• Movement skills, competencies and concepts	• Mental and emotional wellbeing e.g. I am aware of and able to express my feelings and am developing the ability to talk about them.
• Cooperation and competition	• Social wellbeing e.g. I value the opportunities I am given to make friends and be part of a group in a range of situations.
• Evaluating and appreciating	• Physical wellbeing I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

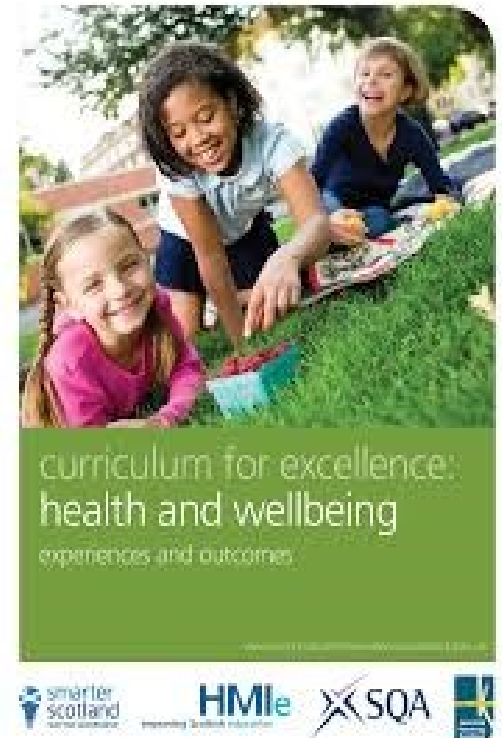


Same as before – need to change?

1. This was new – how do you do this?
2. We've been doing this anyway - no need to change.
3. PE can focus on the physical – MES can be covered elsewhere in the curriculum.

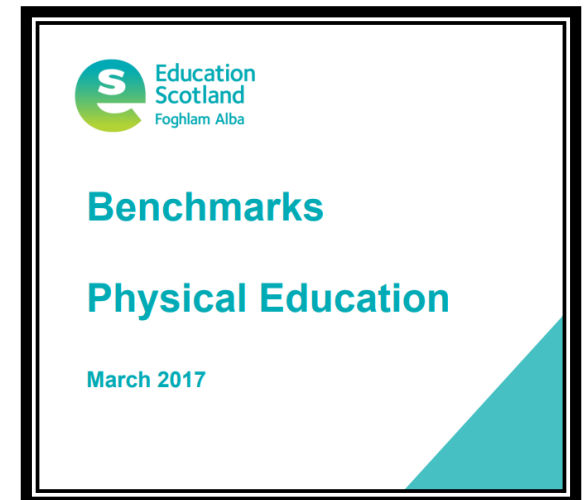
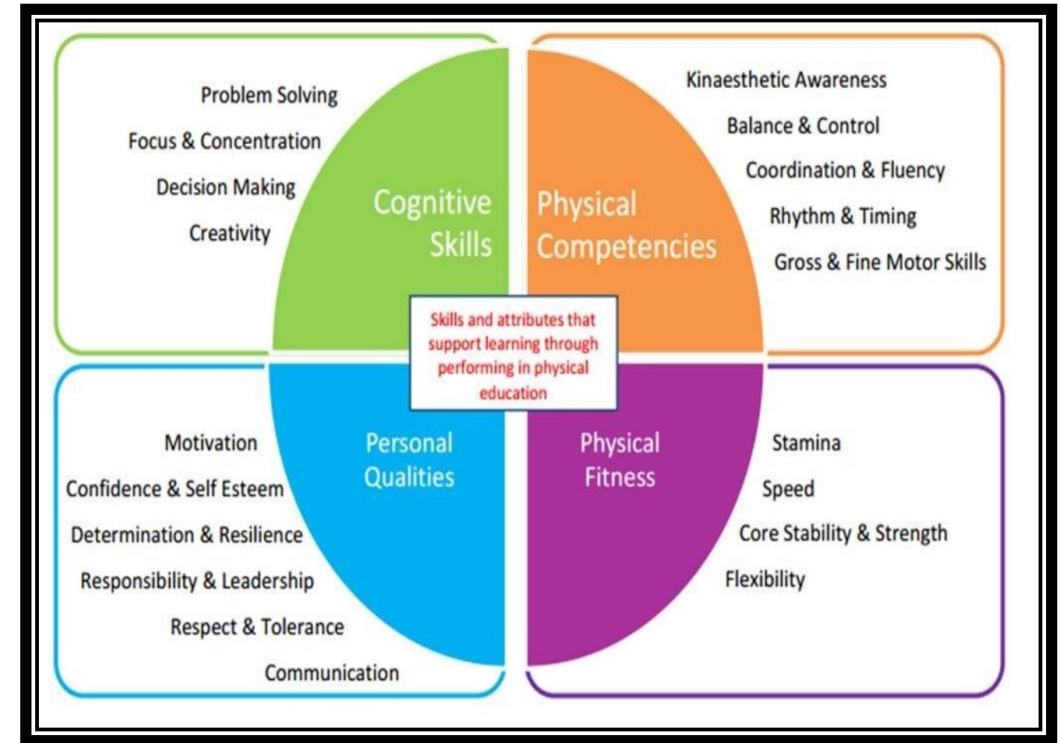
# Curriculum reform: PE teachers' perspectives

- Will your PE curriculum change? 44% reported 'yes', 18% 'no' and 38% 'unsure'.
- Those who indicated that they would change, also said that this would be - 'minimal change', 'tweaking', or 'little' or 'no' change.
- Changes already made: interdisciplinary work, a increase fitness activities and physical activity, increased time for PE, improved links with outside agencies and better links to primary schools.
- Many teachers believed primary responsibility towards physical wellbeing.



