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A Changing Picture of Health: Health-Related Exercise Policy and Practice in Physical Education Curricula in Secondary Schools in England and Wales

by

Gemma Leggett

Submitted in partial fulfilment of the requirements
for the award of

A Doctoral Thesis of Loughborough University

December 2008

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Abstract

A Changing Picture of Health: Health-Related Exercise Policy and Practice in Physical Education Curricula in Secondary Schools in England and Wales

This thesis documents and explores health-related exercise (HRE) policy and practice within selected secondary schools in England and Wales, and examines the impact of the National Curriculum for Physical Education (NCPE) revisions (DfEE/QCA and Welsh Assembly, 1999) on the status and expression of HRE in the curriculum. It also considers the factors affecting teachers' approaches to change and their consequent decisions and behaviours. Specifically, the research makes comparisons between the policy and practice in schools at the time of data collection (2000) and that reported by Harris (1997). The methodology incorporated both qualitative and quantitative approaches. Case studies were completed in 2001 in five strategically selected mixed sex state schools, three of which were located in one Local Education Authority (LEA) in England and two of which were in one LEA in Wales. One of the English schools was a specialist sports college (SSC). Case study data analysis focused on the status and expression of health within each school, with particular attention to HRE policy and practice prior to and following the National Curriculum revisions. This analysis also explored the factors influencing the delivery of HRE in each department. The case study element of the research included the lesson observation of a unit of work on health-related aspects of PE in one school from the English LEA. This allowed an examination of the translation of school level policy into practice. A survey of all the secondary schools in the two case study LEAs in 2001 elicited questionnaire responses from 67.5% of heads of PE departments (PE HoDs). Analysis employed the Statistical Package for Social Scientists (SPSS). The findings revealed that delivery of HRE in case study schools was based on a fitness for sports performance perspective, utilising fitness testing and training. This was despite many teachers reporting a philosophy for physical education that reflected a fitness for life perspective with pupils adopting active lifestyles as its goal. Case study schools reported that the NCPE had influenced HRE delivery, however, limited change had resulted from the 1999 revisions.

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Acknowledgements

I would like to thank Jo Harris for starting me on this journey in the first place, and Mike Waring for assisting in the final stages. I must also thank my parents for all their love and support and for not letting me get back in the car on that first night at Elvyn Richards.

Most important have been all the fantastic people that have helped me with so many different things over the last 13 years in Loughborough. They have seen me through the entire (long) process of this PhD and some have been the best friends I could ever ask for. Emma Rich is the cleverest, and the silliest person I will ever meet, and I could not have completed this thesis without her help and patience. Rachel Sandford, Toni O'Donovan and Rebecca Duncombe made the PhD office a great place to 'work' and have been supportive all the way. Thanks also go to all the 'boys' in my house.

All my 'family' at Emmanuel have been fantastic to me and for me over the last few years. Particular thanks go to the music team for forgiving me when I have my Animal moments, and to the guys that are always happy to give me a hug.

My gratitude also goes to all the anonymous PE teachers who contributed to the research and to the not so anonymous PE teachers at Humphrey Perkins who have helped me be a PE teacher, albeit one who was asked 'haven't you finished that PhD yet' on a daily basis. Jono and Hezza have been inspirational teachers, they have dried my tears and made me laugh.

The last person to thank is someone who has given my life meaning over the last four years and helped me to find out who I really am. During the final stages of writing and corrections she provided encouragement and food. She got me through the viva by prayer and hugs. Alison Walker, I can never thank you enough.

Finally, and most importantly, thanks and praise be to God, in whom all things are possible. Your grace has found me just as I am.

Chapter 1: Introduction

Section 1: Context of and rationale for the research

The link between physical education and health has existed for well over a century, resurging in recent years with the interest in health-related fitness in the eighties following a period in which skill development dominated PE (Harris, 2005). The Health Education Authority (HEA, 1998) in its 'Young and Active Framework' identified the Education sector as one of the key organisations which has a key role to play in promoting health-enhancing physical activity. This role is thought to be achieved through the provision of 'positive activity experiences and exercise education' (Harris, 2005). More recently the Department for Children, Schools and Families (DCSF, 2008) highlighted the link between high quality PE and Sport and increased involvement in a healthy, active lifestyle. Harris (2005) also asserts the importance of PE in effectively promoting active lifestyles and providing opportunities for pupils to participate in sufficient physical activity. However recent literature (Cale & Harris, 2005) has highlighted that PE has not maximized its potential in this area, making this an important area of study and forwarding this as a rationale for the presence of PE within the curriculum. Whilst resources and professional development opportunities exist for HRE, what is not well known is whether teachers are exposed to these or what use they make of them in their own contexts. Recent research by Cale, Harris & Leggett (2002) on the impact of HRE guidance material showed that resources alone are able to effect superficial change, that is change to curriculum content, but do not result in deeper changes to attitudes and pedagogy. Further research is required to find out why this is the case, and what methods should be employed to stimulate real change in schools.

The link between physical education and health has been formalised through policy, as PE and school sport have been identified for their importance in helping young people to become independently active for life (Department of Health, 1992; Department for Culture, Media and Sport (DCMS/DfEE), 2001; Department for Children, Schools and Families, 2008). The Department for Education and Employment (DfEE) and Qualifications and Curriculum Authority (QCA) (1999) have stated that all schools should be aspiring to provide two hours of physical

activity per week for pupils (through curricular PE and extra-curricular activities). In 2008 the DCSF reported that this target was being met, as 86% of 5-16 year olds were participating in at least two hours of high quality PE and school sport each week. As a result the strategy was extended to five hours, with the additional 3 hours per week offered to be new opportunities from all sectors (DCSF, 2008). There has been a great deal of government investment through the Physical Education, School Sport and Club Links (PESSCL) strategy (DfES and DCMS, 2003) which has included the expansion of Specialist Sports Colleges (SSC) and the development of the School Sport Partnerships infrastructure.

