


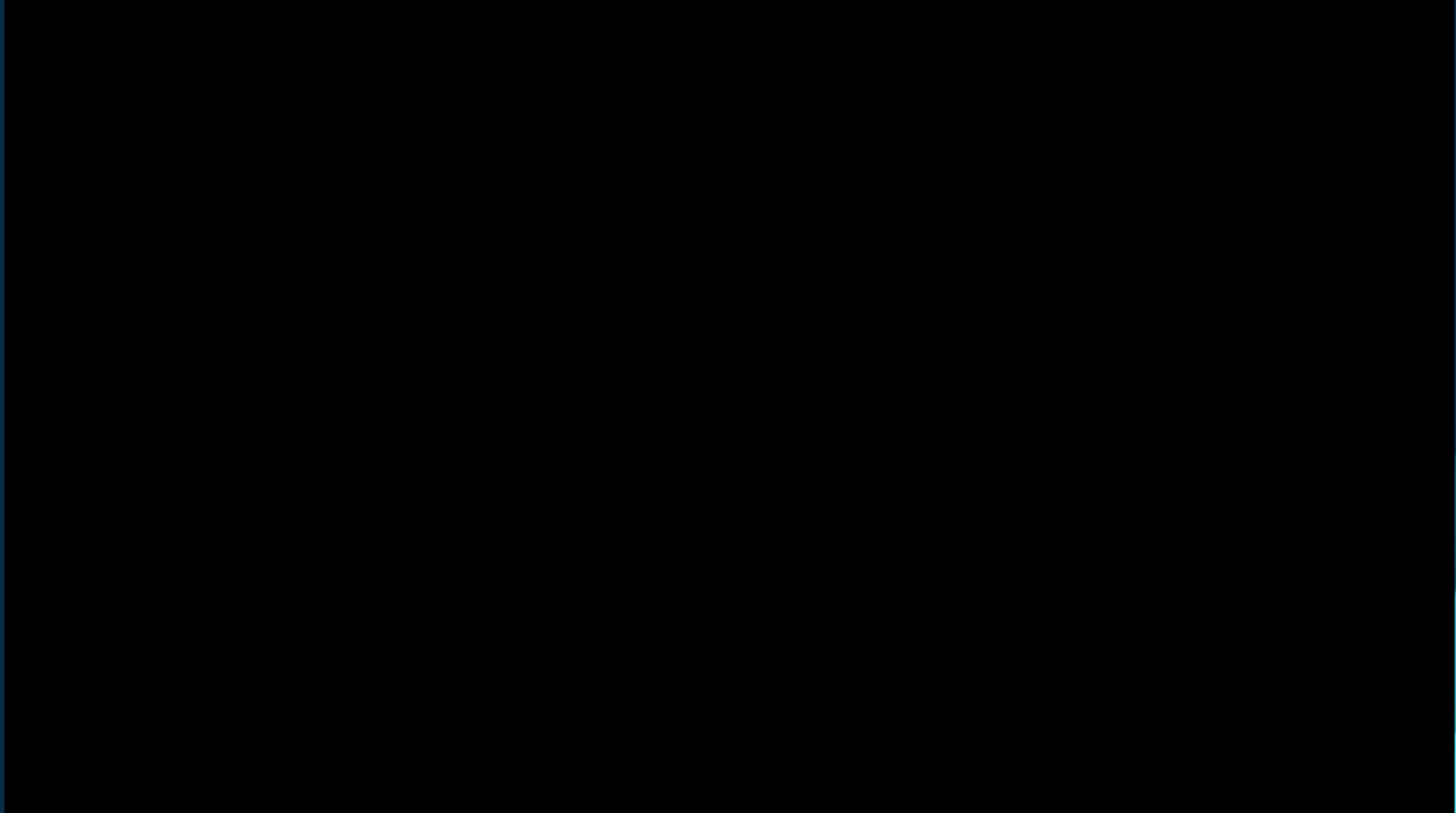


PE SCHOLAR

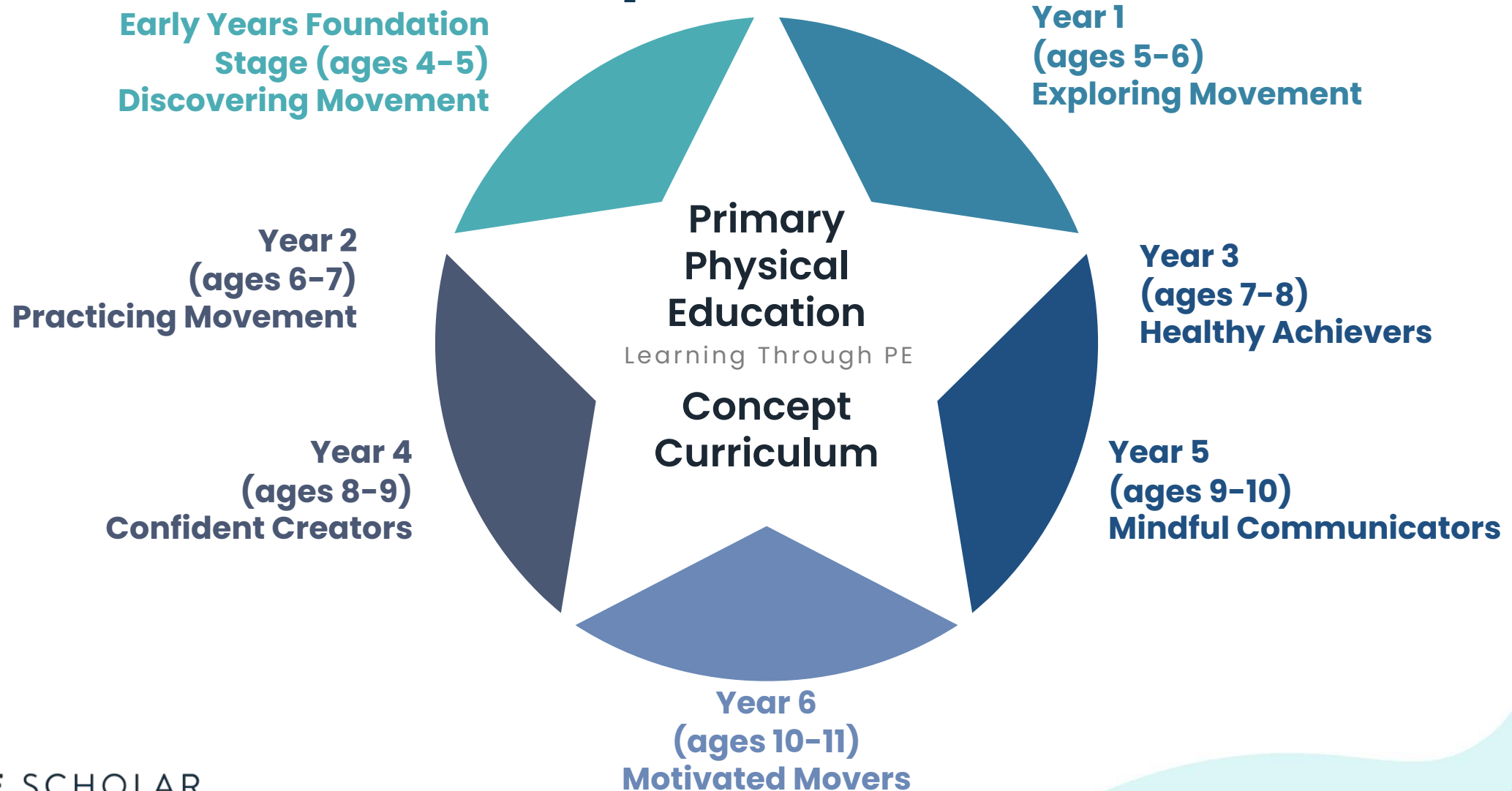
Introduction to the Primary Concept Curriculum (Ages 7–11)