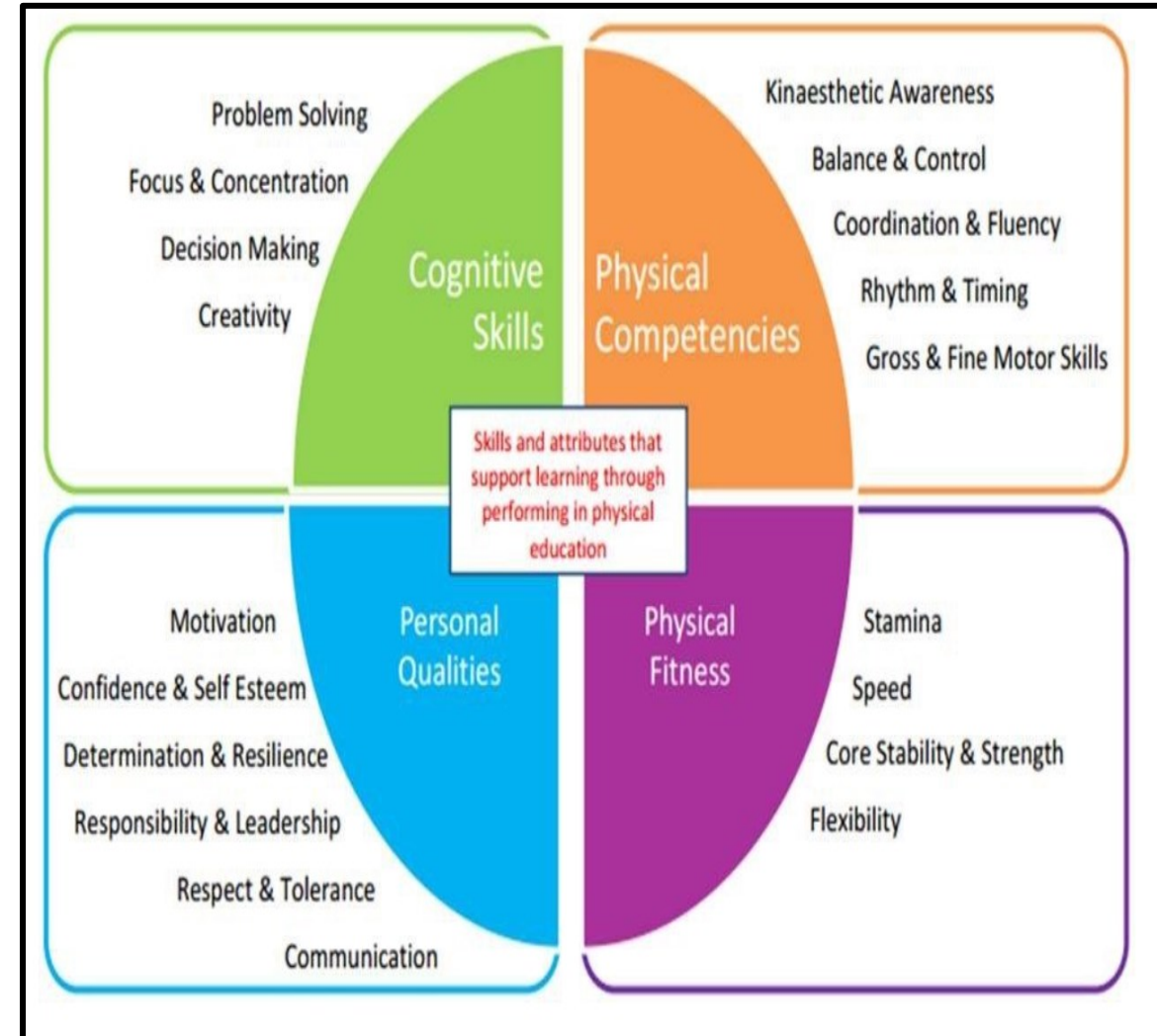
# What happened next?

- Education Scotland brought out more guidance:
  - Significant aspects of learning.
  - The Benchmarks for PE.
- These were intended to reflect a broader conception of both PE and health – a framework to guide teachers away from viewing PE exclusively with PA or fitness for health – and more towards how PE could contribute to social and emotional learning in a more integrated way.