Previous research in this area has focused mainly on the way in which teachers have approached the teaching of HRE (Harris, 1997) or on the policy making process at governmental level (Penney and Evans, 1999). Research at the micro-level of the individual PE teacher, examining the range of factors that influence classroom practice, seemed an important but neglected area of study. This could lead towards an understanding of how to help PE teachers promote health and active lifestyles effectively.

Section 2: Personal background

By way of a personal history, I am a graduate of the Physical Education and Sports Science degree programme at Loughborough University (1995-1998). I subsequently completed Loughborough's PGCE course in 1998, before commencing this PhD. After three years of a full-time PhD studentship, I began my teaching career in a local secondary school. As I approach the completion of this thesis, I am working full time as a PE teacher and also part time as a sports massage practitioner.

My interest in health and health-related exercise (HRE) began during my undergraduate studies. Modules such as 'Exercise and Health Promotion', and work experience in the PE department at my ex-secondary school, sparked a realisation within me of the importance of this area. Working in a school on a regular basis made me think about health 'problems' in society such as obesity and hypo-kinetic disease. Personal observation of many children's poor eating habits at school and the disappointingly low level of attendance at extra-curricular activities seemed to me to concur with trends towards unhealthy lifestyles. My own and colleagues' experience of teaching

pupils in PE lessons seems to suggest that a proportion of young people are inactive and have low levels of fitness or that there is at least a distinct difference between being biologically 'fit' and being used to being physically active.

Being a teacher myself has helped my understanding of the need for research that considers how practice in schools is shaped, and also of the nature of the process of change within a school department. My own experience as a Newly Qualified Teacher (NQT) made me realise that the newest member of a department may find that their ideas are not necessarily easily incorporated into established practice. Even if the hierarchy of the department is willing to listen to and act upon the NQT's proposals, the beginning teacher may find that simply coping with all that their new role entails is taxing enough. Personal experience and philosophy may guide many teaching decisions, and all practice has to work within the limitations of each unique school environment.

Section 3: Research questions

This study aims to explore health-related exercise (HRE) policy and practice within selected secondary schools in England and Wales, examine the impact of the revisions of the National Curriculum for Physical Education (NCPE) (Department for Education and Employment/Qualifications and Curriculum Authority DfEE/QCA and Welsh Assembly, 1999) on the status and expression of HRE in the curriculum, and explore factors affecting teachers' approaches to change and their consequent decisions and behaviours. The research also makes comparisons between the policy and practice in schools at the time of data collection (2000) and that collected by Harris in 1993 and reported in 1997.

Since Harris' research was carried out, the NCPE statutory orders have been revised (DfEE/QCA, 1999). This provided an opportunity to explore changes in policy and practice with respect to the expression of health within PE in secondary schools. A key question to be explored was: Have the policies and practices changed, and, if so, in what ways and for what reasons?

The research agenda involves gaining insights into the process of policy and its expression in practice that go beyond the rhetoric of government and local authority

documentation. In order to further good practice in schools, which may be considered as a desired outcome of research and development in this area, it is necessary to gain access to how teachers think and what teachers do in terms of their policy and practice and understand why they make the decisions they do. A case study approach was adopted to permit analysis of texts at a range of levels. These texts range from the National Curriculum for Physical Education (NCPE) to policies developed at the authority, school and department levels, and eventually to the level of classroom practice.

The study involves a multi-method approach to data collection. An in-depth case study approach utilises qualitative data from teachers' questionnaires, interviews and analysis of documentation (OFSTED reports, school and department policies, schemes and units of work and resources such as pupil booklets, task cards and worksheets). Data from these sources are used to determine the HRE policy and practice within schools prior to and following the National Curriculum revisions and to establish the impact of government publications, specific guidance and support. Lesson observation of a unit of work on health-related aspects of PE in a case study school permits an examination of the translation of school level policy into practice. The data are used to help establish the relationship between policy and 'reported' practice and the learning experienced by pupils.

Data arising from questionnaires distributed to schools situated in the Education Authority of the case study schools supplements the contextual information regarding the selected schools, and allows a more generalized comparison of policy and practice with respect to HRE. A further purpose for the collection of data from a wider range of schools is comparison with the data collected by Harris in 1993 and published in 1997.

The overall aim of the study is:

To explore in depth the national and school level policy and resulting classroom level practices regarding the delivery of health-related aspects of physical education in the secondary sector and the influences upon the teaching of these aspects.

Specific objectives of the study are to:

- compare the status and expression of health in secondary school PE from 1993 to 2001
- examine the effect of changes in the policy of the NCPE in England and Wales on practice in selected secondary schools
- analyse the health-related discourses expressed in PE policy and practice at National Curriculum and school level
- explore factors affecting school level policy and practice relating to health in the PE curriculum

Chapter 2: Review of the literature

The review of literature serves to set the scene for the rest of this thesis. This chapter aims to provide a background to the research and to set it in context. The sections of this chapter define some of the key terms used throughout the thesis, and set out some of the theories and concepts that may be used in the analysis of data and the construction of the resulting conclusions.

The first section sets out the concepts and definitions of the key terms of the research. Section two explores the rationale for Health-related Exercise, emanating from the state of health of the population and the possible causes and solutions to these issues. Attention is paid to the role of schools in promoting health in section three, particularly the role PE may be expected to play in this respect. The fourth section explores the history of the association between health and physical education and the expression of this within curriculum PE. The National Curriculum for Physical Education (NCPE) and its policy legacy is the focus of the fifth section. Elements of government reform are described, and considered in relation to reforms led from within the physical education profession and other government policy.