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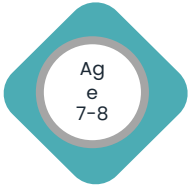
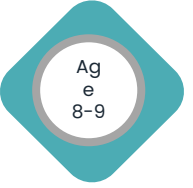
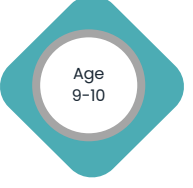
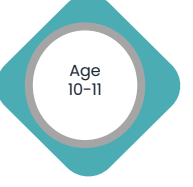
Watch the introduction to the Key Stage 2 (Ages 7–11)
Primary Concept Curriculum below or [click here to view online](#)



Primary Physical Education Concept Curriculum



Key Stage 2 (ages 7-11)* Curriculum Map For September 2023 – July 2024

Age	Focus	Scheme of Work Concepts/Physical Domain					
 Age 7-8  Age 8-9	Healthy Achievers & Confident Creators	Gymnastics & Dance	Invasion Games	Striking & Fielding	OAA	Movement Skills & Athletics	Net & Wall
		Creativity in PE	Fun Competition I	Intrapersonal Skills	Exercise & My Body	Health & Well-Being	Resilience
 Age 9-10  Age 10-11	Mindful Communicators & Motivated Movers	Gymnastics & Dance	Invasion Games	Striking & Fielding	OAA	Movement Skills & Athletics	Net & Wall
		Growth Mindset	Sporting Values	Leadership	Communication	Motivation	Our Movement Journey

*We know how challenging it is to introduce a new curriculum so we have built this with the same units for year 3&4 + year 5&6 with suggested progressions within the tasks. You will then receive additional units for your second year of delivery which can be seen on the fuller curriculum map on the next page



Scheme of Work Theme



Scheme of Work Overall Concept

Please Note: schools in England, as per the National Curriculum, all schools must provide swimming instruction either in key stage 1 or key stage 2. Consequently please add that into your programme as appropriate

Key Stage 2 (ages 7-11) Curriculum Map From September 2024

Age	Focus	Scheme of Work Concepts/Physical Domain					
Age 7-8	Healthy Achievers & Confident Creators	Gymnastics & Dance	Invasion Games	Striking & Fielding	OAA	Movement Skills & Athletics	Net & Wall
		Creativity in PE	Fun Competition I	Intrapersonal Skills	Exercise & My Body	Health & Well-Being	Resilience
Age 8-9		Gymnastics & Dance	Invasion Games	Striking & Fielding	OAA	Movement Skills & Athletics	Net & Wall
Resilience		Creativity in PE	Fun Competition I	Intrapersonal Skills	Exercise & My Body	Health & Well-Being	
Age 9-10	Mindful Communicators & Motivated Movers	Gymnastics & Dance	Invasion Games	Striking & Fielding	OAA	Movement Skills & Athletics	Net & Wall
		Growth Mindset	Sporting Values	Leadership	Communication	Motivation	Fun Competition II
Age 10-11		Gymnastics & Dance	Invasion Games	Striking & Fielding	OAA	Athletics & Movement	Net & Wall
Benefits of Exercise		Communication	Motivation	Leadership	Growth MindSet	Our Movement Journey	



Scheme of Work Theme



Scheme of Work Overall Concept

Please Note: schools in England, as per the National Curriculum, all schools must provide swimming instruction either in key stage 1 or key stage 2. Consequently please add that into your programme as appropriate



Swimming

Schools in England, as per the National Curriculum, must provide swimming instruction either in Key Stage 1 or Key Stage 2. Consequently please add that into your programme as appropriate. We recommend teachers use the Swim England 'Learn To Swim' framework.

[Access Swim England Learn to Swim Framework Here](#)

Future Schemes of Work

We will be publishing further schemes of work early in 2024. Anyone that has purchased the Primary Concept Curriculum will be notified by email when these resources are ready to be downloaded (no additional cost) via the PE Scholar website. This will also be the case for all future updates.

Once you have purchased The Primary Concept Curriculum, you will receive free lifetime updates.