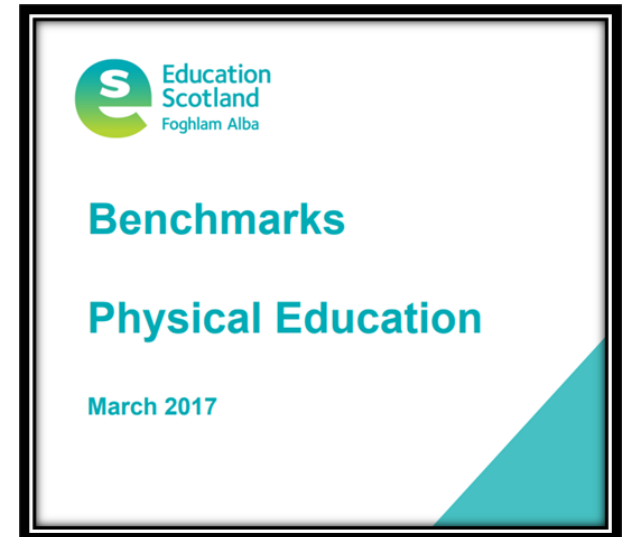
# A closer look: personal qualities

- Motivation
  - Confidence and self esteem
  - Determination and resilience
  - Responsibility and leadership
  - Respect and tolerance
  - Communication
- 
- Help teachers to understand what social and emotional learning means in the context of PE.
  - A (useful?) framework for social and emotional learning?




# A closer look: the benchmarks

- Extensive list of specific knowledge, skills and competencies that pupils should be able to know and do as they progress through school - support teachers' professional judgement to assess learning and progression.
- Explicitly aligned with the SALS – once again guiding towards a broader conceptualisation of PE and health.



# A closer look: the benchmarks

- For example: Confidence and self-esteem
  - A useful framework to guide planning and assessment?
  - Challenges:
    - 23 benchmarks for the personal qualities.
    - How do you do this?
    - Could result in a form of paralysis and 'practice as usual' (Petrie et al., 2021).
  - A useful framework to encourage teachers to reflect upon, discuss and learn about social and emotional teaching and learning in PE?
  - Other Social and Emotional Learning resources?
- 
- **Demonstrates self-reliance and self-worth through engaging in challenging tasks.**
  - **Demonstrates the value of positive relationships while working and learning with others.**
  - **Constructs/co-constructs criteria to evaluate personal and group performance.**
  - **Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance.**
  - **Takes the initiative to celebrate, value and build on achievements as part of the learning journey.**

# CASEL framework

- How can we think about social and emotional learning competencies?
- “...there lacks consensus on what (SEL) capabilities are; what should be assessed or shown to have developed over time; and the most appropriate methods for doing this” (Watson & Emery, 2010 p. 767).
- Collaborative for Academic, Social and Emotional Learning (CASEL) consider SEL as a **process**
  - Focus on emotions, empathy, relationships and decision making
- **5 core competencies**, situated within a wider framework of influences within the young person’s environment

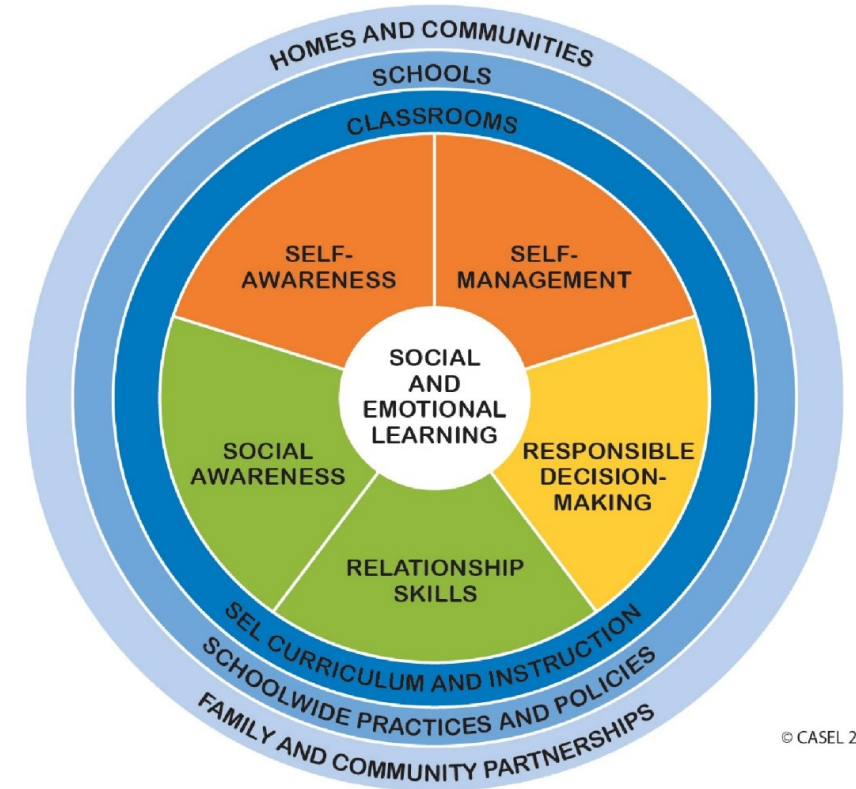




# Threshold concepts...

## Proposed 'threshold concepts' for PE, linking to CASEL

1. PE requires learners to understand their emotions and demonstrate self-efficacy (*Self-awareness*)
2. PE requires learners to manage their emotions, remain motivated and work towards goals (*Self-management*)
3. PE requires learners to make decisions which impact on both themselves and others (*Responsible decision-making*)
4. PE requires learners to interact with one another cooperatively – often in pursuit of common goals (*Relationship skills*)
5. PE requires learners to recognise difference, respect diversity and be empathetic (*Social awareness*)