Section 1: Concepts and definitions

Bantock (1965) stated the necessity for the clarification of terms before commencing discussion of them. The underlying theme of this study is 'health', of which there are many definitions. These range in complexity from 'absence of disease' to multi-dimensional concepts considering the person in their totality; involving the physical, social, intellectual, emotional and spiritual aspects of personality coming together in a balanced way (see Arnold, 1991). For the purposes of this study, I will start with the definition adopted by the HRE Working Group[1] and taken from the World Health Organisation (WHO):

"Health is a positive state of physical, mental and social well-being"

[1] The HRE Working Group was a collection of professionals from within the fields of PE, sport and health (including lecturers, teachers, teacher trainers and providers of Inset) brought together to contribute to produce guidance material for teachers on delivering HRE in the National Curriculum.

(WHO 1945 cited in Harris, 2001, p. 2)

The complexity of health is not limited to dimensions. Health can be affected by a multitude of factors, it varies in response to a 'maze of interlocking variables '(Payne, 1991, p. 115 in Annandale & Hunt, 2000). Many health 'problems' cannot be isolated to a single cause, rather its determinants 'might be more appropriately approached as 'an intricate, non-linear, tangled web of factors, some of which are socio-political '(Stein, 1999, p. 89 in Annandale & Hunt, 2000).

Almond (1990) believes that a positive state of health is not static, but an ongoing process, the goal of which is the optimisation of one's well-being. In today's consumer society, health can be perceived as an end to be achieved, or something that can be purchased, like the latest pair of trainers. A report by the WHO (1984) reiterates that health is not the objective of living, but a resource of everyday life, a quality everybody needs as a precursor to the seeking of Almond's (1997) 'Good Life'. Other viewpoints see health as being not only an objective for all people, but a duty for each individual, accepted or rejected by choices and actions (Foucault, 1980 in Denscombe, 2001).

As will be discussed later in the review of literature, health concerns have been associated with PE since it was first introduced as a curriculum subject in schools. However, the role of these concerns has changed over the years from an emancipatory one to one that is more preventative in nature. This role is examined further in section four.

Health-Related Fitness (HRF) and its many variations (such as Health-Based Physical Education and Health-Related Physical Fitness) were the focus of PE in many schools throughout the 1980s and early 90s (Harris, 1997). The numerous titles reflected the emphasis at the time, fitness testing or maximising active time for example (Almond, 1997).

Health-Related Exercise (HRE) is the term used to describe physical activity associated with health enhancement and disease prevention (Health Education Authority, 1998, p. 2). In an educational context, HRE refers to 'the teaching of knowledge, understanding, physical competence and behavioural skills, and the

creation of positive attitudes and confidence associated with current and lifelong participation in physical activity' (Harris, 2000, p. 2). HRE also refers to those parts of the NCPE associated with health, in particular the 'Knowledge and Understanding of Fitness and Health' aspect of the 1999 version of the NCPE (DfEE/QCA, 1999 and Welsh Assembly, 1999).

The expression of HRE through the curriculum is aimed at producing pupils with the knowledge, understanding, physical and mental skills, and also the positive attitudes and confidence towards physical activity necessary for current and lifelong participation (Harris, 2000; Harris & Almond, 1994). PE lessons should strive to be active (Harris, 2000), and cover a wide range of activities. There are many approaches to delivering HRE, through discrete units, via permeation of the Activity Areas or a combination. The 1999 NCPE states that:

> 'teaching should ensure that, when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health'.
>
> (DfEE/QCA, 1999, p. 20)

This implies that the content of PE lessons must make connections with fitness and health and that there are requirements on teachers to integrate fitness and health concepts into 'conventional' PE lessons.

Bar-Or (1994) states that physical activity is both a physical/physiological phenomenon and a behavioural one. This means that physical activity can be defined at a 'biological' level. Most definitions (see Baranowski et al, 1992; Armstrong & McManus, 1994) agree that it is any bodily movement produced by skeletal muscles resulting in energy expenditure. Alternatively, physical activity may be described according to its behavioural aspect. Any kind of activity 'counts' as physical activity, not just active play, sports and exercise, but any routine activity such as housework or gardening and active transport (e.g. walking and cycling).

Exercise is a sub-category of physical activity, the content of which may be restricted to activity of a higher level of intensity of exertion (Baranowski et al, 1992), or to that physical activity which is planned, structured, repetitive and purposeful (Armstrong & McManus, 1994). Programmes of exercise are usually directed towards the goal of

maintaining or improving fitness, or more widely, enhancing the social, physical and mental aspects of health, fitness and well-being (Harris, 2000).

Fitness has been defined as a set of attributes relating to a person's ability to perform physical activity (Casperson, 1985). This taxonomy is categorised into health-related (e.g. cardio-vascular or muscular endurance) and skill-related (e.g. balance and co-ordination) components. Physiological fitness may also be considered. This is the fitness of the biological systems that are influenced by the level of physical activity (blood pressure, blood lipid profile and body fat for example) (Armstrong & McManus, 1994).

Section 2: The rationale for Health-Related Exercise

One might ask: Who decides the values and attitudes that children should leave school with? Almost every person has a different opinion of what they believe are mores and morals that children should be socialised into, and what experiences they should be subjected to, so it becomes a question of who has the power to ensure that their particular beliefs become statutory. The interplay of power is the basis of policy formation in British society. The work of Bernstein (1975) and Penney and Evans (1999) regarding policy development and the role of power in the rise and fall of discourses is of importance to my research as these authors have done much to expose the 'secrets' of the policy making process.

Many reasons have been put forward as to why PE should be part of the curriculum, and therefore an experience that pupils receive, and a set of values and attitudes that they are socialised into. One common reason is health, both current and future.

