



Physical Literacy Informed PE and Implementing Oak National Academy Ideas

Active Notts PE Conference | 24th November 2025

Will Swaites | [in](#) @Will_Swaites



02:00

Arrival Activity:

What do you know already about Oak National Academy and have you used any of their resources?

Physical Literacy Informed PE and Implementing Oak National Academy Ideas

01

What are the key features of physical literacy and why should PE teachers be interested?

02

What is Oak National Academy and how could you make use of the PE resources on there?

03

What was the outcome of the Curriculum and Assessment Review and what does it mean for PE?



The Power of Relationships



The Power of Relationships



The Power of Relationships



The Power of Relationships

Confidence

Connection

Character

Courage

Tools and Belief



The Power of Relationships



Stand up (for positive) or sit down (for negative)?

What is your relationship
like with ...



1. Chocolate
2. Crisps
3. Children
4. Alcohol
5. Box sets
6. Football
7. Dancing
8. Cross country
9. Swimming
10. Movement



The Purpose of PE ...

Healthy active children and young people, who grow into healthy active adults.

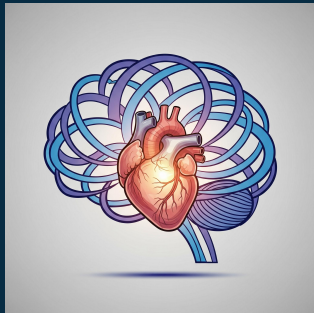
- + Character and Social Development
- + Improved Health and Wellbeing
- + Flourishment



“

**Physical literacy
was our first
literacy...**

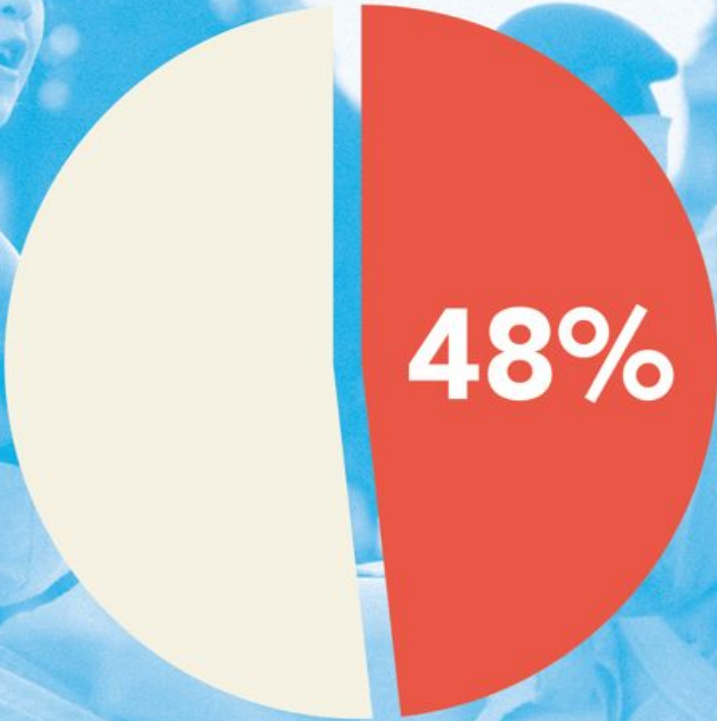
Dean Dudley



**Winning
hearts &
minds**



Children in England meeting
recommended physical activity guidelines



Active Lives Survey, Sport England
Published December 2024
[https://www.sportengland.org/research-and-data/
data/active-lives](https://www.sportengland.org/research-and-data/data/active-lives)

Adults in England meeting
recommended physical activity guidelines



Active Lives Survey, Sport England
Published April 2025

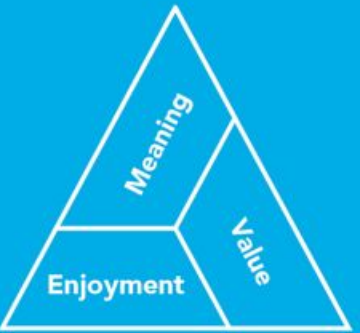
[https://www.sportengland.org/research-and-data/
data/active-lives](https://www.sportengland.org/research-and-data/data/active-lives)

What could
we be doing

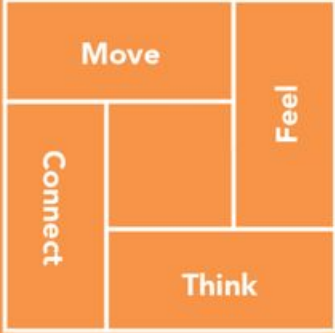
differently?

Physical literacy
is our relationship
with movement
and physical activity
throughout life.

A personal relationship
Having a positive and meaningful
association with movement and
physical activity.



**Movement and
physical activity**
How we move (physical),
connect (social), think (cognitive)
and feel (affective) during
movement and physical activity
plays a crucial role.



Throughout life
Influenced by our lived
experiences, which are
shaped by individual, social,
and environmental factors.



Complex

Ever-
changing

RELATIONSHIP



POSITIVE



MEANINGFUL

CONNECTION

&

COMMITMENT



Understanding
physical literacy



Understanding
physical literacy

**Building a
deeper connection
with movement
and physical activity
so that there is an
ongoing commitment
and desire to be active**

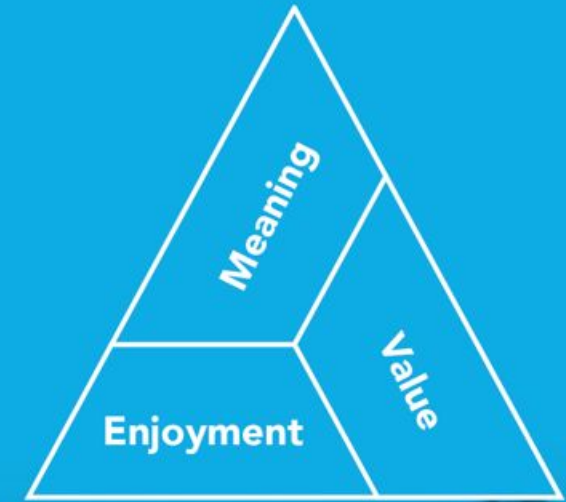
The Experience Matters

Positive Experiences

Voice / Choice

Personal Relevance

POSITIVE RELATIONSHIP

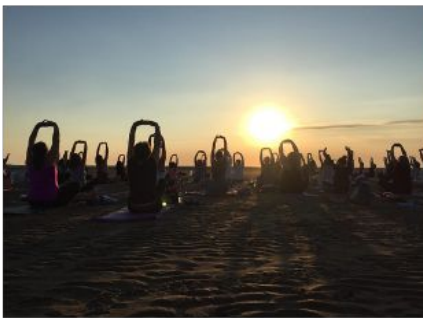
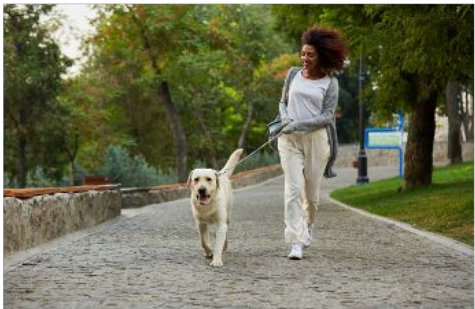


