

UKPE CROSS-BORDER LEARNING AND INNOVATION COLLABORATIVE

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

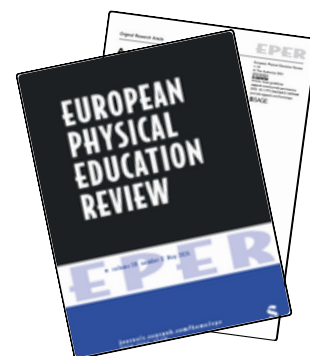
A SUMMARY OF THE PHYSICAL EDUCATION (PE) CURRICULA IN ENGLAND, NORTHERN IRELAND, SCOTLAND AND WALES

WHO IS THIS RESOURCE FOR?

This infographic is for those interested in understanding what physical education (PE) might 'be for' and what it 'looks like' across England, Northern Ireland, Scotland and Wales.

WHY IS THIS IMPORTANT?

There is a common perception that there is one UK PE curriculum. This is not the case. While there are some similarities across the four nations, there are also some interesting differences. We understand these differences as an important stimulus for cross-border discussion and curriculum learning.



THE CURRICULA

England



National curriculum in England: Physical education programmes of study, Key Stages 1-4 (2014)

[Referred to as the National Curriculum for Physical Education (NCPE)]

Scotland



Curriculum for Excellence: Health and Wellbeing - Principles and Practice (2009)

Curriculum for Excellence: Health and Wellbeing – Experiences and Outcomes (2009)

The Benchmarks for PE (2017)

Northern Ireland



Key Stage 1 and 2 Statutory Requirements for PE (2007)

The Statutory Curriculum at Key Stage 3 and the Key Stage 3 Statutory Requirements in Physical Education (2007)

The Key Stage 4 Physical Education Non-Statutory Guidance (2008)

Wales



The Curriculum for Wales Guidance (2020)



England

There are four overarching aims detailed within the NCPE ensuring that all pupils: 1. develop competence to excel in a broad range of physical activities; 2. are physically active for sustained periods of time; 3. engage in competitive sports and activities and; 4. lead healthy, active lives.

The purpose of study across all stages of the NCPE is to inspire pupils to succeed and excel in competitive sport and other physically demanding activities, thus helping them to build character and embed values such as fairness and respect. Across all stages of learning, pupils should also be provided with opportunities to become physically confident in a way which supports their health and fitness.

Scotland

The Curriculum for Excellence focuses on the development of four capacities: successful learners, responsible citizens, confident individuals and effective contributors.

PE is situated in the curricular area of health and wellbeing (HWB). In PE, teachers are guided by a framework of 'Experiences and Outcomes' from two areas of the curriculum, the Health and Wellbeing curriculum (organised according to: 1. mental and emotional wellbeing; 2. social wellbeing; physical wellbeing, 3. planning for choices and change; 4. physical activity and sport, and; 5. relationships) and the PE curriculum (organised according to: 1. movement skills, competencies and concepts; 2. cooperation and competition, and; 3. evaluating and appreciating).

Teachers are also guided by a series of benchmarks in PE, which support assessment and progression in learning.

Northern Ireland

The overarching objectives of the Northern Ireland Curriculum are to develop pupils as individuals and contributors to society, the economy, and the environment.

Within this framework, PE is an Area of Learning where all pupils should experience a sense of enjoyment and achievement. They should learn through movement so that they develop progressively in a range of movement contexts.

Pupils should develop knowledge, understanding and skills for PE, learning, life and work. As they progress through school, pupils should understand and appreciate the benefits of physical activity and the relationship between physical activity and good health.





The Curriculum for Wales is underpinned by four purposes: ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; ethical, informed citizens of Wales and the world; and healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

PE is not a stand-alone curriculum subject but is integrated into the broader Health and Wellbeing (HWB) Area of Learning and Experience. In this learning area, there are five 'Statements of What Matters' (SWM) which support teachers in Wales to generate their own curricula, unique to the cultural context of the school and pupils. They are:

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

Teachers are also guided by the 'Principles of Progression' framework to flexibly cater for the needs of pupils, and 'Descriptions of Learning' which are a series of more specific progression steps for each SWM that increase in complexity as students' learning develops.



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REFLECTIVE QUESTIONS

Consider your context and your pupils.

- What are the key differences between your curriculum (school and/or national) and the curricula of the four nations of the UK?
- What are the implications of this for your pedagogy?
- What are the implications of this for your learners?

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