ABC (and D) of Primary PE

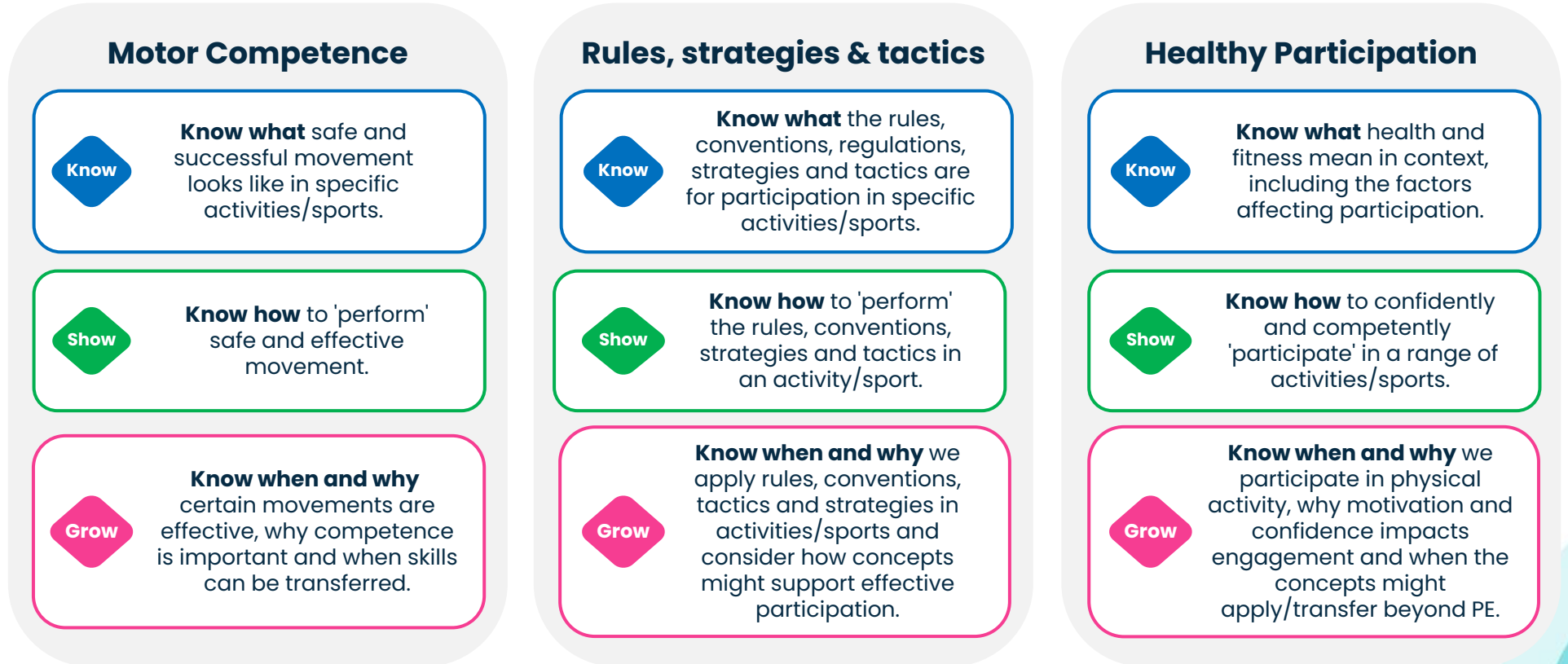
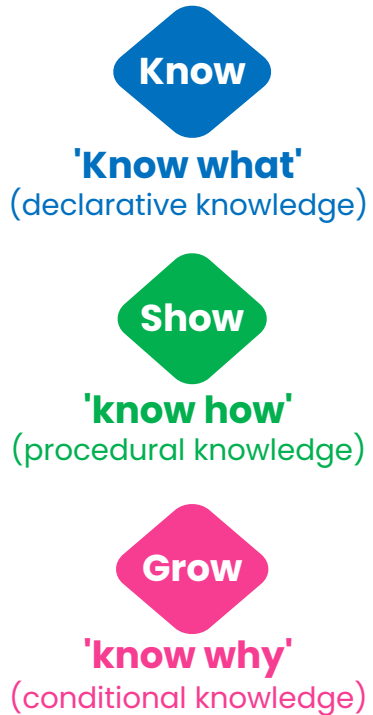
Active for sustained periods of time

Build positive relationship with PE/PA & Sport

Competence - able to move well and confident doing so

Develop character, knowledge and understanding through physical activity

Exploring the Know, Show & Grow model through Ofsted's '3 Pillars of Progression' in the PE curriculum



5 ambitious outcomes of high-quality physical education for every child:

1. Lead a healthy and active life;
2. Approach competition with confidence;
3. Perform in a broad range of physical activities;
4. Resilient to challenges in physical activity, sport and wider life;
5. Seek enjoyment and fulfilment through movement

Lesson Objectives



Know

This lesson objective will focus on the cognitive domain.
What will students know by the end of the lesson? This aligns to Ofsted pillar of '**rules, tactics and compositional ideas**'.