PE SCHOLAR



@PE_Scholar

Relationship will be different for different people



A lifelong positive relationship with movement and physical activity



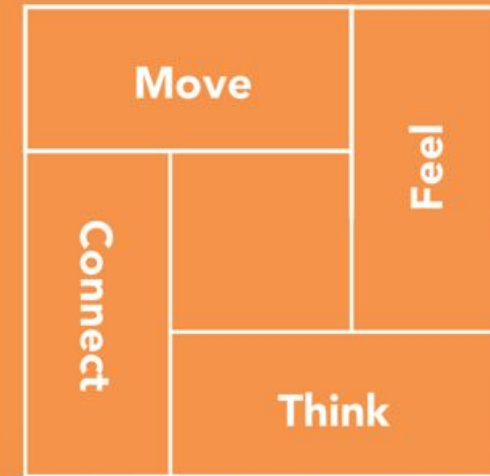
Physical Literacy A JOURNEY THROUGH LIFE

sportswales
chwaraeon cymru





















Holistic Development Matters

All equally important and interdependent.

HOLISTIC DEVELOPMENT



The elements of engagement

| Move (Physical Competence) | Connect (Social / Value) | Think (Knowledge and Understanding) | Feel (Motivation and Confidence) | Behaviour |
|---|---|---|---|---------------------|
| No  | Yes  | Yes  | Yes  | Frustrated |
| Yes  | No  | Yes  | Yes  | Disconnected |
| Yes  | Yes  | No  | Yes  | Confused |
| Yes  | Yes  | Yes  | No  | Disengaged |
| Yes  | Yes  | Yes  | Yes  | Engaged |
| Opportunities | | | | |

Four Corners Activity

Stand when I call the number your pupils struggle the most with!



1) Social & Value

2) Motivation & Confidence

3) Physical Competence

4) Knowledge & Understanding



Four Corners Activity

Stand when I call the number you are the best at developing!



1) Social & Value

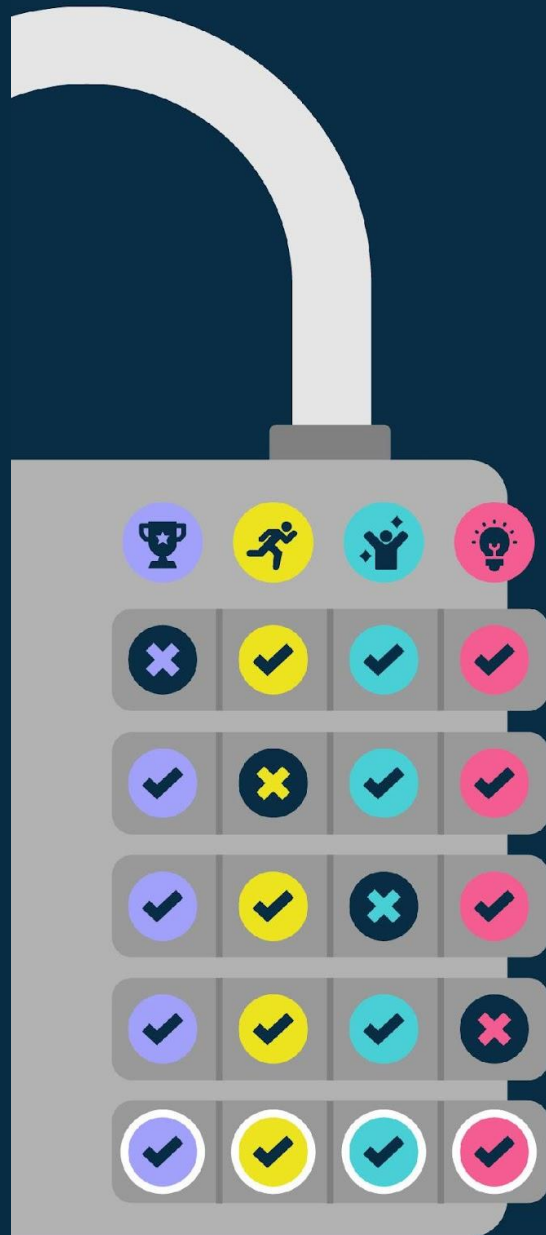
2) Motivation & Confidence

3) Physical Competence

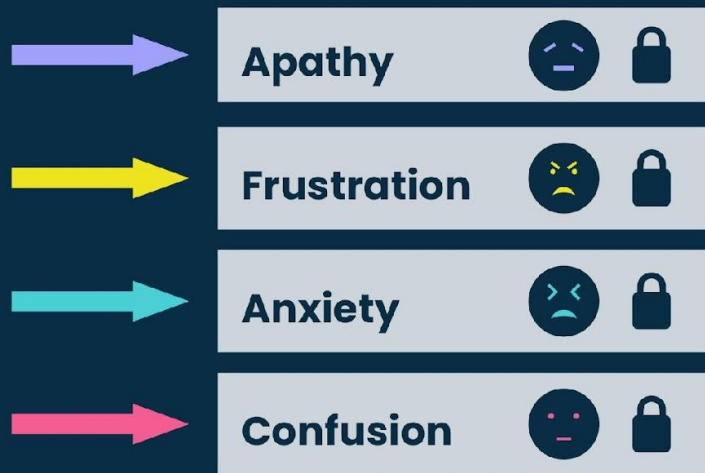
4) Knowledge & Understanding



The Elements of Engagement



- Motivation
- Confidence
- Physical Competence
- Knowledge & Understanding



Igniting change from within

Physical

Movement skills
Fitness
Muscular strength
Coordination

Affective

Motivation
Confidence
Resilience
Self-regulation

Move

Feel

Connect

Think

Social

Building relationships
Social skills
Ethics and morals
Society and culture

Cognitive

Benefits and importance
Opportunities
Self-reflection and goal setting
Safety and risk

**Holistic
development**

Strengths

Needs

Life stage

Agency

Notes:

- Not an exhaustive list
- Interdependent domains

Inclusive Environments Matter

Social Environment



Inclusive Environments Matter

Physical environment

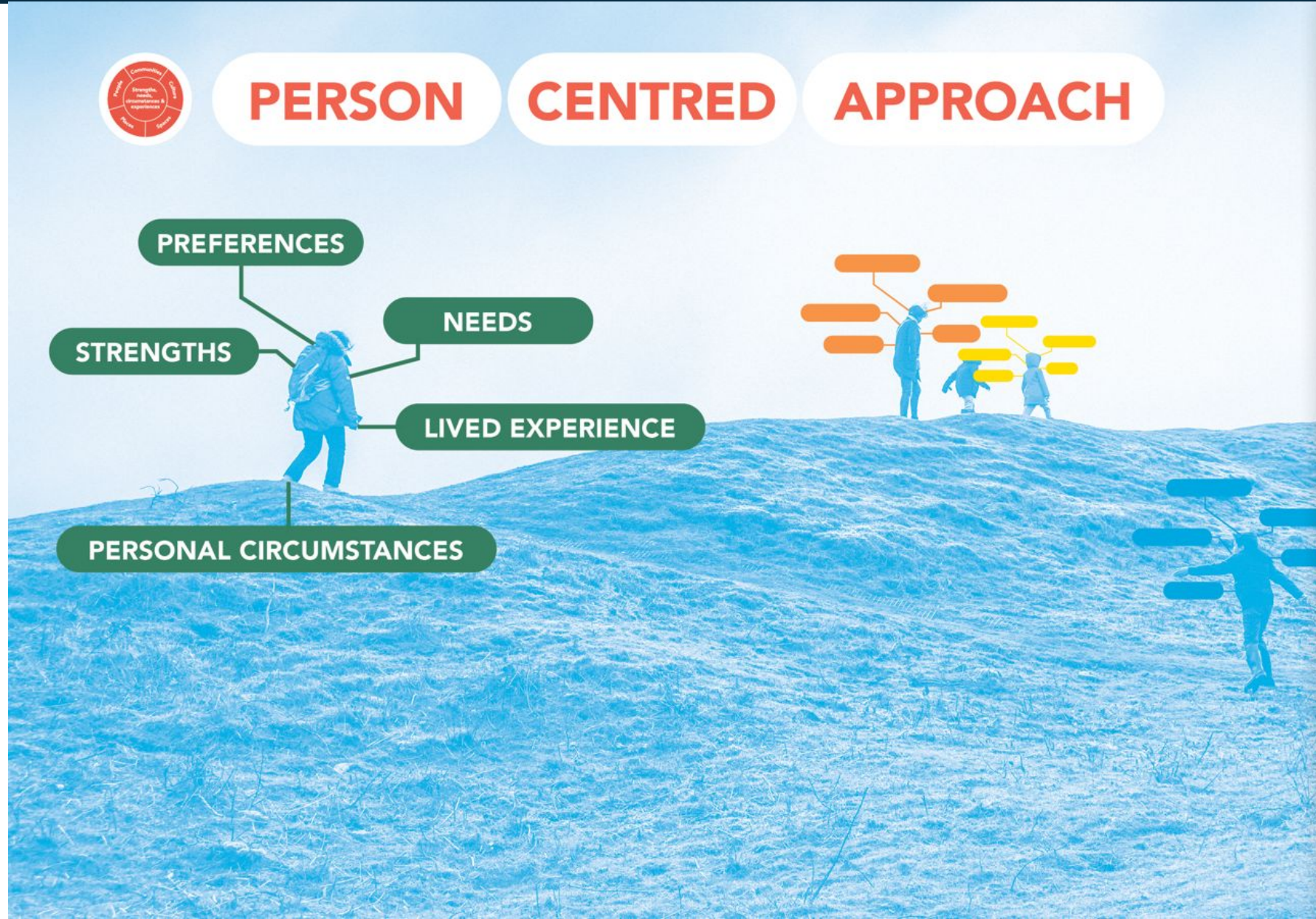


Person Centred

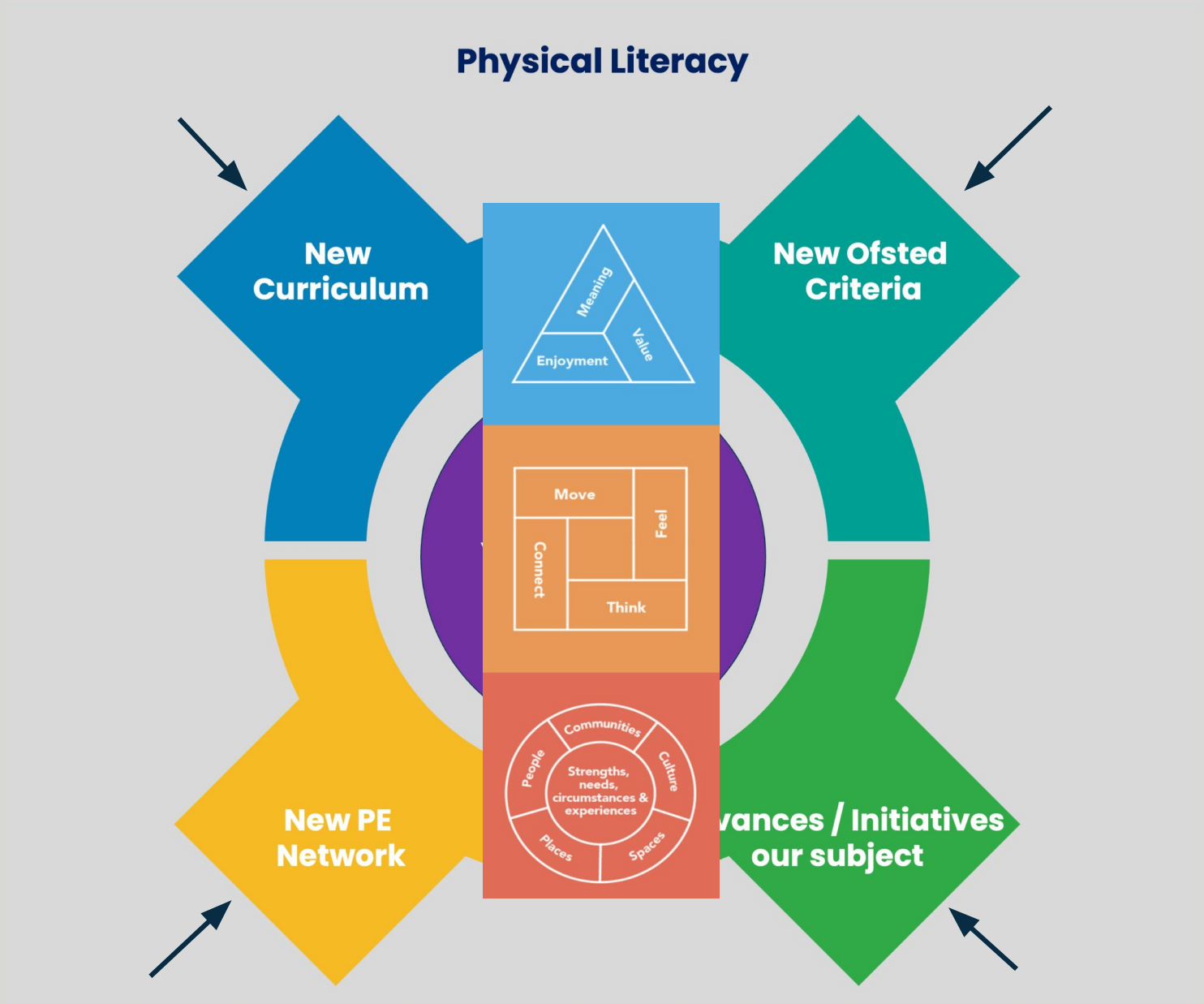
Meeting all children where they are!

