

# PE and Sport Statutory Requirements Inclusion Statement



## Inclusion Statement

The PE national curriculum, as with all other subjects, requires teachers to ensure that, when planning and teaching they have due regard to the three principles for inclusion:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

(National Curriculum PE Handbook)

### **GOVERNMENT PUBLIC SERVICE AGREEMENT TARGET**

The government has set out its aim that all pupils, whatever their circumstances or ability, should be able to participate in and enjoy PE and sport. It has recognised the impact that high-quality PE and schools sport (PESS) can have on pupils learning, and has set a Public Service Agreement (PSA) target to increase the number of pupils in England who spend a minimum of two hours each week on high-quality PE and school sport both within and beyond the curriculum to 85 per cent by 2008.

### **WHAT ARE THE BARRIERS TO LEARNING IN PE?**

High-quality PE develops pupils' physical competence and confidence and their ability to use these to perform in a range of sport, dance and challenge activities. It also promotes positive attitudes towards healthy active lifestyles. However, where the quality of PE is not high, or previous experiences have been poor, some pupils are deterred from taking part and do not enjoy either PE or school sport.

The main reasons are that they:

- do not like the activities on offer
- are not familiar or comfortable with some of the activities or approaches used
- do not understand the purpose of what they are asked to do
- are not comfortable in what they are asked to wear
- are not comfortable in the environment in which they have to learn
- do not have sufficient financial resources to take part
- have religious, cultural or family commitments.

# PE and Sport Statutory Requirements Overcoming Barriers



## **Pupils do not like the activities on offer**

Often pupils do not like activities offered because they are unfamiliar or lack confidence with them. In many cases this can be overcome through the introduction of a more effective learning programme that gives pupils time to become competent and confident in the activity. When accompanied by setting short and longer-term goals and rewards for progress and achievement a well-designed programme can often change pupils' perceptions of a specific activity and PE as a whole.

Sometimes they do not like the activities because they cause anxiety related to a conflict with their religion or culture. In most cases it is possible to find alternative activities or to explain the purpose behind the activity to pupils and parents. By listening to pupils' reservations and explaining the key physical education purposes, anxieties can often be reduced or removed.

With new arrivals, schools will need to consider how they relate activities in the curriculum to experiences and activities more familiar to the pupils. They will need to make sure the time is given to help these pupils become

familiar and confident with the activities. This is often helped by providing these pupils with a buddy and additional opportunities to practise and become familiar with the concepts and skills of the activity during the school day, including lunch and break times.

## **Pupils are not familiar or comfortable with some of the activities or approaches used**

Schools need to consider what activities and approaches are familiar to pupils from different cultures and religions, which are less familiar and may cause anxiety, and those that create barriers to participation. In many cases there are ways of adapting the areas of activity in PE so that they can include pupils in activity that is deemed suitable and does not cause a barrier. This can mean introducing alternative activities to the traditional English sports that fall within the same area of activity. For example, for new arrivals coming from Eastern Europe, handball could be made part of the invasion games programme. For those pupils arriving from the Far East, table tennis and badminton will be more familiar than tennis. Pupils coming from Central America are more likely to be familiar with baseball and softball rather than cricket. Teachers could

also consider the styles of dance that they teach and make use of a variety of styles that are familiar to their new arrivals. Teachers could also ask new arrivals to demonstrate or teach games, dances or sports that they are familiar with so that all pupils have access to them and can compare them to those they normally experience.

For new arrivals from particular religious backgrounds, dance and competitive sport can often be seen as barriers to their participation. Schools need to consider how areas of activities can be interpreted flexibly so that they still enable the national curriculum to be taught but do not cause offence. The emphasis on developing health and fitness and the removal of any feeling that there have to be public performances can often help to overcome pupils' reservations. When linked to festivals and events that are part of the religion many parents can be reassured that the activity is appropriate.

Schools need to be sensitive to the needs of all their pupils and explore ways in which connections can be made between activities so that the less familiar ones become less of a threat and reduce anxiety. A focus on the concepts of each activity

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and connecting skills and techniques from different sports helps pupils to learn more effectively.

## **Pupils do not understand the purpose of what they are asked to do**

It is important that all pupils, including new arrivals, are clear about the reasons the school provides PE and sport. This includes being clear about the opportunities that exist for pupils and the expectations of what they should achieve. This works best when time is spent to provide parents and carers with the information, and to listen to what they deem as important and valuable to their children.

In lessons, it is important that all pupils, including new arrivals, should be clear about what tasks they are expected to complete, how long they have to complete them, and the quality that is expected of them. They also need to know how they are to be assessed and how assessments will be used to support and enhance their learning. Using video to show pupils what the tasks look like and to explain what is required in terms of quality helps overcome barriers related to language and conceptual and organisational understanding. If

pupils can see what they are supposed to produce, they are more likely to be successful. This can be equally successful when using pupils to demonstrate skills, ideas and concepts. Giving pupils opportunities to teach each other and explain what they are doing helps their own learning and develops communication and teamwork between different individuals and groups. This can often help new arrivals who have difficulties with English.

It is an essential part of the assessment of pupils' progress and attainment that teachers see all their pupils performing. However, schools will need to consider whether videoing some groups of pupils is appropriate or will cause concern in their homes. They will also need to consider how they ask pupils to demonstrate their work. It is important that all pupils, including new arrivals, are comfortable with the situation in which they are asked to demonstrate.

## **Pupils are not comfortable in what they are asked to wear**

A major barrier to pupils participating in PE and school sport is what they are required or expected to wear. This is a particular barrier for many girls and is related to religious beliefs, feelings about modesty and body image. Whilst schools need to consider health and safety issues, they should also be aware of what people, especially women, from around the world wear when involved in physical activity, sport or dance. Being both knowledgeable and flexible with the clothing required for PE and sport can help overcome this barrier to participation and learning.