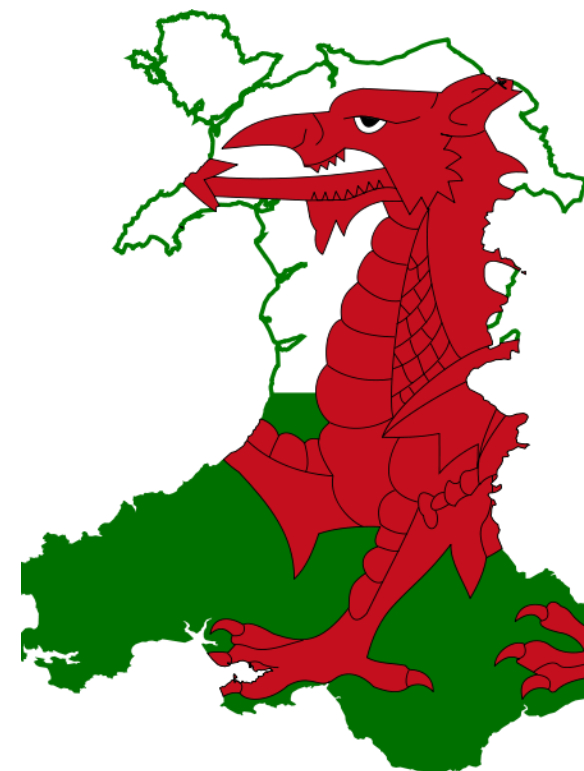


Hooper, O., Sandford, R. & Jarvis, H. (2020) Thinking and Feeling within/through Physical Education: What Place for Social and Emotional Learning? In F. Chambers, A. Bryant & D. Aldous (Eds.), *Redesigning Physical Education for 21st Century Children and Young People*. London, Routledge.

# Health and Wellbeing AoLE in Wales

The five 'statements of what matters':

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.



# Questions for discussion

- Is there anything within these frameworks that resonates with your interactions (and practice) with curriculum? In what way? Do you work with any other frameworks?
- Can you think of a concrete example of when you have either implicitly or explicitly supported social and or emotional learning in PE?
  - What did you do? (and why?)
  - What did your learners do?
  - What were the outcomes?
  - Could any of these outcomes have been connected to your pupils' wider lives/experiences?

# A teacher's reflection on SEL in PE...

*Truthfully, as a teacher I **get very little time to think about** the 'wider' aspects of the subject, such as learning within the affective domain, and my pupils' SEL within my classes... **My own disposition** means that I personally endeavour to promote SEL within my lessons. Whilst developing pupils' physically might be prioritised more broadly, **learning cannot happen unless they are in the right 'place'**... I would argue that PE is a really useful space to develop pupils' SEL competencies, but for that to happen more extensively (and more explicitly) there **needs to be a fundamental shift in teaching philosophies and pedagogies**... **The teacher, the school more broadly, and the wider community** will affect the extent to which SEL takes place... The subject would evidently benefit from **more specific guidance** around the pedagogies that might be employed to promote SEL.*

(Hannah, Secondary School Teacher, England)

# What is needed?

## **Perceived barriers to SEL in PE**

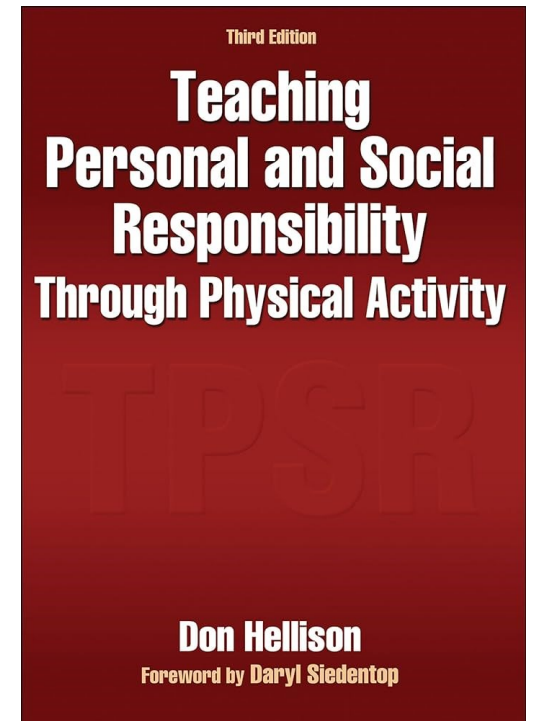
*“The nature of PE means it is well placed to foster SEL, but this can be hindered by several factors”*