Responding to their needs, preferences and personal circumstances

Leaving no child behind



Why Physical Literacy Matters Now!



Preparing for the changes

Physical literacy is a worthwhile investment

It's not going anywhere

And is set to inform many of the changes in the policy landscape that are on their way

So in order to be most prepared for the changes...



Preparing for the journey

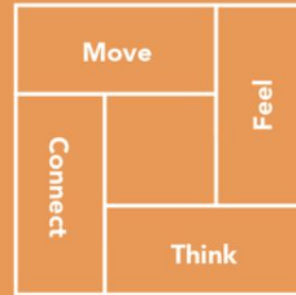
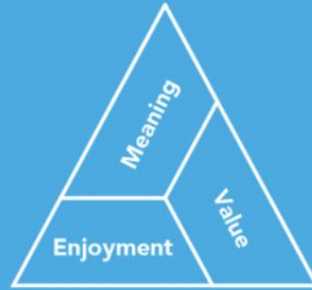
Make sure you pack physical literacy in your...

C - Curriculum

A - Assessment

S - Strategies (pedagogy)

E - Environment



Preparing for the journey

Who else hates packing?

But if you do it well then, you'll be prepared for the journey...

To help more children find their joy in movement and physical activity.



“To improve pupil outcomes and close the disadvantage gap by supporting teachers to teach, and pupils to access, a high-quality curriculum.”

Oak's purpose



Oak's story

From pandemic response to fully-sequenced, high-quality curricula

2020

Pandemic response:

10,000 online lessons created to support millions of teachers and pupils a week

2021/22

Teacher-led uses: lesson and curriculum planning

We become an **independent curriculum body**, funded by the DfE

2023

Curriculum sequences and lessons created for first batch of subjects

2024

Ongoing creation for second batch of subjects

2025

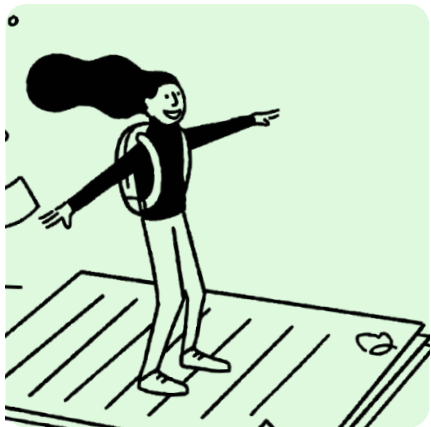
What's on offer?



Full curriculum plans for every national curriculum subject across KS1-4



Lesson resources including slides, teacher guidance, videos, quizzes and worksheets



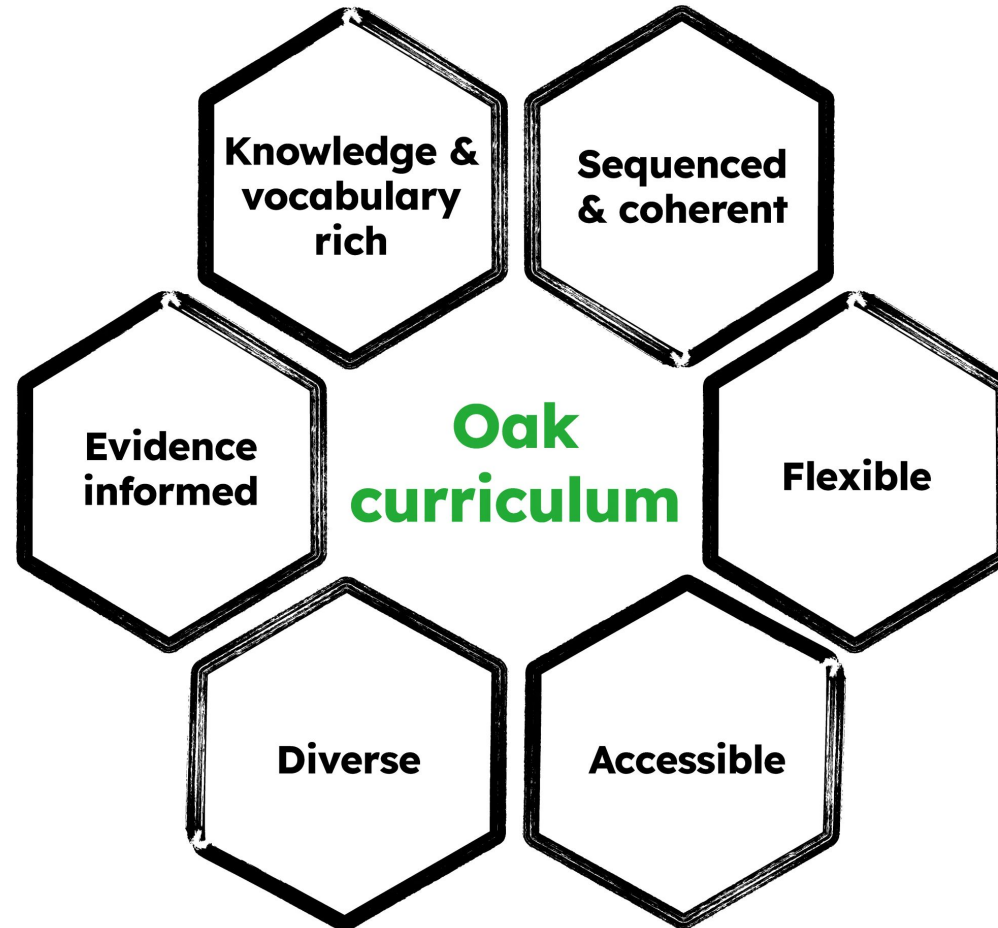
Online learning for pupils to support homework and revision

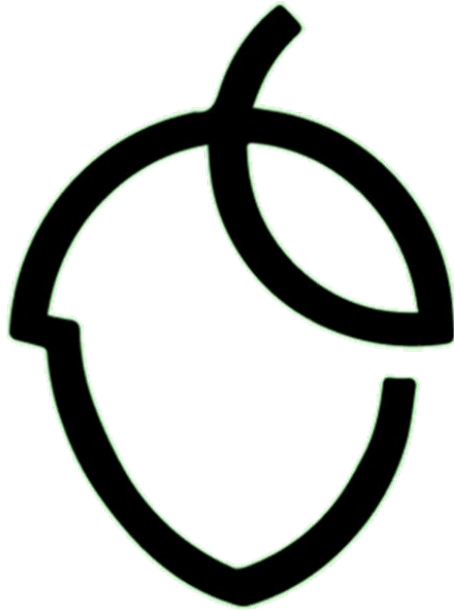


All the content is free for teachers, and available on an Open Government Licence

Our overarching curriculum principles

We've developed these guiding curriculum principles that describe the features important to curriculum in all subjects.





