

Physical education, physical activity and sport in Scottish schools



Suzanne Hargreaves
HWB Senior Education Officer

Education Scotland

The key national body to support quality and improvement in education by:

- leading and **supporting implementation** of Curriculum for Excellence
- **increasing the capacity for self-evaluation** and self-improvement amongst education providers and practitioners
- promoting high quality **professional learning and leadership**
- identifying and **stimulating innovation**, sharing successful approaches widely with others
- providing independent **external evaluations** of the quality of educational provision at provider, local authority and national levels
- supporting the development and implementation of policy at national level.



Population: Around 5.2 million

Schools: 2,772

Pupils: 681,573

Teachers: 52,188

Scotland

- Population - 5.2 million
- Part of United Kingdom (UK), but Scottish Government has full responsibility for education (no UK education system)
- 95% of pupils attend local state comprehensive schools
- Aim for **every** school to be excellent (high quality and high equity)

Structure of the Education system

Age 3-5 pre-school early learning (**part time**)

Compulsory

Age 5-12 primary

Age 12-16 secondary

Non-compulsory

Age 16 -17/18 secondary

Age 17/18 - to vocational or Higher Education,
jobs, apprenticeships, etc

Why we needed change

- Student under-achievement – make it more inclusive
- 3 different curricula: 3-5, 5-14, 14+
- An over-full curriculum
- Update key areas, introduce new skills (e.g. Technology)
- Address key national priorities (e.g. Health, Science)
- Make the curriculum motivating and enjoyable, with “real world” application

The silent killer of our time.....

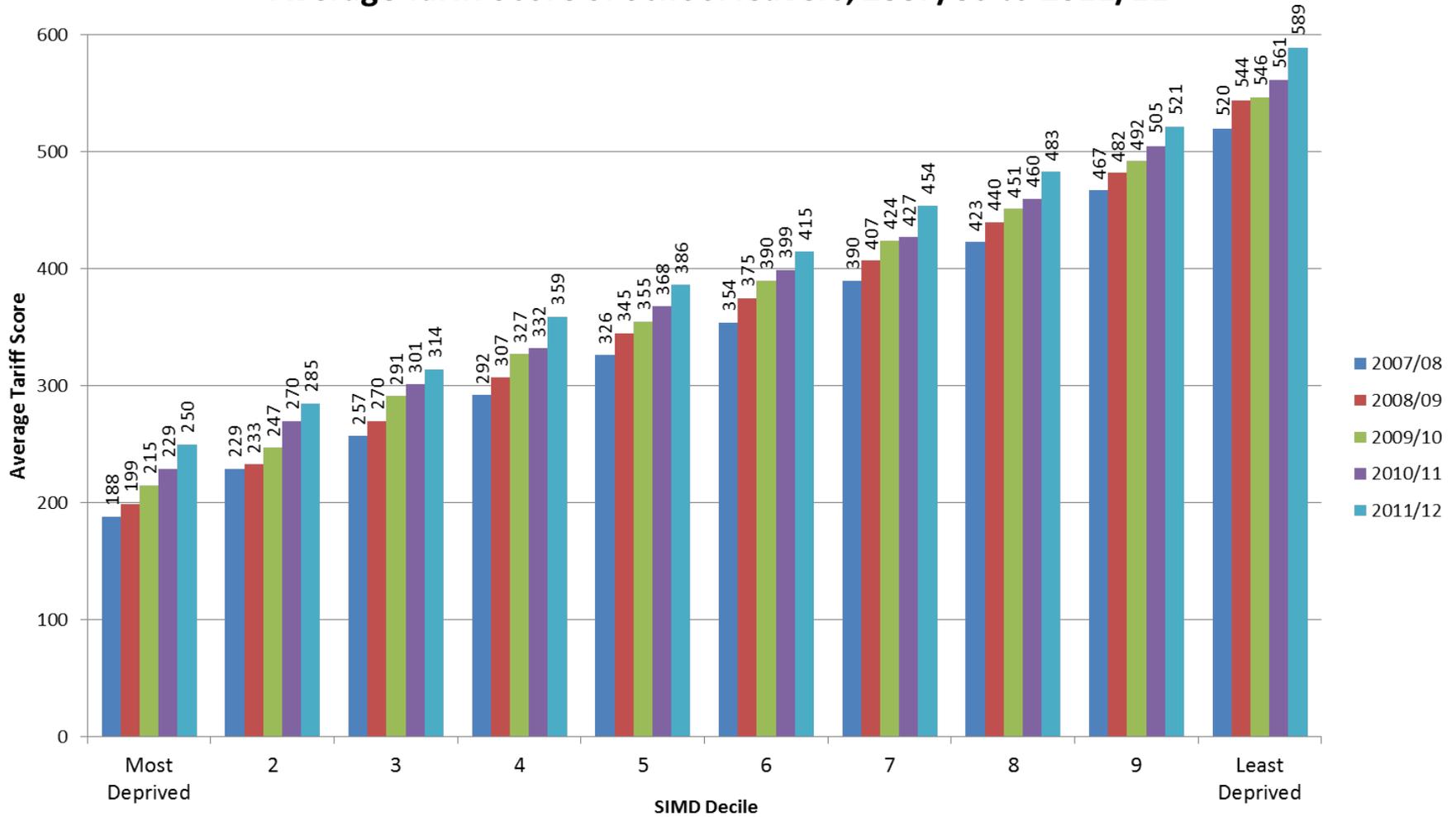
- Physical inactivity results in around 2,500 premature deaths in Scotland each year (that is 7 a day)
- It costs the NHS in Scotland around £91 million annually and is the second biggest cause of mortality (joint with smoking, after high blood pressure)
- Added to this is the disease, disability and poor mental health that come from growing levels of obesity