2.2.1 Adult health problems

The Western lifestyle comes with Western health problems. Perhaps the most abundant of these is Coronary Heart Disease (CHD). The risk factors (RFs)[2] for CHD include such characteristics as smoking, overweight/obesity, high blood pressure, high cholesterol and low physical activity, all of which may be found in the typical modern lifestyle. Data from the British Heart Foundation (BHF) states that one person has a heart attack in the United Kingdom (UK) every two minutes (BHF, 2006). This

[2] Risk Factor: Those physical and behavioural characteristics that are linked to the development of certain chronic diseases (Bar-Or, 1994, p. 931)

situation seems to have existed for some time, as in 1987 Almond reported that 50% of all premature deaths were directly attributable to lifestyle, with 440 people per day dying of heart disease, making the UK's record the worst in the developed world. Heart disease is not the only health consequence of modern living, obesity is also prevalent. In 1994, 13.4% of the boys and 9.7% of the girls of school age measured were overweight (Armstrong & Welsman, 1994) and 70-80% of those who are obese will develop into obese adults (Armstrong, 1987). This situation shows little sign of improving; Baranowski et al (1992) reported a 54% increase in the prevalence of obesity in 6-11 year old Americans and a 39% rise in 12-17 year olds. The House of Commons Select Committee on Health report on Obesity (cited by Social Issues Research Centre, 2005) made note of the Royal College of Physicians' warning that 'if the rapid acceleration in childhood obesity in the last decade is taken into account, the predicted prevalence in children will be in excess of 50%' (p. 2). The Department of Health makes a similar prediction. The Health Survey for England (DoH, 1995-2003) predicts that if no action is taken then one million children (or 19% of boys and 22% of girls aged two to 15) will be obese by 2010. The actual prevalence of obesity in children aged under 11 has increased from 9.9 percent in 1995 to 13.7 percent in 2003 (Health Survey for England, 1995-2003). Figures from 2005 state that nearly one in five children between the ages of 2 and 15, both boys and girls, were obese compared to around one in eight in 1997 (DCSF, 2007). Clearly, rising obesity levels are a cause for concern. This concern led to the creation of a public service agreement in July 2004 shared by the Department of Health, the Department of Culture Media and Sport and the Department for Education and Skills focusing specifically on obesity. Its purpose is to work towards 'halting the year-on-year rise in obesity among children aged under 11 by 2010 in the context of a broader strategy to tackle obesity in the population as a whole' (Department of Health, 2004). In 2007 the Children's Plan (DCSF, 2007) set out the goal of reducing the proportion of obese and overweight children to 2000 levels by 2010.

Osteoporosis is another condition gaining recognition for its association with lifestyle (Welten et al, 1994, Cooper et al, 1995). Weight bearing exercise during childhood and adolescence is known to be a major factor in prevention (National Osteoporosis Society (NOS), 2008). There are over 150,000 fractures (hip, wrist and vertebrae) occurring annually that are attributed to osteoporosis (Armstrong & Welsman, 1996).

This equates to 'one in two women, and one in five men over the age of fifty breaking a bone mainly due to osteoporosis' (NOS, 2008).

> The mental health of adults in the UK also has a high prevalence of problems. In the early nineties mental health problems were experienced by around 30% of adults every year in Britain. Approximately a third of those were diagnosed as having a mental health problem (Goldberg & Huxley, 1992). In 2001 the Office for National Statistics (ONS) Psychiatric Morbidity report (ONS, 2001) stated that 1 in 4 British adults experience at least one diagnosable mental health problem in any one year, and one in six experiences this at any given time.

The above conditions are generally evident in adults, so appear on the surface to have little to do with children. However, research has suggested otherwise, as these and other chronic diseases, especially hypokinetic diseases have been shown to have their origins in childhood (Baranowski et al, 1992). Many young people, even those as young as five, have at least one modifiable risk factor for CHD (Almond, 1987). Children have been found to have increased risk due to smoking, obesity, high blood pressure, high serum cholesterol and physical inactivity (Armstrong & Davies, 1980). As many as 30% of boys have been shown to have HDL-C[3] levels compatible with coronary risk (Wilmore, 1981). Atherosclerosis is alarmingly common in children (Armstrong & Bray, 1986), most people have fatty streaks in their arteries by the end of adolescence, and irreparable damage signifying the beginnings of atherosclerosis has been exhibited by children before they reach three years of age (Strong & McGil, 1969). Osteoporosis in later life is often due to sufferers having a low peak bone mineral density (BMD) at the age of around 20 (Armstrong & Welsman, 1996). A similar level of incidence of mental health problems as the adult population exists with children, (Kurtz, 1992) although it is unclear from the literature whether this is due to the tracking of paediatric problems into adulthood, or coincidental.

2.2.2 Physical activity in children

It has now been established that some diseases are, in part, caused by a lack of physical activity, and that many of these diseases have their origins in childhood. However, there seems to be a common misconception that most children are fit and healthy. Bar-Or (1993) believes that healthy children do not require an exercise

[3] HDL-C: High Density Lipoprotein- Cholesterol. 'Good' Cholesterol, low levels of which is a coronary risk factor (Armstrong & Welsman, 1997).

programme, they have a built in urge to stay active and are more habitually active than adults, this spontaneous activity being sufficient for fitness. Questions arise as to whether the term 'healthy children' applies to all children excluding those with a known disease, or only those children that are visibly fit and active. Armstrong et al (1987, 1990) challenge the belief that children are active and healthy.

The aerobic fitness of children has not deteriorated over the last 50 years (Armstrong & Welsman, 1994), children are no less fit than previous generations or those in other countries (ibid, 1994, Armstrong, McManus & Welsman, 1994). On the surface, this evidence suggests that there is no major problem with children's health. However, further research (Armstrong & Welsman, 1994) revealed that young people's habitual physical activity has little to do with their aerobic fitness as this is determined mainly by genetics, age and maturity in children. It is physical activity, not fitness, that is related to health and a relative risk for hypokinetic disease (ibid, 1994).