Complete P.E.TM
INSPIRE LEARN SUCCEED



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Physical Education Subject Guiding Principles

- Focuses on the **knowledge** and **skills** specific to physical education, taught through **safe** practical and theoretical units, including:
 - **Foundational movements** and physical activity;
 - How pupils **connect** with each other and **feel** about physical activity with an emphasis on **positive experiences** and **self-reflection**;
 - Health and the encouragement of **lifelong active lifestyles**;
 - **Rules, tactics and strategies** in a range of sports and other activities.
- Ensures **sustained movement** for the majority of curriculum time.
- Promotes **inclusive** and purposeful **competition**.



NUDGE
CURRICULUM

Holistic learning threads in physical education



Move

- movement competence
- physical fitness
- application of tactics, strategies and compositional ideas
- performance and competition



Think

- knowledge of rules, tactics, strategies and compositional ideas
- knowledge of healthy, active living
- decision making, problem solving and creative thinking
- evaluation, analysis and reflection



Feel

- personal and emotional - independence, self-awareness, resilience and responsibility
- engagement and enjoyment - confidence, motivation and a sense of belonging in sport and physical activity



Connect

- teamwork and leadership - communication, cooperation, trust and emotional intelligence
- cultural and ethical awareness - socially just behaviours, fair play, empathy and trust in others



Threads in PE



Move: movement competence

Move: physical fitness

Move: application of tactics, strategies and compositional ideas

Move: performance and competition



Think: knowledge of rules, tactics, strategies and compositional ideas

Think: knowledge of healthy, active living

Think: decision making, problem solving and creative thinking

Think: evaluation, analysis and reflection



Feel: personal and emotional

Feel: engagement and enjoyment

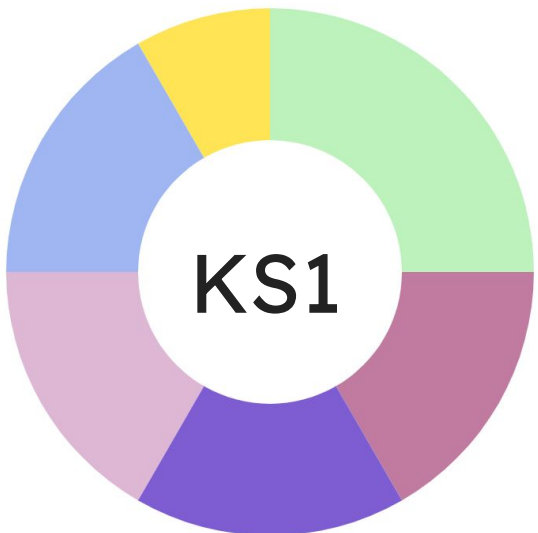
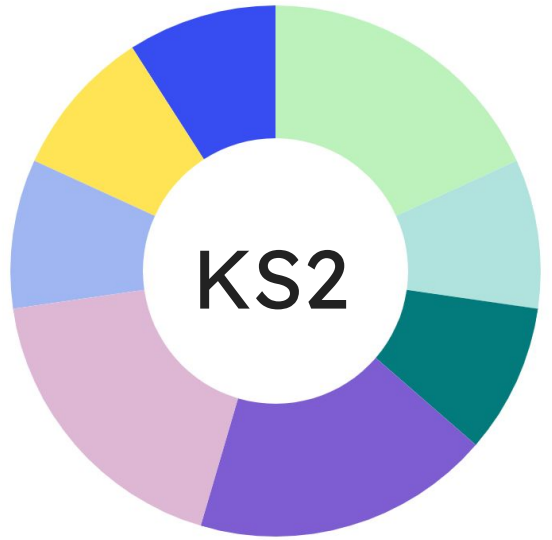
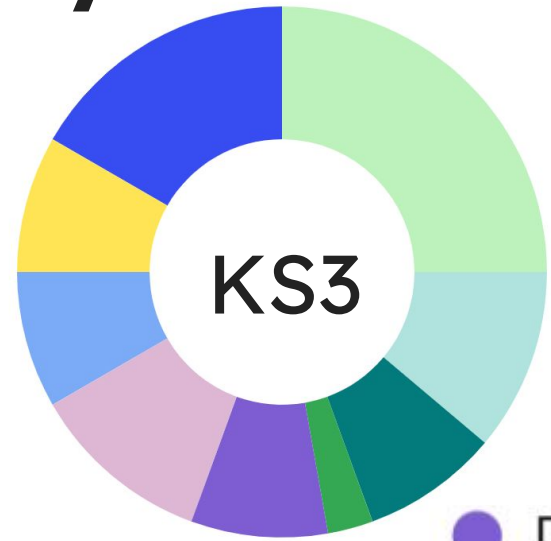
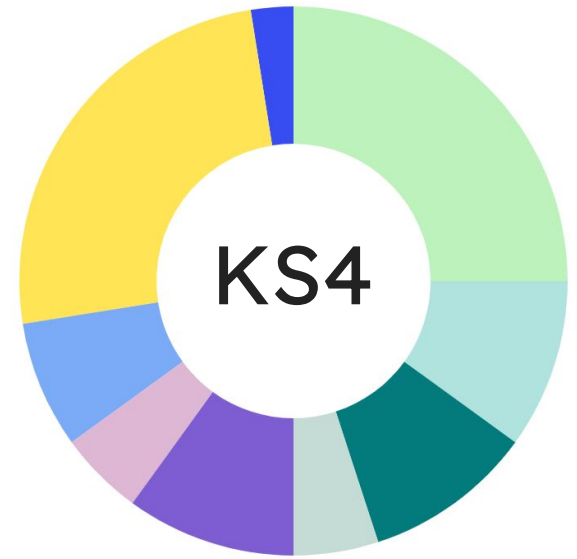


Connect: teamwork and leadership

Connect: cultural and ethical awareness

An all-through learner journey

- Invasion games
- Net and wall
- Striking and fielding
- Target games
- Inclusive sports



- Dance
- Gymnastics
- OAA
- Health and well-being
- Athletics
- Locomotion

Let's take a look...

Lesson: Scoring | KS2 Physical education | Oak National Academy

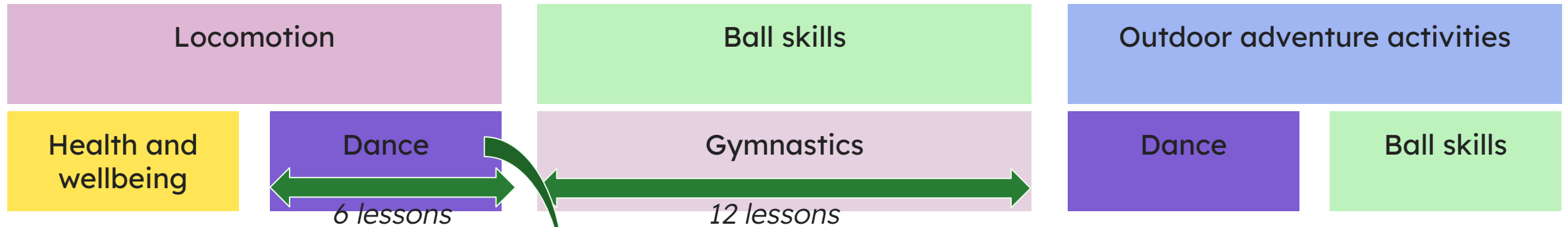


What does it look like at primary?