1. Focus on learning outcomes around physical skills (linked to NCPE)
2. Traditional views embedded within departments
3. Demonstrating progress/achievement in SEL is difficult

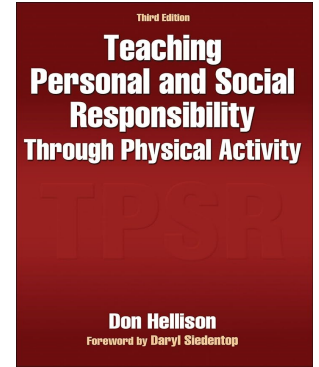
*“It is not a case of ‘convincing’ us teachers to change how we teach – many of us are unhappy with the way in which our lessons impact (or not) our pupils. Instead, it is a case of empowering us and equipping us with the knowledge and skills to better support pupils’ holistic development within/through PE”*

# Teaching Personal and Social Responsibility

- A visit to Edinburgh by Prof Paul Wright – Northern Illinois University
- Research focuses on Teaching for Personal and Social Responsibility (guided by founder Don Hellison)
- Recognised link between Scottish context (personal qualities) and TPSR
- Aims of his visit to Edinburgh:
  1. To observe and talk to PE teachers in Scotland to understand how they engaged their learners in social and emotional learning.
  2. To share his knowledge about this approach – TPSR.
- Aim 2 - teacher workshops – framed as “social and emotional learning in PE”.



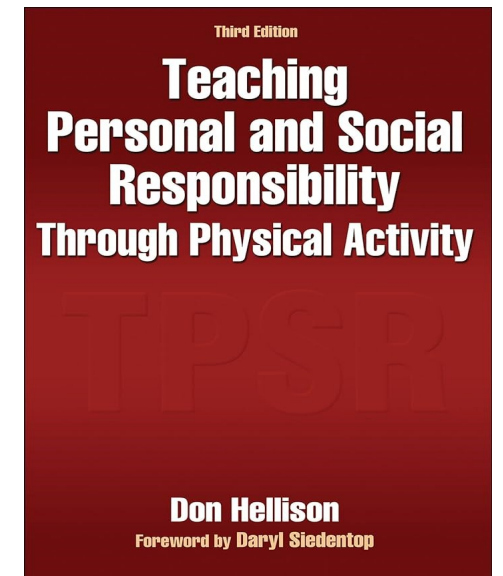
# What is TPSR?



- A model or a philosophy?
- Developed by Don Hellison to promote positive youth development and social and emotional skills physical activity contexts, including PE.
- It is a form of restorative practice which, rather than focusing on the reduction of problematic behaviours, instead fosters positive personal and social competencies.
- The model is framed around helping pupils take responsibility for and develop skills related to the ways they conduct themselves (**personal responsibility**) and interact with others (**social responsibility**).

# Five levels/core goals (used to support planning, teaching and evaluations)

- Non-linear
  - Levels 1 and 2 fundamental
1. Respecting the rights and feelings of others
  2. Participation and effort
  3. Self-direction
  4. Caring/helping
  5. Transfer





# TPSR principles

- **Pupil-teacher relationships** - dedicate time to foster pupil-teacher and pupil-pupil relationships
- **Integration** - a focus on the social and emotional learning of young people is a philosophy that should guide every aspect of curriculum and pedagogy
- **Transfer** - help YP to be more aware about how learning can connect to/influence life, and draw from other areas of life to continue learning and development beyond the walls of the school.
- **Empowerment** - Teachers must share responsibility with pupils, reinforce positive choices, redirect negative choices, and encourage self-reflection.

# TPSR principles in action

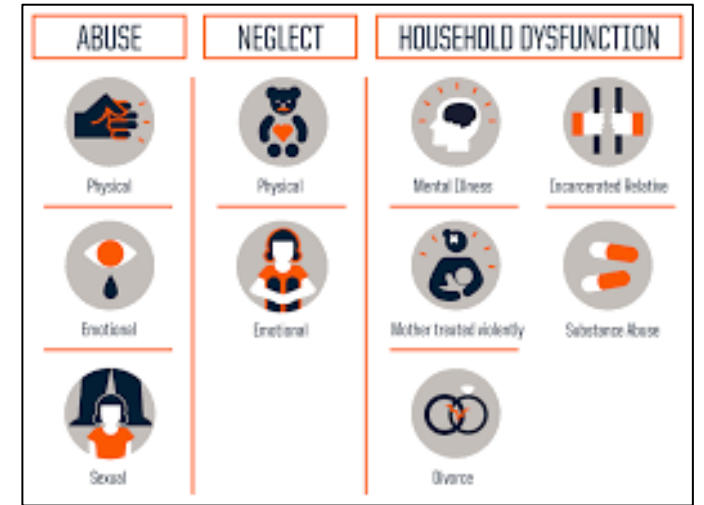
- Modelling respect
- Setting expectations
- Providing opportunities for success
- Fostering social interaction
- Assigning management tasks
- Promoting leadership
- Pupil voice
- Giving choices
- Involving pupils in assessment
- Addressing the transfer of life skills