Show

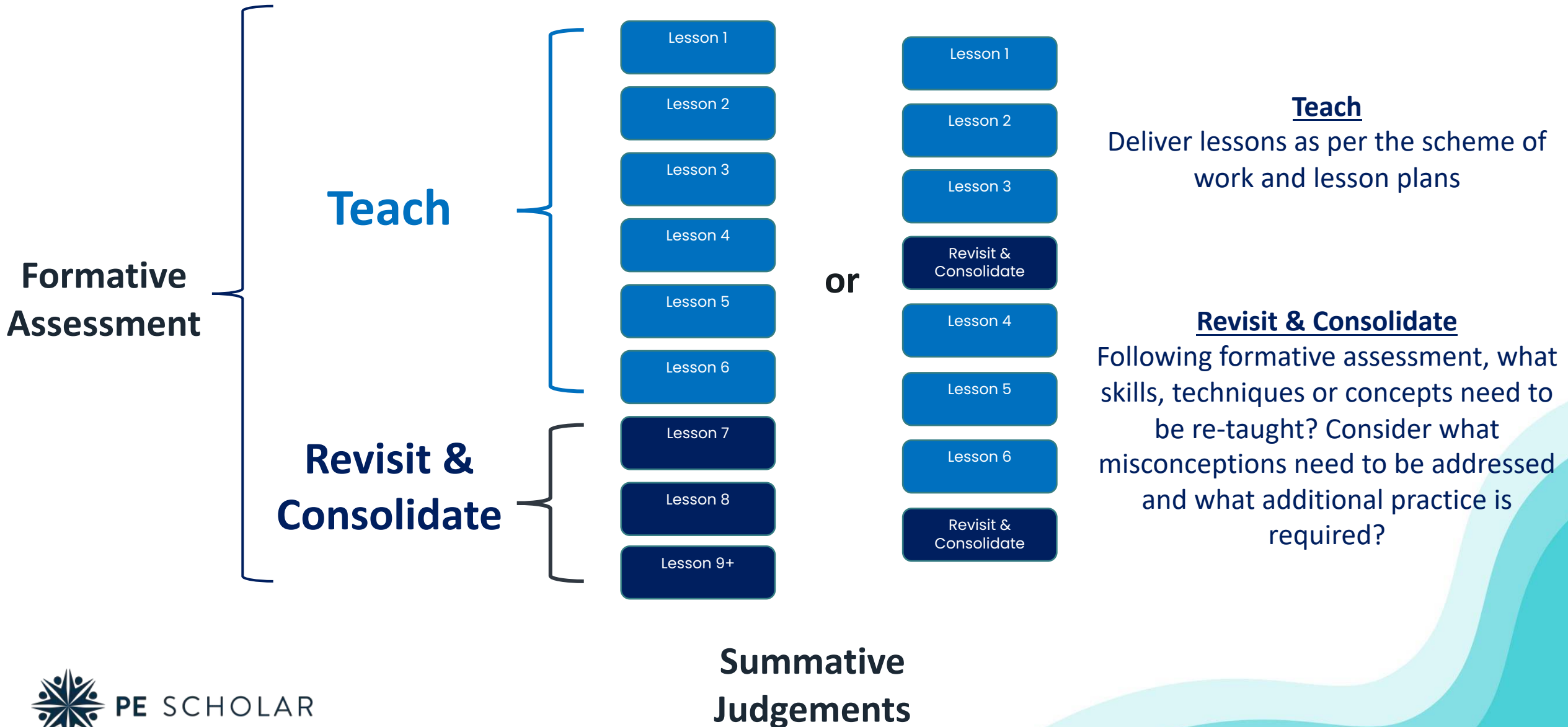
This lesson objective will focus on the physical domain.
What movement or skills will students practice and develop?
This aligns to Ofsted pillar of '**motor competence**'.



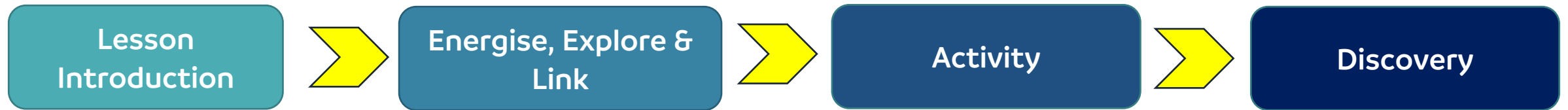
Grow

This lesson objective will focus on the affective domain.
What will students develop, demonstrate and learn to transfer in terms of skills, attitudes and values? This aligns to Ofsted pillar of '**healthy participation**'.

The Concept Curriculum Delivery



L.E.A.D Your PE Lessons



Teachable Moments

Teachable moments are times within a lesson that the concept can be embedded further, or coaching can be provided to enable practical progression. Teachable moments come in two forms:

Targeted Learning

Feedback provided to an individual or small group regarding the concept, key techniques, skills or activity specific information.

Discussion Points

Feedback provided to a class to highlight key learning or address common misconceptions.

Adaptive Teaching Strategies

As part of the Early Career Framework (Department for Education, 2019) section 5 (Page 17-18) regarding adaptive teaching, the framework states that:

- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
- Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor the impact on engagement and motivation, particularly for low attaining pupils.
- There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.
- Pupils with SEND are likely to require additional or adapted support, working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

The above should be considered when planning concept-driven PE lessons. The purpose of the Concept Curriculum is to provide a positive and inclusive PE experience for every child. Therefore, considering adaptive teaching strategies, such as the examples listed above, can ensure all children have the opportunity to learn and progress in a positive PE environment. Examples of Adaptive Teaching Strategies are provided in the exemplar lesson plans.



Know (Cognitive)

In each unit of work within the KS2 curriculum the children will have multiple opportunities to learn, and apply learning through the cognitive domain. This declarative knowledge will make up the Know learning objective of the lesson. Children will look to develop their knowledge within specific physical activities and concepts that are important in PE and beyond.

Activity Specific Knowledge

Children will develop their activity specific knowledge. This might include: skills, techniques, terminology, rules, tactics and compositional ideas.

Application of Concept to PE and Beyond

Children will have an opportunity to explore a concept that is important in PE and their wider lives. They will develop their understanding of a concept by applying it to their lesson, wider PE and their life beyond PE.






Show (Physical)

In each unit of work within the KS2 curriculum the children will have multiple opportunities to learn, practice and develop through various aspects of the physical domain. These may make up the Show learning objective of the lesson.

The lesson and activity plans will identify the learning through the physical domain using the icons seen in the boxes below.

Fundamental Movement Skills/Movement Patterns



The building blocks behind all movement. They underpin activity specific skills e.g. lunge. For the purposes of clarity, these will include locomotion  balance  and object control 

Activity Specific Skills



These are skills that are utilised within the specific sport or activity e.g. a lunge in badminton when performing a net shot is different to general lunging.