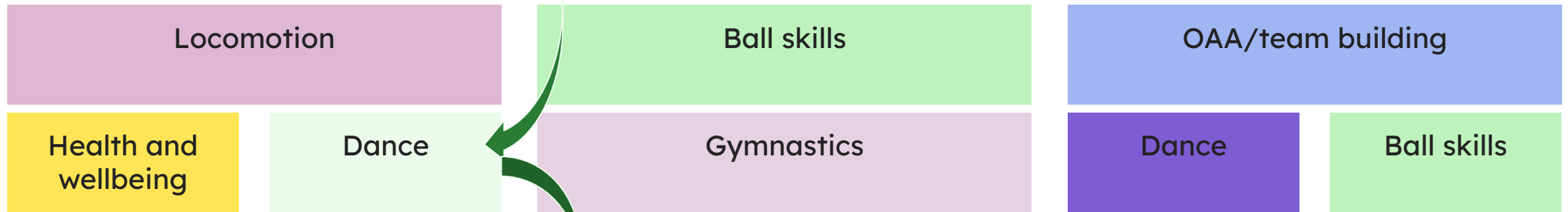


PE primary curriculum overview ^{*} a suggested activity (vehicle) for learning pathway

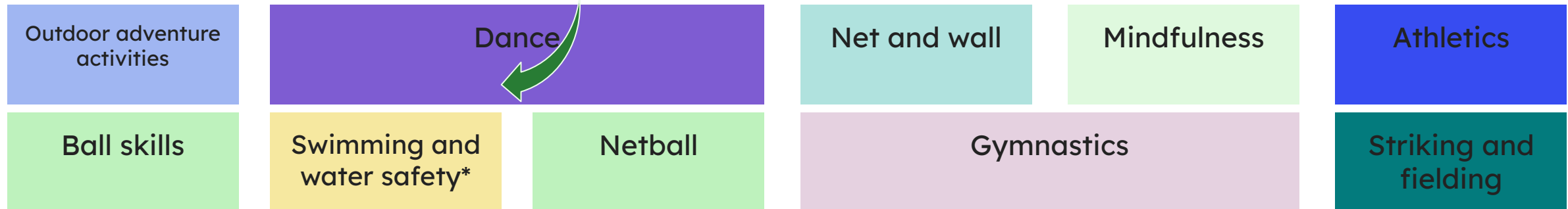
Year 1



Year 2



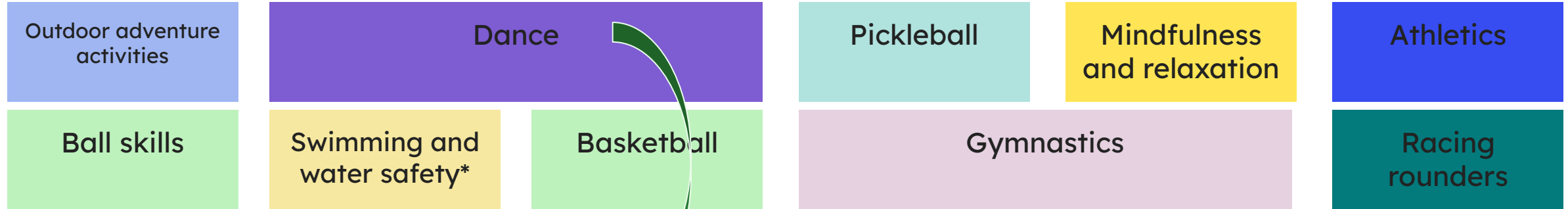
Year 3



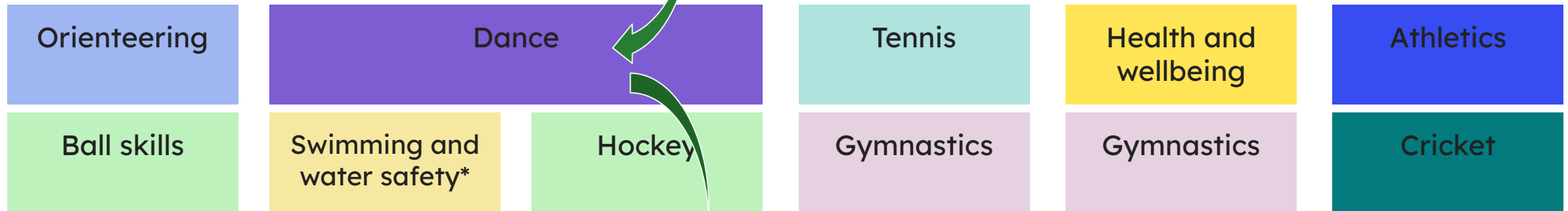
PE primary Curriculum overview

* a suggested activity (vehicle) for learning pathway

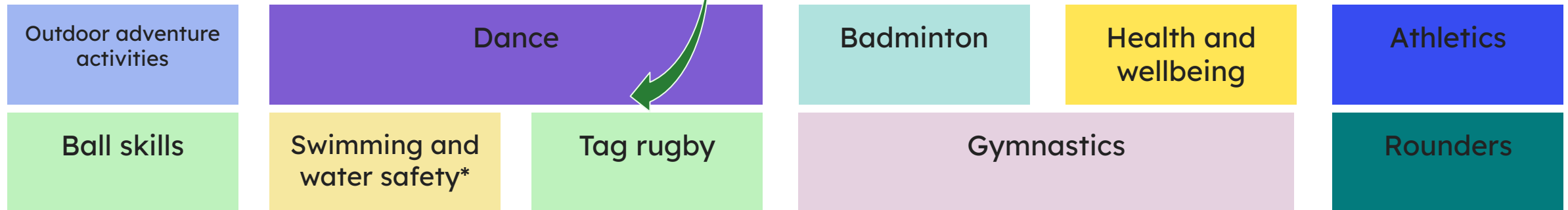
Year 4



Year 5



Year 6



Vertical sequencing: primary invasion games

4

Year 1

Ball skills: sending, receiving and dribbling

[Unit info >](#)

8

Year 1

Ball skills: pushing and striking

[Unit info >](#)

4

Year 2

Ball skills: passing, dribbling and scoring

[Unit info >](#)

7

Year 2

Ball skills: hitting and striking

[Unit info >](#)

2

Year 3

Invasion games: principles of attack and defence through ball games

[Unit info >](#)

4

Year 3

Invasion games: principles of attack and defence in netball

[Unit info >](#)

2

Year 4

Invasion games: maintaining possession and stopping an attack in ball games

[Unit info >](#)

4

Year 4

Invasion games: maintaining possession and stopping an attack through basketball

[Unit info >](#)

2

Year 5

Invasion games: shooting, scoring and denying space in ball games

[Unit info >](#)

3

Year 5

Invasion games: shooting, scoring and denying space through hockey

[Unit info >](#)

2

Year 6

Invasion games: scenarios, tactics and power play in ball games

[Unit info >](#)

3

Year 6

Invasion games: scenarios, tactics and power play through tag rugby

[Unit info >](#)



02:00

Has this triggered any thoughts or questions?