physical activity is a ‘fundamental means of improving physical and mental health of individuals’ (WHO, 2004)

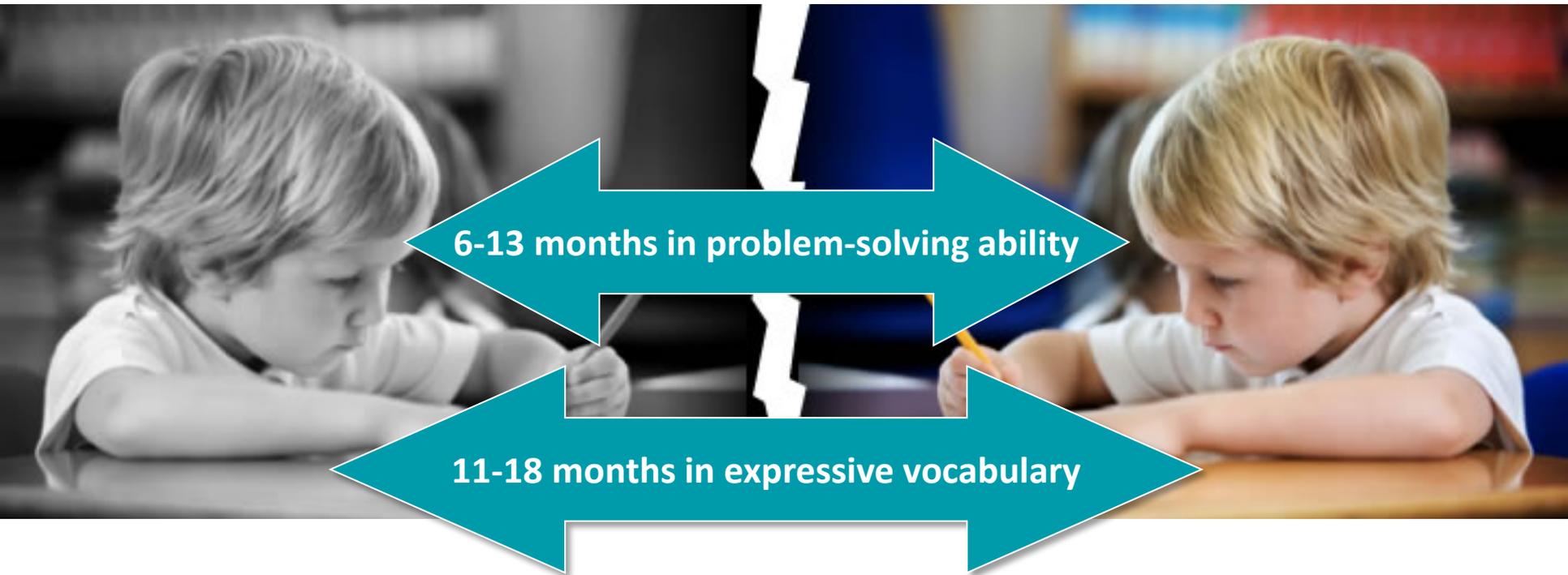
Despite strong scientific evidence that physical activity can protect against many of Scotland’s leading chronic diseases (e.g. coronary heart disease (CHD), some cancers, obesity, diabetes, hypertension) and the role physical activity can play in promoting positive mental health and well-being, **two thirds of Scottish adults and one third of Scottish children do not do enough physical activity to gain these benefits**