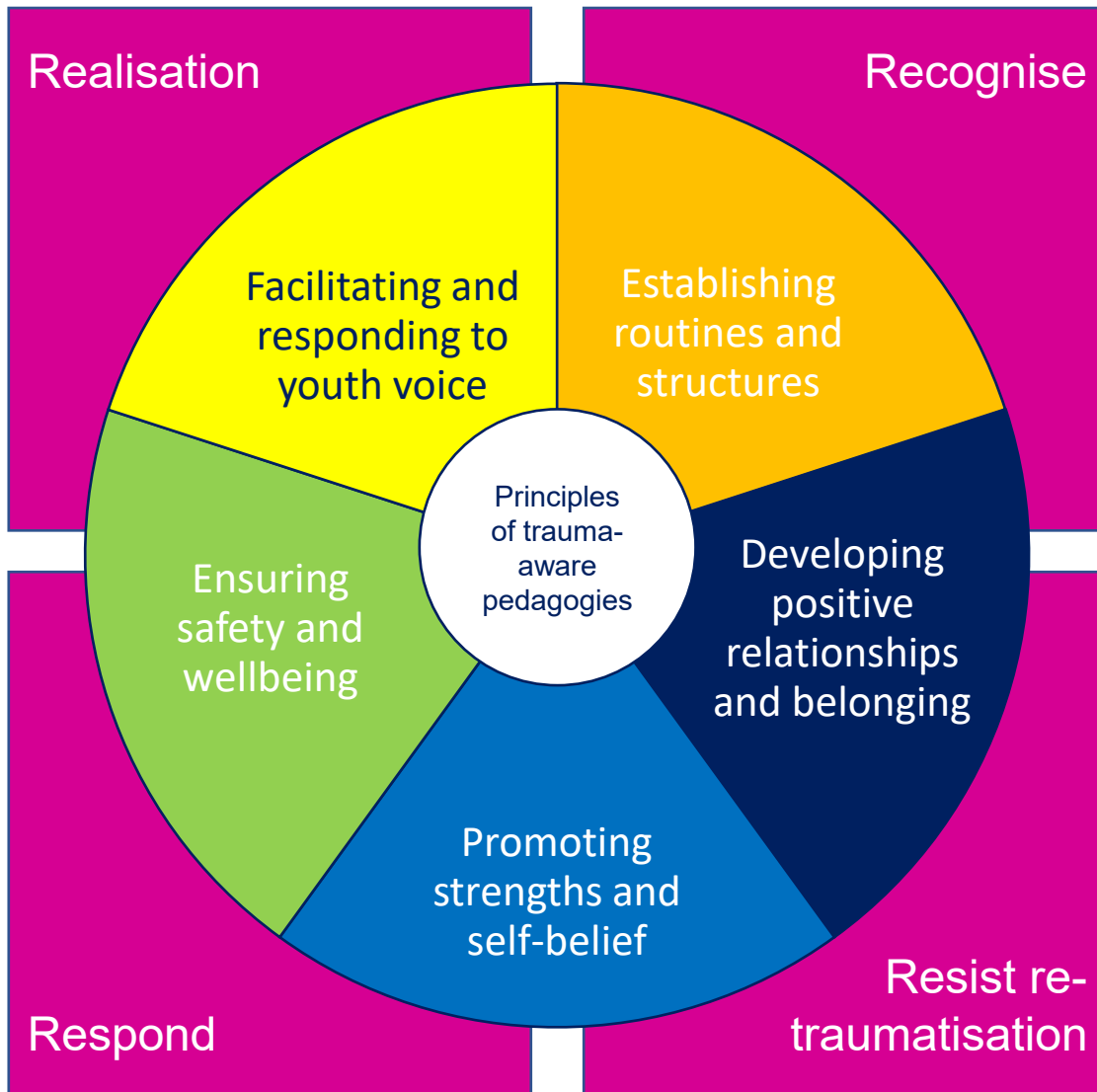
# TPSR Research (see: Pozo et al., 2018)

- **Behavioural outcomes** – improvements in aggressive and disruptive behaviour (Escarti et al., 2006), self-control (DeBusk and Hellison's, 1989), personal and social responsibility in class (Gordon, 2010).
- **Social outcomes** – improvements in relationships and feeling connected (Ward et al., 2012), positive communication/organisation (Balderson and Sharpe, 2005)
- **Emotional outcomes** - understanding of feelings and problems, willingness to talk about feelings, self-confidence and self-esteem improvements (DeBusk and Hellison, 1989)

# Trauma-aware pedagogies in PE

- **Trauma-aware pedagogies (TAP)** in PE – ongoing research agenda (Quarmby, Sandford, Hooper & Gray)
- Stemmed from earlier work with care-experienced young people (e.g., Sandford et al., 2021; Quarmby et al., 2022)
- Recognition that the **impact of trauma** can play out within the school context and within PE
- TAP principles are **youth-voice informed** – young people’s perspectives of ‘what works’ or ‘what helps’
- **Strong SEL thread** running through these...