ANY QUESTIONS?



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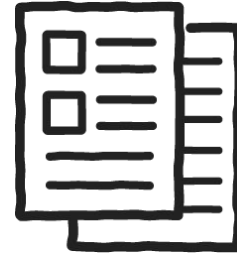
Resources in practical lessons



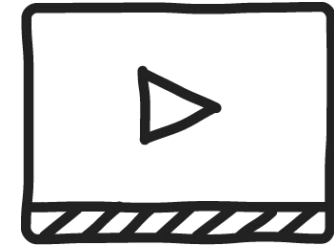
Curriculum information



Lesson guide



Worksheets and answers



Demo videos



Prior knowledge starter quizzes



Exit assessment quizzes



Additional materials



Lesson guides

Running

Lesson outcome
I can experiment using different running techniques to know how to run as fast as possible.

Key learning points

- Move: running fast requires focusing forwards and pumping the arms.
- Move: running fast requires driving from the balls of your feet.
- Think: using the correct technique with our head, arms and feet enables us to run faster.
- Feel: showing confidence in your running technique will help to improve performance.
- Connect: showing empathy and encouragement helps others with their technique.

Equipment

- 1 beanbag each
- 20m of running track
- 30+ cones all colours
- 15 red cones

Keywords
running: the activity of moving fast using our feet
fast: moving all or part of the body quickly
technique: a way to perform a task

Starter quiz

1. What is the quickest way of moving?
A. walking B. jogging C. running ✓
2. Which activity requires the most energy?
A. walking B. running ✓
C. sitting down
3. What do we call an open area that we can run into?
A. space ✓ B. square C. box
4. What do we call a person who is trying to stop you from winning a game?
A. a defender ✓ B. a referee C. a coach

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Demo videos
[oak.link/\[insert_link\]](#)

Further guidance
Refer to the [C-STEP principles](#) for lesson adaptations.

Risk assessment
Carry out a [risk assessment](#) before undertaking this lesson. Further support can be found in the afPE resource 'Safe Practice: in PESSPA'.

Warm up
Use the warm up to enable pupils to demonstrate their prior knowledge of **running** while staying in a space. Try **running** in different directions, **fast** then slow and then on different parts of the feet.

Bringing quizzes to life

Head position when running

Explanation
Running while focusing forwards is important for moving as fast as possible. You can do this by using these techniques:

- your head facing forwards
- your head to the side
- your head up or down
- your eyes in your **running** to challenge yourself to see how far you can see

Practice

1. Put pupils in pairs. Pupils take turns to **run** from a start point to an end marker 20m away, **running as fast** as they can with their head:
 - focused at the floor then up at the sky
 - moving side to side
 - focused forwards
2. Ask pupils which way of using their head feels the most effective and why.

Adapt

- ↓ get pupils to **run** only focussing the head forwards
- ↑ get pupils to apply learning in a race against their partner

Feedback

Move: pupils are pumping their arms and using the balls of their feet to **run**.

Feel: pupils are showing self-belief as they challenge themselves to **run as fast** as possible.

Cool down
In pairs, pupils walk following each other around the space, changing direction and leader, ensuring they are always in a space.

Exit quiz

1. What is it called when we move all, or part of the body as quickly as possible?
✓ **fast**
2. What do we do with our arms when **running** to ensure we can run as **fast** as possible?
✓ pump them
3. Why should we **run** using the correct technique?
✓ to be as **fast** as possible
4. What could we say to someone who has not won, which would show empathy?
✓ well done for trying





THE BIG QUESTION

How could you make use of these resources in your school?



SUGGESTED IMPLEMENTATION IDEAS

1. [Trial a lesson or unit](#)
2. [Use the curriculum map \(unit sequence\) to critique your own & make some adjustments](#)
3. [Use the curriculum plan \(explainer\) to critique your PE intent/handbook](#)
4. Use the demonstration videos to build teacher confidence or benchmark your assessments
5. [Use our lesson plan template to bring MTFC to life in your school](#)



A quick landscape update



State-funded school inspection toolkit

This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.