Research into increasing the involvement of girls in PE has shown that what they wear is critical in helping them to want to get involved and take part. (Nike Girls in sport project 1999) This is equally important for many pupils, including new arrivals, from a variety of religious and cultural backgrounds. Schools need to consider how they can be more flexible in the demands they make on the clothing that can be worn in PE. This is often achieved when the views of pupils, parents, carers and leaders in the local communities are listened to.

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## **Pupils are not comfortable in the environment in which they have to learn**

Pupils learn best when they are comfortable and secure in the class environment. Schools need to consider a range of factors that cause pupils anxiety and prevent them from taking part or learning in PE. These include the:

- **arrangements for changing and showering**  
schools should consider:
  - whether there is there sufficient privacy for all pupils
  - what arrangements can be made for some pupils for whom showering and changing with others is unacceptable?
- **make up of classes and groups**  
schools should consider:
  - whether pupils are happier and learn better in mixed gender classes or groups
  - if there are particular reasons why some groups of pupils should work in single gender classes.
- **facilities and spaces used**  
schools should consider:
  - whether pupils are happy to work in spaces where the wider public or other classes can see them

- whether there should there be curtains in gyms and halls to prevent others looking in
- whether outside working spaces can be placed away from places where the public can look too closely.

## **Pupils do not have sufficient financial resources to take part**

Some school sport takes place out of school hours and may require parental financial contributions. New arrivals and other families on very low incomes may find it very difficult to find additional money. It is important, therefore, that these pupils are not excluded. Schools need to consider how to enable those pupils on low incomes to take part. For activities away from the school, obtaining the support of other parents to provide transport can help the less advantaged get involved.

Many schools provide a range of school sport opportunities during lunch and break times. Many of these, particularly those related to the government initiative 'Sporting playgrounds' provide a range of semi-formal activities for pupils to take part in. When planning this provision, schools should ensure there is a range of activities that suit the different groups of pupils in their school, including new arrivals.

Giving pupils an opportunity to plan and lead some of the activities will enable different groups to choose activities that reflect their preferences and cultures. Provision during these times of day often makes no financial demand on pupils.

Some schools provide breakfast clubs that include a range of different physical activities, sports and dance styles. When accompanied by healthy food these can have a significant impact on pupils' health and wellbeing. In some schools specific funding has been obtained through the DfES study support programme to enable these activities to take place. These work best when pupils are carefully targeted and invited to attend.

As new arrivals and other groups of pupils are often admitted to school mid-term, schools might consider stocking good quality second hand sports clothing to enable pupils to participate in PE and school sports straightaway.

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## **Pupils have family or religious commitments**

Schools should find out about and take note of pressures pupils face when they are pulled to get involved in PE and school sport at times when they have other religious and family priorities related to:

- religious festivals
- special days
- family requirements
- cultural beliefs and practices.

Many of these relate to the types of activities that are acceptable, the different expectations of girls and boys, preferences about dress and beliefs about modesty, the nature of performance, and the needs to attend to prayer. Often the barrier is the time of day or year that the activity takes place and the pressures this places on the pupil.

Schools need to consider the types of activities pupils are asked to take part in during key periods in religious calendars. Where possible, schools need to be flexible with their curriculum and ensure alternative activities are provided during these times.

Many pupils are unable to take part in out of hours school sport because of family or religious commitments. For example, those pupils that need to attend prayer soon after school often cannot take part in extra-curricular activities. Other groups are often prevented from taking part in activities at the weekend, especially Saturdays. Schools need to consider how alternative provision can be made. For example, in one primary school opens in the evenings and local sport development officers provide a range of sports that take place after prayer.

# PE and Sport

## Statutory Requirements

### Useful weblinks



Please note: QCA is not responsible for the content of external sites.

#### **Commission for Racial Equality: sporting equals**

Sporting equals is a national initiative working to promote racial equality in sport throughout England. It is a partnership between Sport England and the Commission for Racial Equality. Sporting equals works with the governing bodies of various sports and with key national umbrella organisations to develop policies and working practices that promote racial equality.

#### **DfES: Key stage 3 national strategy: Access and engagement in PE - teaching pupils PE for whom English is an additional language**

This guidance is for PE teachers, subject leaders and ethnic minority achievement (EMA) teachers in secondary schools.

Whilst the guidance applies the principles of the key stage 3 national strategy to the teaching and learning of PE for pupils learning EAL much of it is equally applicable to primary teachers. It suggests strategies to help teachers provide access for pupils at different points of learning English. It is important to support them to develop both their understanding and use of the English language and to enhance their learning in PE lessons.

#### **QCA: physical education and school sport (PESS)**

This area of the QCA website includes guidance for teachers, subject leaders and managers on how to achieve high quality PE and school sport and how to improve your school. It includes a range of case studies that demonstrate how some primary, secondary, special schools and partnerships have used high quality PE to improve their school. For example:

#### **Bordesley Green Girls' School**

school wanted to deal with the cultural challenges of getting Muslim girls involved in PE and school sport. The predominantly Muslim mothers at this girls' school were anxious about their daughters taking part in PE and school sport. The school decided to try to increase the mothers' understanding of PE and school sport so that they would accept its importance to their daughters' health and wellbeing.

#### **QCA: Respect for all: valuing diversity and challenging racism through the curriculum: physical education**

This area of the website includes lesson plans that PE teachers can use to challenge racism and promote diversity. It suggests ways that schools can develop multi-cultural programmes of work and also links to anti-racist initiatives in football.