The activity levels of children have been well documented and it is clear that there is cause for concern. In the early 1970s research showed that children, in this case high school girls, were very inactive, spending 70% of their time in a state of sleep or very light activities (Bradfield, 1971). In 1987 Armstrong declared that children are not as active as they appear, and most activity is not of a sufficient intensity for cardio-vascular health benefits. This was again observed in 1990, with half the girls and a third of the boys tested failing to sustain a single ten minute period of activity raising the heart rate (HR) to above 140 beats per minute (bpm) in three 12 hour days (Armstrong et al, 1990). Children are evidently not exercising enough to benefit their current or future health; none of the girls and only 2% of the boys tested by Armstrong and Welsman (1994) satisfied the physical activity recommendations proposed by Sallis and Patrick (1994) of 30 minutes of accumulated activity on most days. A more recent study (Guerra et al, 2003) using youth-specific cut off points for scoring physical activity suggests that children's moderate to vigorous physical activity (MVPA) levels may not be as low as previous studies suggest. In this study 94% of the boys and 79% of the girls assessed achieved 60 minutes of MVPA each day. Recent studies however, do still show a cause for concern with children's activity levels. For example, children observed at primary school were at least moderately active for only 11.8% of their school day (Waring et al, 2007). Armstrong and Welsman (1994) found that the problem increases throughout adolescence, as physical

activity levels decline with age, and that this trend is more marked in girls, who are less active from an early age. These same trends have been found to still exist more than ten years later (Biddle et al, 2004; Duncan et al, 2004; Brodersen et al, 2007).

Low physical activity is not a feature solely of British children, similar situations exist in Europe (Anderson, 1987), Saudi Arabia (Al-Hazza & Sulaiman, 1993) Belgium (Cardon & De Bourdeaudhuij, 2008) and the US (Armstrong, 1987) where only a third of children are free from all coronary risk factors.

The main reason for this lack of activity among young people may be the availability and attraction of sedentary leisure pursuits. Children's spare time tends to be spent watching television, on the internet, playing computer games or talking with friends (Nike Project, 2005). Past research has highlighted a dose response relationship between childhood obesity and hours of television viewed (Bar-Or, 1995; Dietz & Gortmaker, 1985). Modern social problems also mean that children have suffered a remarkable decline in their freedom and choice to do things independently outside the home, girls more so than boys (Hillman, 1990; Dollman et al, 2005). Parents' fears of abduction or accident have meant that children may be less likely to be allowed to spend evenings playing outside, safety and peace of mind for the parent is found in front of the TV screen (Hillman, 1990). Parents do regret that their children do not play independently outside as they did when they were young, but worry about safety if their children go outside alone, and feel that there are few attractive places for them to go (DCSF, 2007).

The understanding of the health benefits of activity, as outlined in this section, has led to the production of physical activity guidelines or recommendations for young people, such as those of Sallis and Patrick (1994) for adolescents that focus on the minimum amount of exercise necessary to avoid ill health:

> All adolescents should be physically active daily, or nearly every day as part of their lifestyles.
>
> Adolescents should engage in three or more sessions per week of activities that last 20 minutes or more and that require moderate to vigorous levels of exertion
>
> Sallis & Patrick (1994, p. 4)

The Health Education Authority (HEA, 1998) also made recommendations for young people. The primary recommendation was that 'young people should participate in physical activity of at least moderate intensity for one hour per day'. A secondary recommendation was also given. This stipulates that 'at least twice a week, some of these activities should help to enhance and maintain muscular strength and flexibility and bone health' (HEA, 1998, cited in Cale & Harris, 1995, p.109).

Section 3: The role of schools and PE

The previous sections have outlined the issue of low activity levels amongst a sizeable proportion of children and the links that this may have with their future health. Schools, and physical education in particular, may be in a position to contribute towards the promotion of active, healthy lifestyles.

2.3.1 The rationale for using schools

There are many possible avenues for health promotion (such as the National Health Service, the mass media and professional sport) so why is the promotion of health in schools considered so important?

One of the main reasons stems from the wealth of research on hypokinetic disease and physical activity. These diseases generally affect the body 20-30 years after pupils have left school, but their precursors often manifest themselves during childhood, possibly even at a pre-school age (Almond, 1987). The time at school is therefore vital for fostering a concern for an active lifestyle (Almond, 1983). Harris (1998) also acknowledged the importance for schools of combating the risk factors for chronic diseases. Almond (1987) believed that head teachers and education authorities need to recognise this as being their role in the prevention of heart disease.

The need to start health promotion early is supported by work done on learning and behaviour modification. Abbott & Farrell (1989) stated that behaviours learned early are often resistant to change. Food preferences and eating habits are conditioned in childhood (Armstrong & Davies, 1980), as are lifetime physical activity patterns (Bailey & Pangrazi, 1995). Schools should therefore try to ensure that these patterns and preferences are the 'right' ones. In theory, a healthy lifestyle established young should track into adulthood (Armstrong & McManus, 1994; Royal College of

Physicians, 1991). The Allied Dunbar National Fitness Survey (ADNFS, 1992) found that people who exercise regularly in their youth are more likely to continue or resume exercise in later years. Abbott & Farrell (1989) recommended that, in order to maximise chances of establishing healthy rather than unhealthy habits, lifestyle teaching should begin long before the child reaches secondary school.

Almond (1989) considers that physical skills are also best acquired young. Harris and Almond (1994) believe that PE can and should provide children with the understanding, competence and confidence to want to be active. Armstrong (1989) also believes that children should be provided with a sound foundation of motor skills, applicable to a wide range of activities to enable pupils to have activity independence.

Perhaps one of the best reasons for using schools as an avenue for the health message is that they have a captive audience (Cale, 1997). Most of the nation's population are in the school system for at least twelve years, this is probably the widest coverage that any public health message could hope to achieve. Fox and Harris (2003) assert that schools have the potential to positively influence the behaviour of virtually all children for about 40-45 per cent of their waking time. If a health-based approach is adopted, PE can reach more pupils than just those with an interest in sport, those with little affinity for sport can still have the opportunity to learn about health and the value of physical activity (Almond, 1989). This may have special relevance for older (14-18 years) pupils, as at this age they often lose interest in physical activity, but gain an interest in health (Almond, 1989).