## Principles of Trauma-Aware Pedagogies

- Trauma-aware pedagogies can help us to **cater for the behavioural and learning needs** of trauma-affected pupils
- These 5 inter-related principles are a starting point for further conversations - **there is no particular order/hierarchy**
- They are not reinventing the wheel – the principles **align with existing ‘good’ pedagogies** found in youth sport coaching
- There is **no one way to enact a trauma-aware pedagogy** – rather an understanding might lead us to ask when, and for whom, it might be best to draw on methods through which these principles can be applied

# Enacting TAP in PE

PHYSICAL EDUCATION AND SPORT PEDAGOGY  
<https://doi.org/10.1080/17408989.2023.2194905>

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 OPEN ACCESS 

**Co-creating strategies for enacting trauma-aware pedagogies with pre-service physical education teachers**

Thomas Quarmby <sup>a</sup>, Rachel Sandford <sup>b</sup>, Oliver Hooper <sup>b</sup> and Shirley Gray <sup>c</sup>

<sup>a</sup>Carnegie School of Sport, Leeds Beckett University, Leeds, UK; <sup>b</sup>School of Sport, Exercise and Health Sciences, Loughborough University, Loughborough, UK; <sup>c</sup>Moray House School of Education and Sport, Edinburgh University, Edinburgh, UK

**ABSTRACT**  
**Background:** In Physical Education (PE), trauma may manifest in a range of different actions/behaviours (e.g. small fouls escalating into physical conflict, students refusing to be part of a team, and struggling to adhere to the rules of the game). Without knowledge of the effects of trauma, teachers often defer to punitive responses, which exacerbate rather than mediate the needs of trauma-affected youth. It is therefore critical that prospective physical educators can enact trauma-aware practices to better support their learning and development.  
**Purpose:** The aim of this novel paper was to reflect on the principles underpinning trauma-aware pedagogies and, from this, co-create tangible strategies that could be employed by future PE teachers to better support all students, but especially those who have experienced trauma.  
**Methods:** We worked with three distinct groups of pre-service PE teachers ( $n = 22$ ) from a range of different institutions, delivering a total of 12 hours of online workshops (2 x 2-hour sessions per group). The workshops were designed to support pre-service PE teachers in becoming trauma-aware and were grounded in the principles of trauma-aware pedagogies, namely: (1) ensuring safety and wellbeing, (2) establishing routines and structures, (3) developing and sustaining positive relationships that foster a sense of belonging, (4) facilitating and responding to youth voice and, (5) promoting strengths and self-belief. Through a range of academic content, individual activities and group tasks, participants were invited to consider, in conversation with us (as the workshop leaders) and each other, how these principles could be enacted in practice during various 'PE moments' (e.g. transitions into PE, getting changed, responding to incidents). Audio recordings of the workshops were transcribed, and along with copies of the online 'chats', were thematically analysed.  
**Findings:** The workshops led to the co-creation of a host of tangible strategies – things that could be done to enact trauma-aware pedagogies in PE. While the strategies are noted here in relation to specific principles, we are not suggesting that these are in any way rigid categorisations. Rather, strategies are associated with principles reflecting how these were framed by pre-service teachers during the workshops. Each of the individual strategies is subsequently explored in relation to the relevant principle. For instance, strategies associated