|  INNOCENTI REPORT CARD | Average rank (all dimensions) | Material Well-being | Health and safety | Education | Behaviours and risks | Housing and environment |
|-----------------------------------------------------------------------------------------------------|-------------------------------|---------------------|-------------------|-----------|----------------------|-------------------------|
| 1 | Netherlands | 2.4 | 1 | 5 | 1 | 4 |
| 2 | Norway | 4.6 | 3 | 7 | 6 | 3 |
| 3 | Iceland | 5 | 4 | 1 | 10 | 7 |
| 4 | Finland | 5.4 | 2 | 3 | 4 | 12 |
| 5 | Sweden | 6.2 | 5 | 2 | 11 | 8 |
| 6 | Germany | 9 | 11 | 12 | 3 | 13 |
| 7 | Luxembourg | 9.2 | 6 | 4 | 22 | 9 |
| 8 | Switzerland | 9.6 | 9 | 11 | 16 | 11 |
| 9 | Belgium | 11.2 | 13 | 13 | 2 | 14 |
| 10 | Ireland | 11.6 | 17 | 15 | 17 | 7 |
| 11 | Denmark | 11.8 | 12 | 23 | 7 | 2 |
| 12 | Slovenia | 12 | 8 | 6 | 5 | 21 |
| 13 | France | 12.8 | 10 | 10 | 15 | 13 |
| 14 | Czech Republic | 15.2 | 16 | 8 | 12 | 22 |
| 15 | Portugal | 15.6 | 21 | 14 | 18 | 8 |
| 16 | United Kingdom | 15.8 | 14 | 16 | 24 | 15 |
| 17 | Canada | 16.6 | 15 | 27 | 14 | 16 |
| 18 | Austria | 17 | 7 | 26 | 23 | 17 |
| 19 | Spain | 17.6 | 24 | 9 | 26 | 20 |
| 20 | Hungary | 18.4 | 18 | 20 | 8 | 24 |
| 21 | Poland | 18.8 | 22 | 18 | 9 | 19 |
| 22 | Italy | 19.2 | 23 | 17 | 25 | 10 |
| 23 | Estonia | 20.8 | 19 | 22 | 13 | 26 |
| 23 | Slovakia | 20.8 | 25 | 21 | 21 | 18 |
| 25 | Greece | 23.4 | 20 | 19 | 28 | 25 |
| 26 | United States | 24.8 | 26 | 25 | 27 | 23 |
| 27 | Lithuania | 25.2 | 27 | 24 | 19 | 29 |
| 28 | Latvia | 26.4 | 28 | 28 | 20 | 28 |
| 29 | Romania | 28.6 | 29 | 29 | 29 | 27 |

Average Tariff Score of School leavers, 2007/08 to 2011/12



In Scotland today, at **age 5**, the gap between children from the **most advantaged** and **most disadvantaged** families is already:





The Scottish Context

Reform:



The overall aspirations of **Curriculum for Excellence** are to:

- **Improve educational outcomes** for all young people, with a relevant curriculum offering greater choice
- **Close the gap** between the highest achieving and low achieving
- Prepare our young people for life, with the **skills**, knowledge and confidence to compete for employment in a globalised economy



successful learners

with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

confident individuals

with

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

Attributes

and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

Capabilities

To enable all young people to become

responsible citizens

with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

effective contributors

with

- an enterprising attitude
- resilience
- self-reliance

and able to

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Curriculum areas

Languages *

Mathematics / Numeracy *

Expressive Arts

Technologies

Sciences

Social Studies

Health and Wellbeing *

Religious and Moral Education

* Responsibility of All

“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area”.