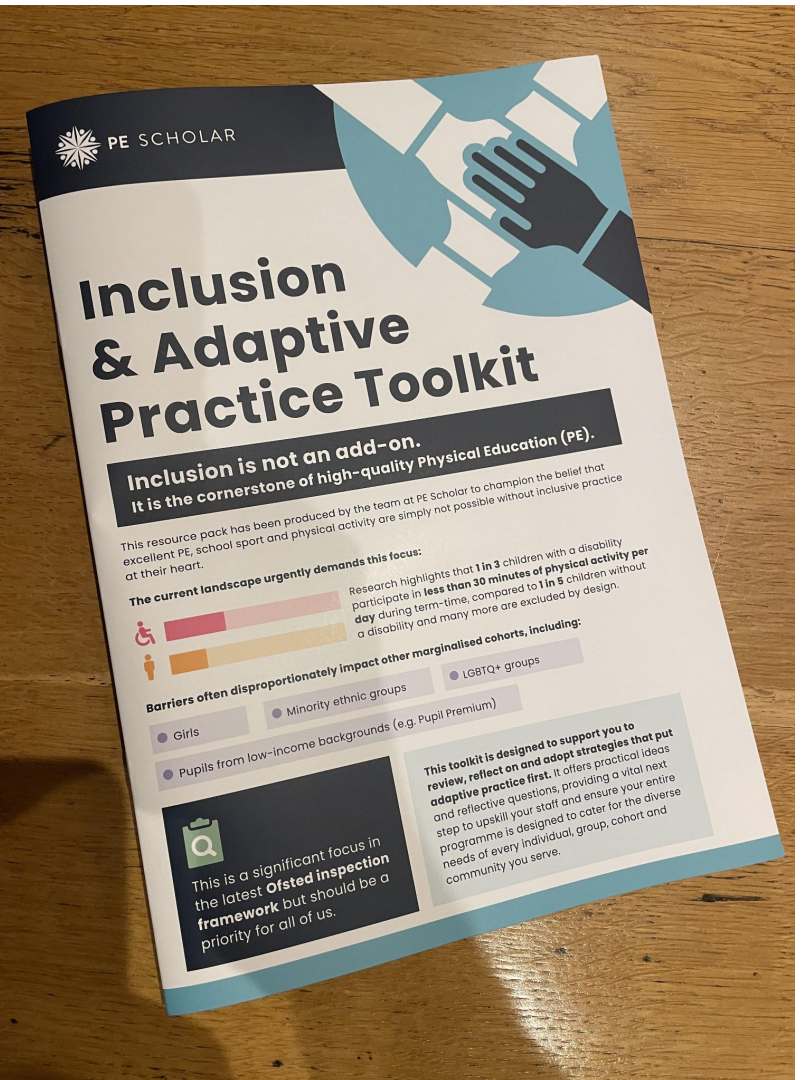
Updated: 5 November 2025 | Version: 1.1

Curriculum and Assessment Review

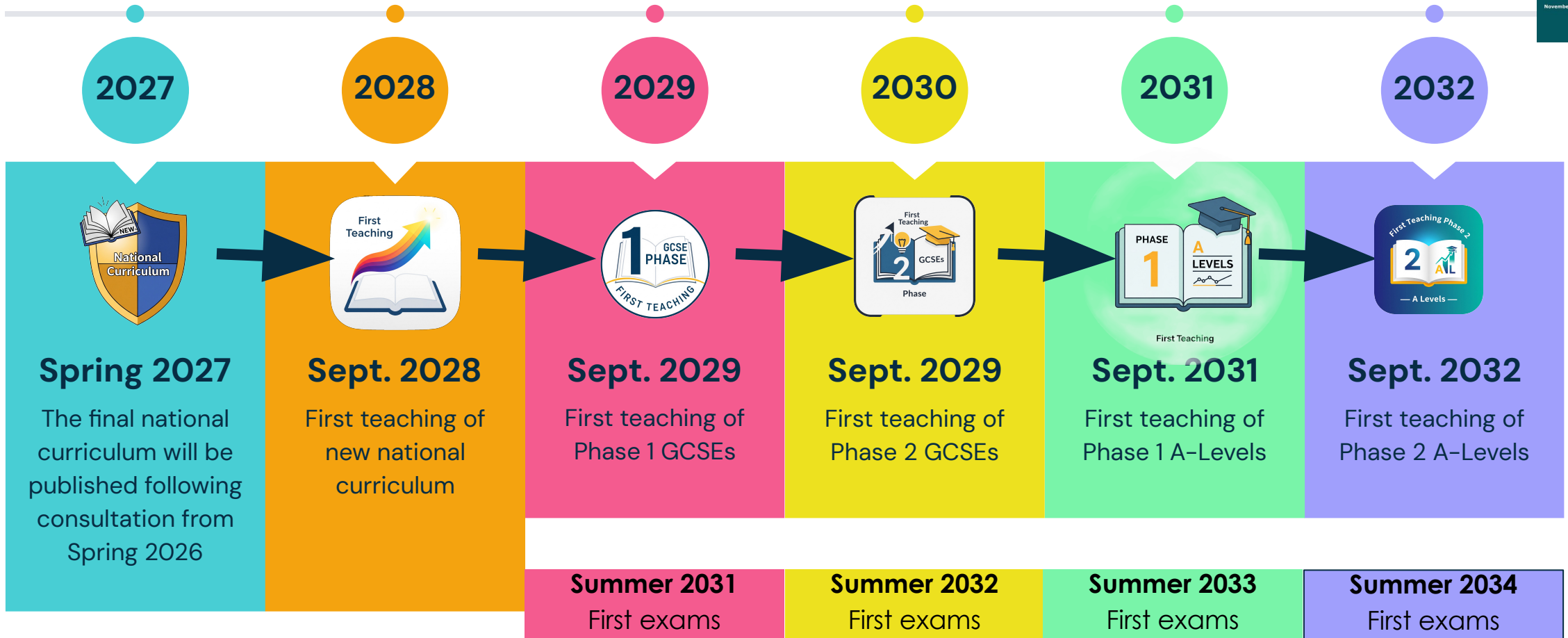
Building a world-class curriculum for all

Final Report

November 2025



Timeline for national curriculum change



Note: the phased approach to GCSE & A Level introduction is not confirmed so schools need to be ready for draft frameworks in 2026 that will be confirmed in Spring 2027 to give teachers 4 terms to prepare for first teaching from September 2028.

Sources:

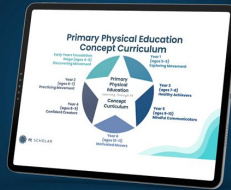
<https://www.pescholar.com/insight/curriculum-and-assessment-review-final-report/>

<https://educationhub.blog.gov.uk/2025/11/what-you-need-to-know-about-the-changes-to-the-national-curriculum/>

<https://schoolsweek.co.uk/new-curriculum-to-be-introduced-in-2028-as-review-published/>

Offering outstanding resources, expert-led courses and insight to bridge the gap between theory and practice. Helping physical education thrive.

Resources



<https://www.pescholar.com/resource/>

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<https://www.pescholar.com/courses/>

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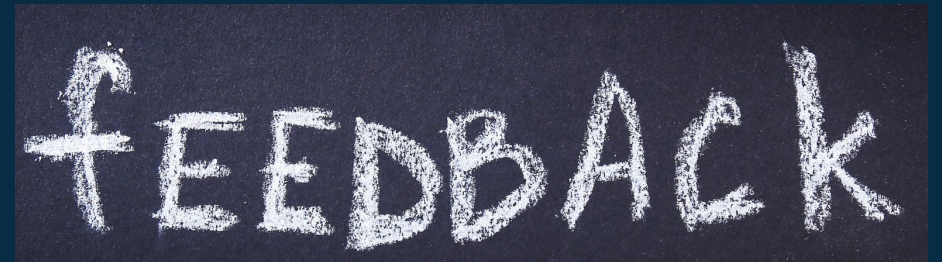


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What has been the most valuable bit from this session?



<https://psch.la/PEfeedback>

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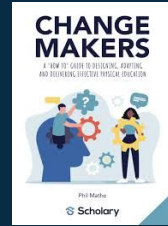
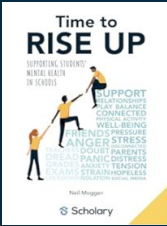
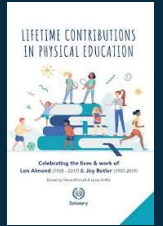
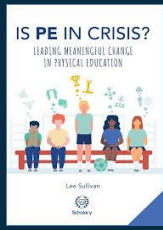
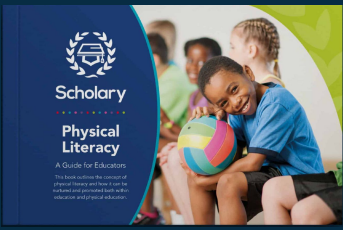
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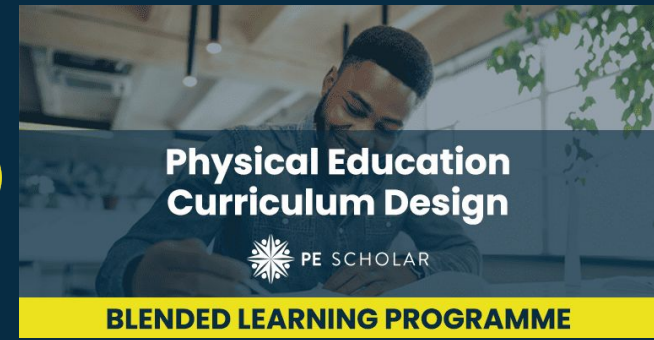


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