More recently research has described education and PE as 'critical in educating and providing opportunities for young people to become independently active for life' (Harris & Penney, 2000, p. 252). McKenzie (2001, cited in Green & Thurston, 2002) sees school PE as the 'most suitable vehicle for the promotion of active, healthy lifestyles among young people'. Harris (2005) cites several studies that show that school-based intervention studies have positively influenced young people's health, fitness and physical activity levels, as well as their knowledge, understanding and attitudes towards physical activity. Schools are thus an appropriate and effective setting for the promotion of health-related learning (Harris, 2005).

The importance of schools and PE has now been acknowledged by government. Schools have been established as a 'key setting for health promotion work' within

government strategies for the nation's health (Harris and Penney, 2000). Many government publications now feature a variety of claims about healthy and active schools and PE (Green and Thurston, 2002). The position of PE within the National Curriculum has also established its importance within health promotion. As it is a foundation subject, Physical Education 'is often viewed as a primary vehicle for the delivery of the physical activity dimensions of health' (DoH, 1999; Green, 2000a cited in Green & Thurston, 2002). The role of schools in general is also set out quite clearly in the Children's Plan (DCSF, 2007). The Government's ten-year vision for children's and young people's health, building on the National Service Framework for Children, Young People and Maternity services is that 'all schools help children learn to value their health and wellbeing, eat well and keep fit and active in a healthy school environment' (DCSF, 2007, p. 30).

Issues of equity may also be addressed within the PE curriculum. Only a minority of children are able to pursue excellence in sport, whereas almost all children are capable of learning what constitutes a healthy lifestyle and adopting a healthy, active lifestyle (Abbott & Farrell, 1989). A health-based PE programme can potentially provide a more equitable environment (Harris & Penney, 2000), both for girls to participate on an equal basis (Carrington, 1986) and for all children in terms of assessment. Physical skills and fitness are affected by genetic factors and maturity, but when achievement of a practical knowledge base, and associated attitudes and behaviours are concerned, all pupils start from a level platform (Almond, 1990).

Schools have many advantages over other sites for health promotion. The 'Health of the Nation' white paper (Department of Health, 1992) identified schools as a key setting. Not only can all children be reached, but there is already an existing infrastructure (Almond, 1998; Sallis et al, 1992). The professionals working with the pupils have unique knowledge and experience, of both health issues, and children (Cale, 1997). Schools also have links to other sections of society, through links to parents (Bar-Or, 1994; Abbott & Farrell, 1989) and through links with the community (Cale, 1997; Sallis et al, 1992). Cale (1997) also highlights the number of potential avenues within schools, not just formal PE, through which the health message can be delivered. The formal policy and curriculum of the school can be one outlet, as can the informal curriculum, and the general ethos of the school, its environment and care and support strategies. Schools can instill values in their pupils simply through what

they choose to encourage and reward (Haralambos & Holburn, 1990). This effect of the 'hidden' curriculum (including the form of teaching and the organization of a school) can be very positive, and foster desirable attitudes to, in our focus, physical education, sport, physical activity and health. Some authors have a more sinister take on the hidden curriculum. Bowles and Gintis (cited in Haralambos & Holburn, 1990) hold that the hidden curriculum can be used to produce a subservient workforce, accepting a natural hierarchy and motivated by external rewards, labouring under an illusion of equality of opportunity.

Personal, Social and Health Education (PSHE) is a non-statutory Programme of Study within the National Curriculum (DfEE, 1995). Health itself is obviously a major area for learning within this 'subject', but pupils are also given opportunities to improve their abilities to reach informed decisions and reflect on the many influences on their behaviour (Hamblett, 1994).

2.3.2 Responsibility

The question remains though, whether children's health is the responsibility of schools. Alcott (1987, p. 225) claims that 'raising awareness of health is the responsibility of all staff, and fitness the responsibility of PE'. Armstrong and Biddle (1992) disagree, they question whether health is PE's sole aim, but are certain that fitness is not the responsibility of PE. Almond (1987, p. 28) states that 'schools have a significant role to play in raising awareness of the benefits of frequent exercise and the advantages of adopting positive health lifestyle habits'. In 1997 he added that the educational role of PE is to teach pupils how to lead full and valuable lives, having acquired the power to make decisions.

This more holistic view of the role of schools closely reflects the Government's current attitudes towards the responsibilities of schools. In its Children's Plan (DCSF, 2007), the Government sets out its ten-year vision for children's and young people's health, building on the National Service Framework for Children, Young People and Maternity services. This vision is that 'all schools help children learn to value their health and wellbeing, eat well and keep fit and active in a healthy school environment' (DCSF, 2007, p. 30). This vision is obviously seen as a responsibility rather than an opportunity as the Plan later states that 'to ensure that schools are being measured and rewarded for their contribution to children's overall wellbeing as well

as to standards achieved, we will develop strong school level indicators that taken together measure a school's contributions to pupil well-being, using existing indicators (such as … proportion of children participating in PE and sport) … We will ask Ofsted to reflect these indicators in designing the cycle of inspections starting in 2009. This will help strengthen the accountability of schools and of Children's Trusts' (DCSF, 2007, p. 150). This responsibility is reinforced in other government documents. For example, the assertion that schools 'play a vital role in promoting physical and mental health, and emotional wellbeing' is in fact 'underpinned now by a duty to promote the wellbeing of pupils in the Education and Inspections Act 2006' (DCSF, 2007, p. 32). The 'vision' of the role of schools in improving children's health is also achieved through government initiatives. One of the aims of the National Healthy Schools Programme is that schools with National Healthy School Status will 'provide their pupils with the skills, understanding and attitudes to make informed decisions through personal, social and health education, healthy eating, physical activity, and emotional health and wellbeing' (DCSF, 2007, p. 72). Again this is not necessarily a voluntary opportunity, but more of a requirement, as the government's 'ambition is for all schools to work towards achieving National Healthy School Status by 2009 (ibid, p. 72).