Building the Curriculum 1, Scottish Executive 2006

**interdisciplinary
learning**

**ethos and life of
the school**

**planning for choices
and changes**

**mental, emotional,
social and physical
wellbeing**

**physical education,
physical activity and
sport**



food and health

**relationships,
sexual health and
parenthood**

substance misuse

**opportunities for
personal
achievement**

**curriculum areas
and subjects**

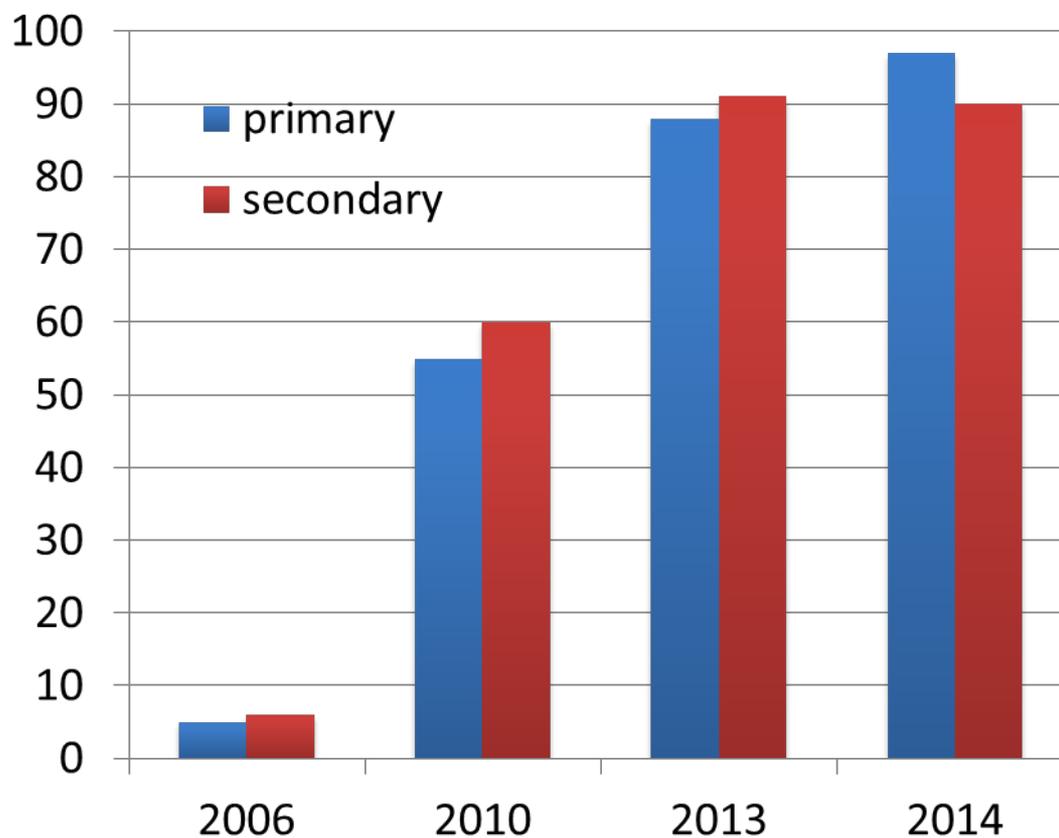
2 hours/ 2 periods Physical Education

- Scottish Government commitment
- **£11.6 million** over 4 years

- 100% target by 2014
2014 stats: **98.1%** - Primary **92%** - Secondary

- PE support Programme

Percentage of schools achieving the 2 hour/2 period per week Physical Education target 2006-2014



PE Lead Officers

- PE Lead Officer in all 32 Local Authorities

Two main outcomes:

- ✓ Support schools to meet and maintain 2 hour/2 period target
- ✓ Improve the quality of the learning experience in physical education

Support for PEPAS

Physical Education:

Physical Education Lead Officer (PELO)

Scottish Disability Sport PE Inclusion Programme

Better Movers and Thinkers approach

Phase 4 core physical education grant funding up to £3k – January 2015

Physical Education National Development Officers

Physical Activity:

Active schools

sportscotland programmes, e.g. Positive Coaching Scotland; Fit for Girls

Sport:

sportscotland: Partnership Managers; National Governing Bodies of Sport



Movement skills, concepts and competencies

HWB 0-4-21/22a

There are two clear lines of development:

1. a participation pathway which develops physical competence in the learner allowing them to fully participate in a wide range of physical activities.

This is part of the social inclusion agenda in schools.

2. a performance pathway which allows children to achieve a high quality performance.

Fitness is also included in this line of development



Cooperation and Competition

HWB 0-4 -23a

The development of intrapersonal and interpersonal skills

Practitioners have the option to develop these skills within a cooperative or competitive learning environment or both

“While working and learning with others,
I improve my range of skills, demonstrate
tactics and achieve identifiable goals”

HWB 2-23a



Evaluating and appreciating

HWB 0-4-24a

The development of critical appreciation and literacy skills

Think creatively; make and apply informed moral and aesthetic judgements

Dance in Expressive Arts

Creating and performing

Develop technique, quality of movement

Use imagination and skills to choreograph dance sequences

Develop knowledge and understanding through evaluating performances



In addition to the two hours of physical education....

Physical Activity and Sport

This line of development takes account of the cultural heritage of sport and allows learners to access both participation and performance pathways

Physical Activity and Health

To develop their knowledge and understanding of their physical health and the relationship between diet, physical activity and their role in the prevention of obesity

the emerging picture of core physical education....