Application of Movement in Practice

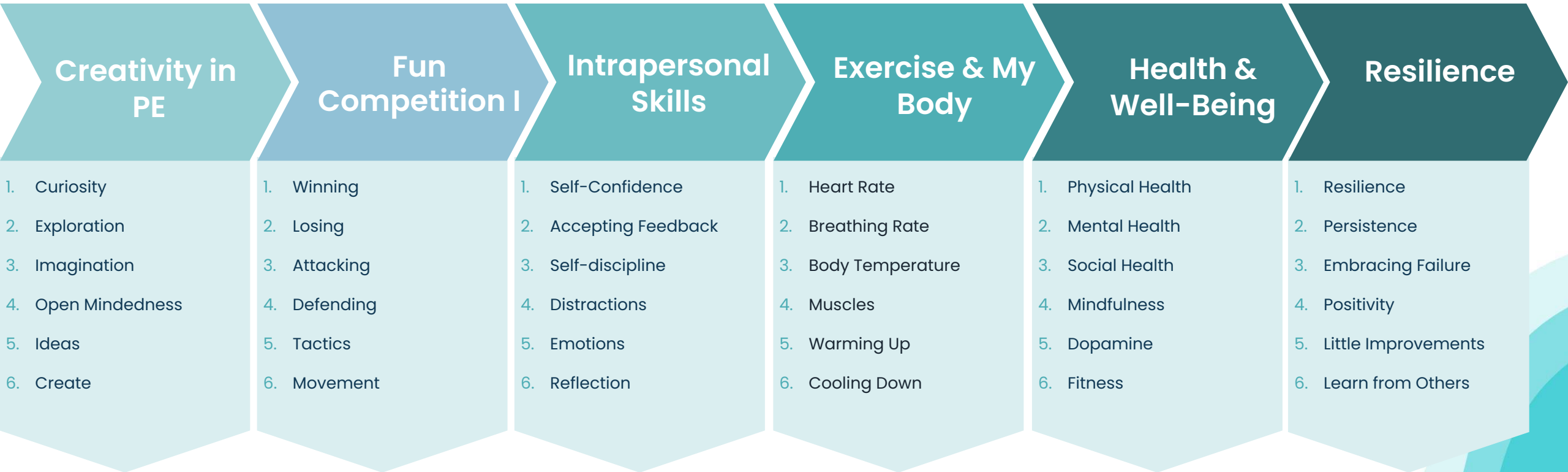


Movement or skill is applied successfully in a practice situation e.g. effective lunge when performing a net shot in badminton.



KS2 – Years 3&4 (Ages 7–9) – Grow (Affective) Healthy Achievers & Confident Creators

In each unit of work within the curriculum the children will develop holistically through the know (cognitive domain), show (physical domain) and grow (affective domain) learning objectives. The Know and Grow learning objectives may focus on the concepts seen below:





PE SCHOLAR

Net & Wall

Year 3 & 4: Resilience

Years 3 & 4: Net & Wall

Context: Net/wall games involve players sending an object (e.g., ball, shuttle) over a net or against a wall. The aim being that the object that it lands in an area that an opponent is defending.

Prior learning: In Year 2 children will have had the opportunity to explore gripping rackets and striking balls and shuttles at targets.

Where next?: Year 5 will focus on fun competition through Net & Wall.

Know

Body & Ball/ shuttle:

- **Lesson 1:** Consider placement when throwing or striking an object.
- **Lesson 2:** Explore accuracy when sending an object.
- **Lesson 3:** Consider power and speed when sending an object to outwit an opponent.

Racket & Ball/ shuttle:

- **Lesson 4:** Understand the importance of movement following a shot.
- **Lesson 5:** Consider being in the best position to receive an object.
- **Lesson 6:** Consider how best to return an object in order to outwit an opponent.

Show

Body & Ball/ shuttle:

- **Lesson 1:** Have the opportunity to send/place an object by various means (overhead, volley, etc.).
- **Lesson 2:** Develop technique related to striking an object
- **Lesson 3:** Practice body positioning in order to maximise consistency.

Racket & Ball/ shuttle:

- **Lesson 4:** Have the opportunity to anticipate the flight of an object.
- **Lesson 5:** Anticipate an object's flight and move to receive.
- **Lesson 6:** Return an object in a variety of ways.

Grow

Concepts:

- **Lesson 1:** Understand the term Resilience and its importance in PE and beyond.
- **Lesson 2:** Demonstrate persistence and understand its importance in learning in a PE context and beyond.
- **Lesson 3:** Understand how embracing failure can support learning in PE and beyond.
- **Lesson 4:** Consider how positivity connects with resilience in PE and beyond.
- **Lesson 5:** Understand how making little improvements can lead to better performance in PE and beyond.
- **Lesson 6:** Consider how learning from others can support learning in PE and beyond.



Year 3 & 4 (ages 7-9) – Resilience

Resilience

Children will understand what resilience looks like in PE whilst developing placement in conditioned rallies.

[Lesson 1](#)

Persistence

Children will understand what persistence is and demonstrate it whilst developing striking technique.

[Lesson 2](#)

Embracing Failure

Children will understand what is meant by failure and demonstrate how it can aide learning in PE whilst improving striking consistency.

[Lesson 3](#)

Positivity

Children will explore positivity and link it with their understanding of resilience as they anticipate the flight of an object.

[Lesson 4](#)

Little Improvements

Children will gain an understanding of how little improvements can lead to big improvements over time whilst considering their positioning.

[Lesson 5](#)

Learn From Others

Children will look to develop each other as they explore how to return an object.

[Lesson 6](#)

Lesson 1: Resilience

Children will understand what resilience looks like in PE whilst developing placement in conditioned rallies.

Net & Wall

Know

Know how placement can impact a rally.

Show

Show how to send and place an object by various means.

Grow

Grow by understanding and demonstrating resilience.

Lesson Introduction

L The concept in today's lesson is: Resilience. Resilience is the ability to bounce back after challenges or when things go wrong. Introduce learning objectives and ask children to consider examples and non-examples of what resilience looks like in PE.

Energise, Explore and Link

Energise and Explore Activity [Energise, Explore and Link Activity Slide](#)

Link Questions:

- E**
- How did placing the ball help you and your partner in that activity?
 - What do you get the ball to go where you want it to go?
 - How did you demonstrate resilience in that activity?

Activity 1

Activity 1: Cooperative Hand Wall Rally

[Activity 1 instructions Slide](#)

Activity 2

Activity 2: Box Bounce

[Activity 2 instructions Slide](#)

Activity 3

Activity 3: Overhead Bounce Ball

[Activity 3 instructions Slide](#)

Discovery / DIRT Plenary

Discovery Questions:

- D**
- How did placement help you in today's lesson?
 - Why is resilience so important in PE?
 - Where else in school might you need to be resilient?

Teachable Moments

Discussion Points:

Children will be set challenges within the activities. Consider how often they are able/unable to meet the target and how this makes them feel.

Targeted Learning:

Address technique when aiming for placement. Consider direction, aim and follow through when hitting.