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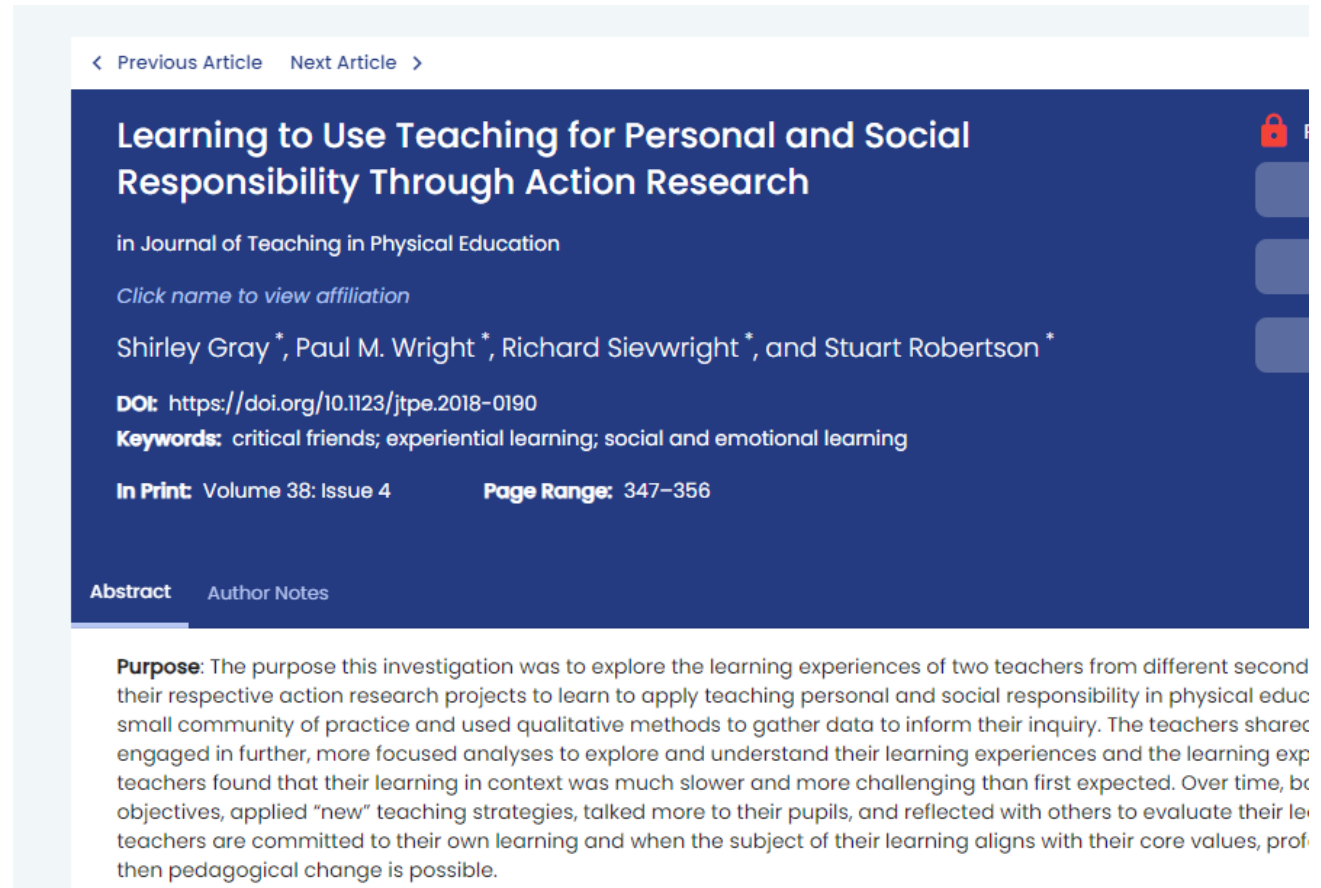
**CONTACT** Thomas Quarmby  tquarmby@leedsbeckett.ac.uk  @DrTomQ  
This article has been corrected with minor changes. These changes do not impact the academic content of the article.  
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- We worked with **preservice teachers** to discuss and reflect upon trauma and the TAP principles.
- We co-developed **tangible strategies** to support the learning and development of young people in PE – through a trauma-aware lens.
- Many strategies had a notable **connection to SEL**, e.g.,
  - Active listening
  - Being predictable (routines and structures)
  - Taking an interest
  - Restorative conversations
  - Checking in
  - ...

<https://doi.org/10.1080/17408989.2023.2194905>

# Learning to use TPSR (see Gray et al., 2019)

- Teacher values have to align with TPSR values - this will motivate the teacher to engage in this work.
- Also valued and support by senior leadership.
- Valued and supported by peers - able to work together to make changes.
  
- These are important because you are not likely to see changes straight away - making changes will take time and feel uncomfortable.
- With TPSR – you do not need to make radical changes – small steps – building on what you do already.



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## Learning to Use Teaching for Personal and Social Responsibility Through Action Research

in *Journal of Teaching in Physical Education*

*Click name to view affiliation*

Shirley Gray \*, Paul M. Wright \*, Richard Siewwright \*, and Stuart Robertson \*

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**Keywords:** critical friends; experiential learning; social and emotional learning

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**Abstract**    Author Notes

**Purpose:** The purpose this investigation was to explore the learning experiences of two teachers from different second their respective action research projects to learn to apply teaching personal and social responsibility in physical educ small community of practice and used qualitative methods to gather data to inform their inquiry. The teachers sharec engaged in further, more focused analyses to explore and understand their learning experiences and the learning exp teachers found that their learning in context was much slower and more challenging than first expected. Over time, bc objectives, applied “new” teaching strategies, talked more to their pupils, and reflected with others to evaluate their le teachers are committed to their own learning and when the subject of their learning aligns with their core values, prof then pedagogical change is possible.

# Final discussion

Open floor discussion...Your context? Thoughts? Questions? Ideas?  
Comments? Reflections? Etc...



# On-going reflections and next steps...

- In light of what you have heard today, what is the one thing you will take away – and why?
- What are the tangible steps you might take to begin this journey?



Co-creating strategies for enacting trauma-aware pedagogies with pre-service PE teachers



Gray, S et al., (2019), 'Learning to use teaching for personal and social responsibility through action research'



Developing evidence-informed principles for trauma-aware pedagogies in PE

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Cardiff  
Metropolitan  
University



Loughborough  
University

Rachel Sandford: [r.a.sandford@lboro.ac.uk](mailto:r.a.sandford@lboro.ac.uk) @DrRASandford

Shirley Gray: [shirley.gray@ed.ac.uk](mailto:shirley.gray@ed.ac.uk) @shirley\_MHSE

Anna Bryant: [anbryant@cardiffmet.ac.uk](mailto:anbryant@cardiffmet.ac.uk) @anna\_sian

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