2.3.3 The contribution PE can make

One possible role of PE is to contribute towards children's learning in relation to examining their own risk profile and taking action to improve the modifiable risk factors. In conjunction with Personal Social and Health Education (PSHE), PE can contribute to teaching pupils about diet and the dangers of smoking and alcohol. However, it seems that the biggest impact PE can make on children's lives may be to teach them the importance of, and the skills needed to safely participate in, habitual physical activity

PE lessons with a specific health focus have had proven success of positive health and fitness outcomes for example, increases in physical fitness have been recorded (Cooper, 1975; Dwyer, 1983; Shephard, 1980), as have increases in activity levels (Abbott and Farrell, 1989; Green and Farrally, 1986). Positive changes in attitudes towards physical activity and health due to HRE and Health-related Physical Education (HRPE) have also been monitored (Goldfine & Nahas, 1983; Duncan,

1983). Gains in academic performance due to an increase in PE time have also been noted (Shephard, 1997). Reviews of school-based intervention studies (including those with a health focus in physical education) furthermore show that such interventions have been found to positively influence young people's health, fitness and physical activity levels, as well as their knowledge, understanding and attitudes towards physical activity (Almond & Harris, 1998; Cale & Harris, 1998; Harris & Cale, 1997; Stone et al., 1998).

Harris and Elbourn (1997) ask what it is to be physically educated. The Sports Council state that to achieve this children "need to acquire the necessary knowledge, skills and understanding to enable them to take part in and enjoy a number of different activities and maintain an active lifestyle" (Sports Council, 1993, p. 29).The National Association of Sport and Physical Education (NASPE - USA) (1991) give one of the characteristics of learner expertise in PE as 'sustained and self-regulated participation in health-enhancing physical activity'. Bailey (1985) believes that the role of PE is not that of school team selection but to produce pupils with the knowledge, skills and inclination to be safe participators in healthy physical activity for life. Education in general is one aspect of socialization (Haralambos & Holburn, 1990). Physical education may be concerned with skill learning and related knowledge and understanding but also 'whether intentionally or unintentionally, education often also helps to shape beliefs and moral values' (Haralambos & Holburn, 1990). In PE these beliefs may concern the value of physical activity and its place throughout a pupil's life.

Section 4: The history of health in PE

2.4.1 Contestation

It could be argued that the current issues facing schools with regards to health are a case of history repeating itself.

> "The need for school health education is no less today than it was at the turn of the century when one in three men recruited to fight in the Boer War were found to be medically unfit. There were stark contrasts then between the health of those who were affluent and those who were poor. Concern about the levels of undernourishment

> of large sectors of the population led to the establishment of the school health service and the school meals service. Teaching about hygiene and home economics became part of the curriculum of schools and teacher training. There was concern too, about the effects on family life of the continuing effects of industrialization, and of the use and abuse of alcohol and substances such as opium. pressures of daily living; and, finally, the moral dilemmas concerned with sexual attitudes and behaviour".
>
> Emmett (1994, p.13)

Emmett (1994) states that many of these issues are the same today. In terms of the nutritional aspect of health, the National Diet and Nutrition Survey (NDNS), (2000) found that most children in the UK eat too much fat, particularly saturated fat, added sugars and salt. Around 42% of children met the recommendations for total fat, only 8% for saturated fat. On average, children's salt intake was up to 50% higher than recommended. The survey also found that children on average ate only around 2 of the recommended 5 portions of fruit and vegetables per day (NDNS, 2000). Statistics of this nature have led to government responses such as the Food in Schools (FiS) programme (Department of Health and the Department for Education and Skills (DfES) (2005) and the 5 A Day programme (Department of Health, 2003).

Clay (1999) spoke of a 'collision of ideologies' when describing PE in the 1970s and eighties. It seems from the literature, that PE has always been a site of collision between discourses regarding the nature and overriding aim of PE (Kirk, 1992).

Since the start of compulsory schooling, PE has, for state school pupils at least, been concerned with health (Kirk, 1992). The Board of Education (1909) stated that the primary objective of PE was health. At this time PE served an emancipatory purpose (Harris, 1997). PE took the form of drill, teacher-led exercises being performed in silence with the children standing in neat rows (Kirk, 1992). The primary objective of PE was to combat the problems caused by the conditions of poverty at the time, posture correction, and building up frail bodies (ibid, 1992).

According to Kirk (1992), one of the first contestations in PE was between drill and gymnastics, of the type devised by Ling in particular, that was commonly taught by

female PE teachers. Later, at the time of the two world wars, contestation occurred between the discourses of health and military training. This contestation was particularly evident in Australia (Kirk, 1998). Australian PE was also heavily influenced by the discourse of eugenics, the improvement of the white Australian being deemed of utmost importance for the survival of the race at that time (ibid, 1998).

A later major contestation, and one that would appear to be still ongoing, is between health and sport (Clay, 1992; Kirk, 1992). Health-based PE had been established in state schools for some time, but the games ethic (Kirk, 1998) was a quality that some teachers wanted to instil in their pupils. The traditional games-based PE of public schools epitomised everything that was seen to be 'good' about sport (Kirk, 1992), as can be seen in the fictional works of Hughes (1857) describing his days at Rugby. State schools, especially the new grammar schools set up just after the second world war as part of the tripartite system of mass schooling, wished to emulate this curriculum and the traits it allegedly produced in pupils. This traditional games-based approach dominated PE until the 1980s, when Health-Related Fitness (HRF) re-emerged as key theme.