Equipment Required in Lesson

Energise, Explore & Link Activity:

Cones and balls

Activity 1:

Balls and a wall

Activity 2:

Cones and balls

Activity 3:

Cones, balls and spots

Physical Domain



Fundamental Movement Skills/Movement Patterns



Activity Specific Skills



Application of Movement in Practice

Suggested Energiser, Explore & Link

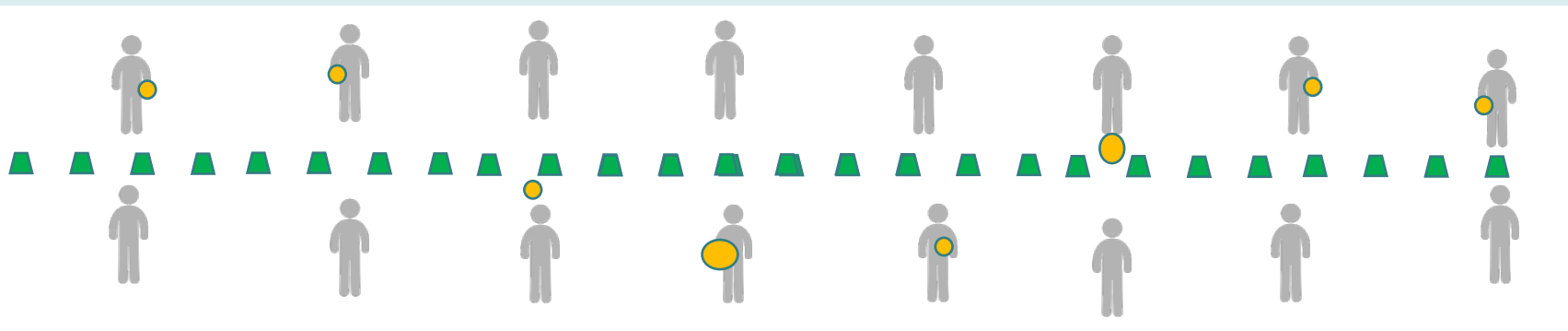
Physical Domain:  



Equipment Required: Cones and balls

Group Size: Pairs

- Children should be placed in pairs and stand opposite a line of cones (or net if available).
- Children should start by throwing the ball over the cones to their partner.
- Their partner then catches the ball and throws it back. It can bounce once on their side of the cones.
- The game can then progress to striking the ball with the palm of their hand.
- Encourage children to use their dominant hand
- They are not trying to beat their partner at this time but trying to place the ball close to their partner in order to keep the rally going.
- Children can count the amount of throws/hits in the rally.
- Remind children to keep their eyes on the ball to track it and stand side on when hitting the ball.
- Ask children to consider how they can get the ball to travel where they want it to go?






Support (making it easier):

- To support children you might permit them to catch the ball with two hands before progressing to catching with their dominant hands. You can also allow more bounces and larger balls.

Progression (making it harder):

- To challenge children you can introduce paddles or rackets. The children should still work together to build their rally score. You could use smaller balls and ask children to stand further apart.

Link Questions

-  **Know** • How did placing the ball help you and your partner in that activity?
-  **Show** • What do you get the ball to go where you want it to go?
-  **Grow** • How did you demonstrate resilience in that activity?

Suggested Activity 1: Cooperative Hand Wall Rally

Physical Domain:  



Equipment Required: Balls

Group Size: Pairs

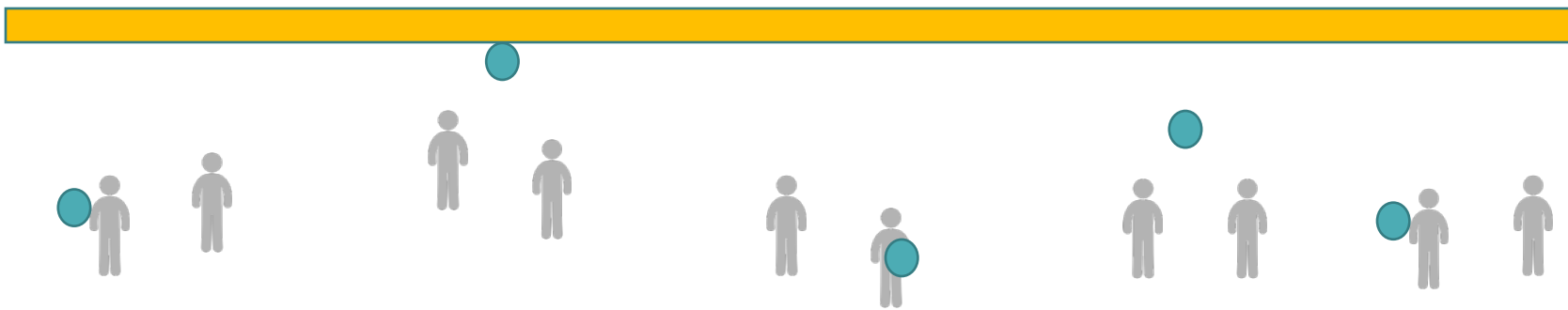
- Children should be placed in pairs and given a ball.
- Stand the children opposite a wall.
- The aim of the game is to hit the ball with the palm of the hand against the wall and to their partner.
- Their partner can then return it by hitting the ball with their hand back against the wall.
- Children should consider placing the ball so that it is easy for their partner to return.
- Children should count how many shots they are able to get to in their rally. If they miss, the ball fails to hit the wall or bounces too many times. They should start again.

Support (making it easier):

- To support children they can be allowed to catch the ball first before throwing it against the wall. Use a larger/softer ball and allow the ball to bounce more times.

Progression (making it harder):

- To challenge children you can add a target. Not only do children need to return the ball to their partner by hitting the ball against the wall. Now they have to hit a designated section of the wall.