- Professional learning over the last 20 years has predominantly focused on National Qualifications
- The dominant delivery of professional learning at local level, in particular to primary teachers , has been through Active Schools
- ‘Active Schools’ focus on ‘activity’ driven professional learning and the isolation of technical skills, and little about **learning**. Teachers and other stakeholders are often confused about what constitutes physical education and what constitutes physical activity

Significant Aspects of Learning in Physical Education

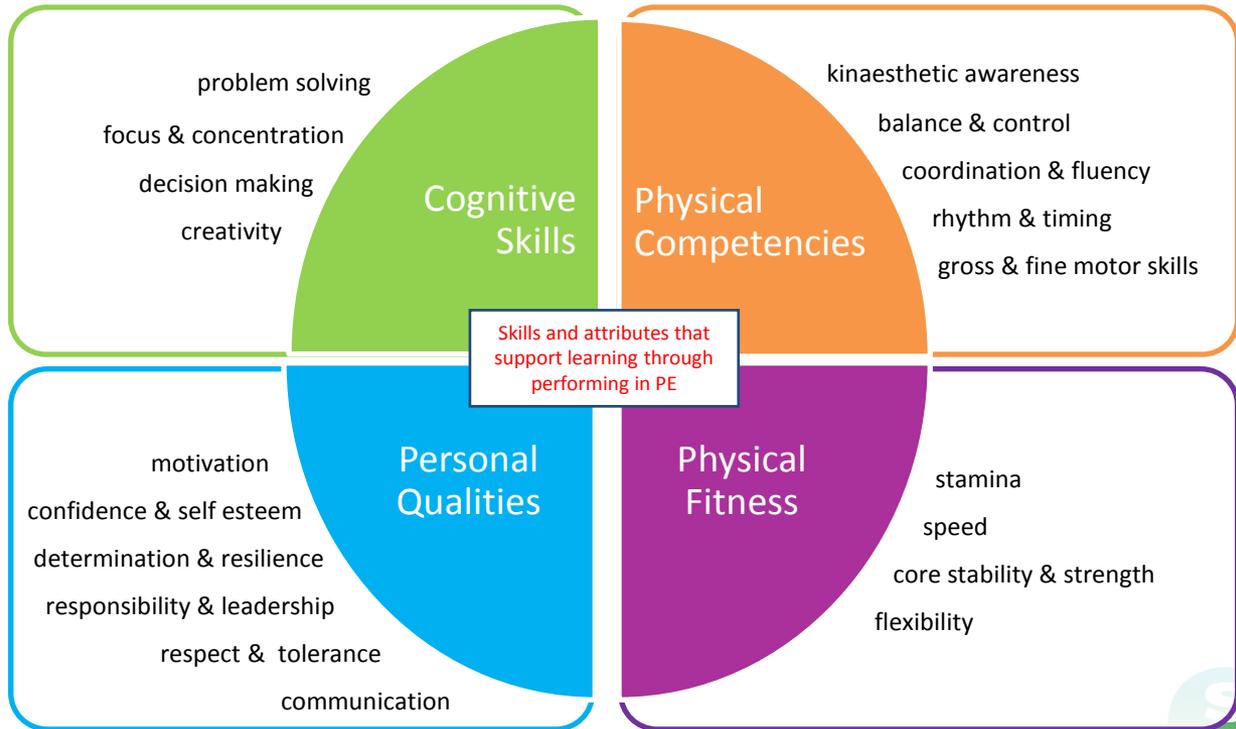
| | |
|--------------------------------------------|------------|
| Movement skills, Competencies and Concepts | HWB 21-22a |
| Cooperation and competition | HWB 23a |
| Evaluating and appreciating | HWB 24a |

- Simple
- Predictable
- Self paced
- Limited repertoire of skills
- Limited pressure

Progressive learning contexts as the learner develops capacity and competence

- Complex
- Unpredictable
- Externally paced
- Wide repertoire of skills
- Pressure of increased variables with less time to respond

The significant aspects of learning in physical education should be regularly revisited through a broad range of relevant and realistic learning experiences across all levels



significant aspects of learning in PE – to increase success in activities

moving in balance

positive balance

core stability

a sense of self

spatial awareness

decision-making

problem – solving

cue recognition

rhythm and timing

capacity to develop and sustain stamina, speed, suppleness and strength

perception in reading physical environment

has the motivation to use their physical capacities

has the ability to build relationships with others

move with poise, economy and confidence

managing failure

kinaesthetic awareness

has a readiness to learn

The Significant Aspects of Learning

The document is;

- An evaluation tool
- A guide to appropriate content
- An essential support for staff delivering physical education sessions that links the learning processes in the gym to the learning processes in the classroom