Suggested Activity 2: Box Bounce

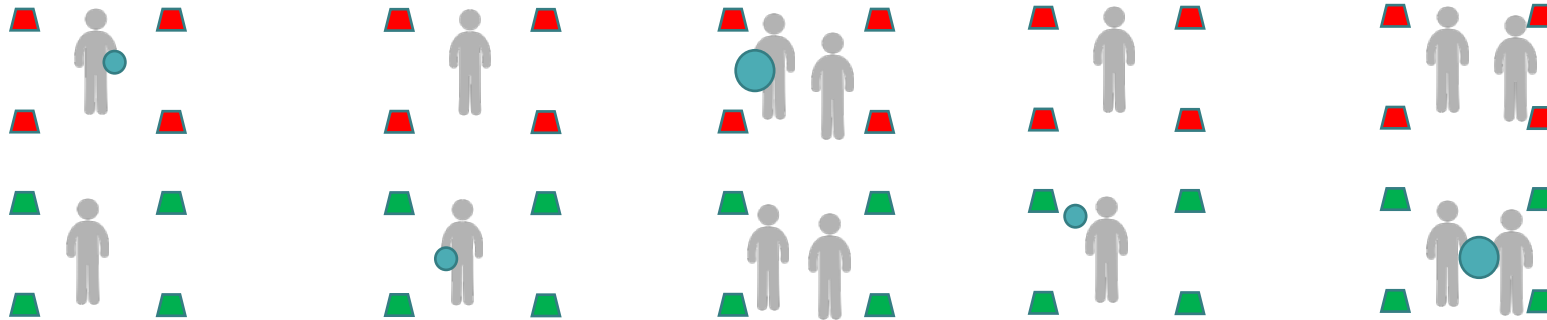
Physical Domain:  



Equipment Required: Balls and cones

Group Size: Pairs or Fours

- Create a square with 4 cones and then another square of 4 cones with roughly a metre of space between them.
- Place children in pairs or fours and ask them to split up so that half of the pair/four are in one box and the other half are facing them in the other.
- The space between the two areas is out of play.
- To begin, children can underarm throw (lob) only, players start the game by having one player lob the ball into the other player's area.
- Children should let the ball bounce once before catching the ball before lobbing it back (players have 3 seconds to lob the ball back and may not move with the ball in their hand).
- If a player lobs the ball outside of their opponent's area, then the point and serve goes to the opponent
- If a ball bounces twice before being caught, with the first bounce being within the opponent's area, the player who lobbed the ball wins a point and gets to serve.
- Games can continue to as many points as you wish.
- Children should consider where they are placing the ball in order to win the point.



Support (making it easier):

- To support children use larger balls that might offer a higher bounce giving children time to anticipate the flight. You could allow the ball to bounce more than once to keep a rally going.

Progression (making it harder):

- To challenge children you can progress the activity on to where children must strike the ball with their hand instead of throwing or if in pairs (only 1 child in each box) then incorporate rackets.

Suggested Activity 3: Overhead Bounce Ball

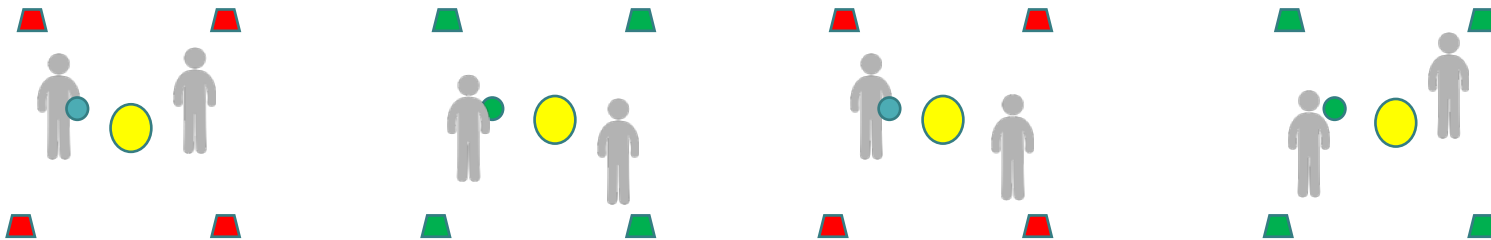
Physical Domain:  



Equipment Required: Cones, balls and spots

Group Size: Pairs

- Set up large boxes with cones and place a spot in the middle of the box.
- Get children into pairs and place each pair in their own box
- Player A will start the point off by serving the ball in the air (above the height of their opponent). The ball is allowed to bounce once before player B must hit the ball above the height of player A.
- A point is won is awarded to player B if player A hits the ball outside of the box, the ball bounces more than once before Player A can hit it or if Player A does not hit the ball higher than their opponent.
- Player A will win a point if the ball bounces in the box and lands outside the box without return, if they can bounce the ball on the spot in the middle of the box or player B is unable to return a bounce.



Support (making it easier):

- To support children they can start with throwing and catching the ball. You can also increase the size of the spot.

Progression (making it harder):

- To challenge children you can use a smaller ball (like a tennis ball)

Discovery Questions

Know Show • How did placement help you in today's lesson?

Grow • Why is resilience so important in PE?

Grow • Where else in school might you need to be resilient?

STEP Framework

The STEP framework was created to support teachers support, challenge and adapt PE lessons as necessary to better meet their students needs.

- S** **Space** – modify the space (e.g. decreasing or increasing the activity area).
- T** **Task** – modify the task (e.g. timings, challenge, rules, movements, etc.)
- E** **Equipment** – modify the equipment being used (e.g. size of targets, height and size, etc.)
- P** **People** – modify the people involved (e.g. alone or with others, size of groups, roles, levels of experience, confidence, etc.)

Assessment Opportunities

Purpose of Assessment in PE

Teacher

Student

T – Teacher to know if learning has occurred

E – Enable future lesson planning

S – Student to understand their own progress

T – Take learning further and apply (effectively) in other situations

Question and Answer

During every phase of the model there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide formative assessment opportunities to gauge depth of understanding.

Teacher Observations

Whilst developing sport-specific skills is still important, look for those teachable moments when students demonstrate progress, knowledge of the concept or positivity and share these examples with the class. Identifying teachable moments, gauging the understanding and learning of the students and informing summative judgements can all be achieved through teacher observations.

Formative Informing Summative Assessment

The curriculum has been planned to apply to holistic assessment frameworks. Three lesson objectives are provided (Know, Show, Grow), each focusing on either the cognitive, physical or affective domains. On-going formative assessment should inform summative judgements, future planning and delivery and provide on-going feedback.

Self-reflection

As part of the discovery phase of the lesson, students are invited to reflect on how the learning from the lesson can apply to other areas of their lives. These reflections can be shared with the class to ensure accurate reflections and demonstrate understanding of the concept.

Peer Observations

When students demonstrate progress, knowledge, application or even difficulty in applying the concept, teachers can use these moments to highlight the importance of the concept as part of their development and relevancy to life to wider life. Ensure students are given the opportunities to see others develop, struggle and apply conceptual learning.

Peer discussions and feedback

Peer discussions and feedback will enable students to support each others development, understand current strengths and areas of development and further embed learning. As part of the lesson introduction, connect and discovery phases, students should be encouraged to discuss the concept and feedback to the class to ensure full understanding of the concept.

Planning Your Own Concept Curriculum

There is no one size fits all concept curriculum. Context is key!

The needs of students in one school, might be very different to the needs of students in another. Therefore, in the Concept Curriculum 2.0 we have provided some complete schemes of work with full lesson plans (practical activities included), but the remaining lesson plans include the conceptual element only. Teachers should decide how best to include the physical elements with the activities in your curriculum. All resources provided in this document can be adapted to meet the needs of your students. We also strongly recommend writing concept-driven lessons that meet the learning needs of your students. Please use the scheme of work and lesson templates provided within the resource to easily and efficiently write your own Concept Curriculum.

Year X Unit X – Insert Overall Concept

Concept Title Insert Lesson Description	Concept Title Insert Lesson Description
Concept Title Insert Lesson Description	Concept Title Insert Lesson Description
Concept Title Insert Lesson Description	Concept Title Insert Lesson Description

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Lesson Description Add Lesson Description	Lesson Introduction Lesson Concept:	Teachable Moments Possible Targeted Learning:
Know Add Know Objective	Energise, Explore and Link Energiser and Exploration Activity: Link Questions:	Possible Discussion points:
Show Add Show Objective	Activity 1 Activity 1: (insert your planning here)	Adaptive Teaching Strategies Add adaptive teaching strategies:
Grow Add Grow Objective	Activity 2 Activity 2: (insert your planning here)	
	Activity 3 Activity 3: (insert your planning here)	
	Discovery / DIRT Planary Discovery Questions:	

PE SCHOLAR

Year X Unit X – Insert Overall Concept

Concept Title

Insert Lesson Description

Concept Title

Insert Lesson Description

Concept Title

Insert Lesson Description

Concept Title

Insert Lesson Description

Concept Title

Insert Lesson Description

Concept Title

Insert Lesson Description

Lesson 1:
Insert Lesson Intro

Net & Wall

Know
Know...

Show
Show...

Grow
Grow...

L

Lesson Introduction
The Concepts in today's lesson is:

E

Energise, Explore and Link
Energise and Explore Activity:
Link Questions:

A

Activity 1	Activity 2
Activity 1:	Activity 2:

D




Activity 3
Activity 3:

Discovery / DIRT Plenary
Insert Questions:

Teachable Moments
Insert Teachable Moments
(Discussion Points & Targeted Learning)

Equipment Required in Lesson
Energise, Explore & Link Activity:
Insert Required Equipment
Activity 1:
Insert Required Equipment
Activity 2:
Insert Required Equipment
Activity 3:
Insert Required Equipment

Physical Domain

-  Fundamental Movement Skills/Movement Patterns
-  Activity Specific Skills
-  Application of Movement in Practice

Lesson Observation Prompts

This resource is to support the quality assurance process and provide key prompts and questions for observers to consider.

Know (Cognitive Development)

- Is there evidence of sound subject knowledge?
- Does the lesson include memory retrieval practice?
- Are misconceptions identified?
- Is there secure use of questioning?
- Are cross-curricular learning opportunities identified?
- Is there accurate use of subject specific terminology?
- Does the teacher understand how students learn?

- Is there effective use of formative assessment?
- Is low stakes assessment evident?
- Does teacher observation and reflection inform decision making?
- Does the teacher correct misconceptions?
- Is modelling effective?
- Are varied starting points recognised?
- Are all students challenged and supported?
- Are adaptive teaching strategies employed?
- Are children active for a sustained period of the lesson?

Show (Physical Development)

Grow (Affective Development)

- Is there an awareness of physical, social and intellectual development?
- Are key concepts embedded?
- Are feedback and next steps/target setting provided?
- Is there an understanding of how to promote good physical and mental health?
- Is body language and use of voice considered?
- Are strong relationships built with all students?
- Are clear routines established?
- Are teachable moments to highlight learning opportunities effectively employed?
- Is learning beyond the classroom explored?
- Is Learning personally relevant?
- Do students understand why they are learning this and when it can be applied?

- Is the learning environment safe and stimulating?
- Are assumptions and stereotypical behaviour challenged?
- Is empathy shown towards learners and responded to sensitively?
- Is there planning for and use of appropriate resources?
- Are children's backgrounds and interests recognised?
- Are the needs of different pupils including SEND and EAL, HA met?
- Are barriers to learning identified and addressed?
- Is difference and diversity celebrated?
- Is learning student centred?
- Does the teacher recognise and respond to individual needs?
- Is inclusion promoted?
- Is progress and attitude rewarded?

Inclusive Pedagogy & Environment

Lesson Observation Template

Previous Lesson Recommendations:

Date: Teacher:

Class: Lesson Concept:

Know (Cognitive Development)

General Comments

Grow (Affective Development)

Lesson Objectives, Planning,
Progression, Adaptive Teaching,
Questioning

Strengths

Areas to Develop

Show (Physical Development)

Inclusive Pedagogy & Environment

Agreed Target for Next Lesson:

About PE Scholar

We are passionate about the value of physical activity, physical education and school sport in transforming and enriching people's lives. We strive to support teachers of physical education and sports coaches in providing meaningful and inclusive PE and School Sport experiences that engender a love of learning and promote physical activity for life.

We are guided by the following key principles...



Connecting with Experts

By PE Teachers for PE Teachers
All of our team are passionate, experienced and expert physical educators.

Worldwide Network

Our global network connects you with expertise, insight and innovation from across the world



Making a Difference

Positive Experiences (PE)
We want every person to have positive experiences in physical education and school sport.

Physical Literacy

We strive to promote physical activity for life through an holistic, inclusive & personalised approach



Supporting Practitioners

Commitment
We are committed to supporting physical educators and sports coaches

Confident and Competent

We nurture more confident, competent and reflexive practitioners



Elevating the Profession

Championing Physical Education
We are passionate about the unique value of physical activity, physical education and school sport.

Closing the Research Practice Gap

We make evidence, research and insight easier to access and translate into practice

Need More Support?



PE SCHOLAR



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