PE was originally a remedy against poverty, later, in the 1930s and forties, strength work was seen as the form of fitness training most needed (Kirk, 1992). At that time strong connections had not yet been made between cardio-vascular training and CHD (ibid, 1992). It was not until the 1980s that links were made in research between children's low physical activity levels and adult health problems of CHD and other hypokinetic diseases. This was the justification for the emergence of HRF (Almond, 1996) and a change in focus from remedial to preventative health (Biddle, 1991). PE was based on the training model and lessons were often based on cross country running (Harris, 1997). Fitness testing was a common feature in PE, and is still used in many schools despite research which showed that this was of questionable benefit (Armstrong & McManus, 1994) and can turn children off physical activity for life (Harris & Cale, 1997). HRE then emerged as a way of making physical activity fun, helping children to become activity independent, and promoting lifelong participation (Almond, 1996). Further developments in HRE have noted the limitations of a philosophy of individualism, and have acknowledged the barriers to participation placed by society (Biddle, 1991).

As explained in the following section, HRF has now, at least in relation to the terminology used in government policy and professional guidance (Harris, 2000 for example), developed into Health-Related Exercise. This aspect of PE has been championed by many PE researchers and educators. Its message has spread through its prominent position in most teacher training courses (Caldecott, 1999, p. 36 in Green & Thurston 2002). Its place has now been firmly established in schools, as HRE is part of the PE curriculum in an increasing majority of secondary schools (Green & Thurston, 2002).

Recent research into teachers' perceptions of PE and health promotion has shown just how well established health and HRE has become within school PE. Green & Thurston (2002) reported that 'the views of many teachers were heavily tinted with health-related ideological justifications for PE. It seems then that via competitive sport, the dominant rationale for PE within PE teachers' philosophies may be returning to a concern for children's health. Sport itself is still viewed as a central aspect of PE, but it is now also seen as 'the main vehicle for health promotion' (Green & Thurston, 2002).

Much debate regarding education is concerned with how well it meets the needs of industry (Callaghan's 1976 Great Debate on education, for example, cited in Haralambos & Holburn, 1990). Questions may arise over whether PE helps to meet the demands of today's industry. PE may make contributions to pupils' people skills, their ability to communicate, to work in a team for example, but does it also help to produce young people who are 'fit' for a working life?. Schultz (cited in Haralambos and Holburn, 1990) views skills and knowledge as forms of capital. PE may provide general and sport/physical activity specific skills and knowledge valuable to some sectors of industry. It may also contribute in a more basic way. Schultz (ibid, 1990) also states that to develop potential is to increase the contribution individuals can make to the economy. Perhaps PE and its contribution to young people's ongoing health may increase this potential by simply reducing the time not working necessitated by ill-health.

2.4.2 Government intervention

Clay (1999) provides a chronology of government intervention in PE. Policy making in PE began in 1909 (Board of Education, 1909). Government policies attempted to

address the social problems of the time (Bray, 1991). The 1919 policy (Board of Education, 1919) stated that PE should be concerned with encouraging future habits of participation. At the time many leisure pursuits had just become accessible to the masses and the government wished to ensure that people used the facilities, rather than becoming spectators (Kirk, 1992). The 1933 syllabus (Board of Education, 1933) for physical training emphasised healthy lifestyle activities, but 'health' and 'PE' drifted apart in the 1950s as a result of changing social conditions (Bray, 1991). PE's task was then to contribute to maintaining social order, and later assisting the newly formed Health Education Council to tackle the social problems particular to the teenage population.

Recent government interventions have reflected the views of those physical educationalists advocating a strong health focus in PE. Dearing (1994) in the Interim report for the 1995 NCPE revisions states "we must encourage our young people to develop a fit and healthy lifestyle". The 1999 NCPE reflects this vision, as more emphasis is placed on HRE (now reflected in one of the four 'aspects') and encouraging children to become active independently of the school.

Section 5: The NCPE and its policy legacy

Bines (2000) describes the 'policy legacy' for SEN within the UK school system. Bines identifies three major elements in this legacy; 'the traditional system of special educational provision, government-led reform of school management and curricula, and professionally-led redefinitions of good practice in relation to roles and provision. Each has had considerable impact on the context in which future policy will be implemented (Bines, 2000). A similar viewpoint can be used to consider the policy legacy for HRE within schools. It can be argued that the same three elements exist for HRE: the traditional system of HRE provision, government led reforms and professionally led development of good practice.

The first of these, the traditional system of HRE provision, or at least the system of PE provision and the approaches to the expression of health within it, was considered in detail in the earlier section on the history of health in PE. The recent traditional system of provision was that health was taught as part of PE, generally in units of work on 'Fitness' (Harris, 1997). These were focused mainly on fitness testing and principles of training (Almond, 1997). The focus in some schools then moved from

fitness to health-related exercise. This was again taught most often in discrete units using activities such as aerobics and circuits. A more recent development has been the recommended use of other lifetime activities (such as swimming, cycling and jogging) in lessons and in extra-curricular provision (Harris, 2000).

2.5.1 Government led reform

The most obvious part of the legacy into which the NCPE 2000 revisions have been placed is that of the Education Reform Act (ERA) of 1988. The formation of this Act and subsequent policies has been discussed in great detail by Penney and Evans (1999). The ERA forms the basis of the second element of policy legacy as described by Bines (2000) as it forms the main thrust of government led reform of school management and curricula in recent times. The management of schools was previously to a large degree carried out by Local Education Authorities (LEAs). They controlled all the state schools in a geographical area, and were responsible for the funding of these schools. They also provided many support services, including subject advisers. The 1988 Act greatly reduced the role of the LEA. Schools could now choose to be responsible for their own funding, receiving an amount of money per pupil on their roll. Senior management in these schools therefore had a greater input in the financial management of their school. This, combined with the rights of parents to choose which school their child attended meant that Head teachers could now be seen as running a 'business', rather than an educational institution. Local schools were, as a result of the changes brought in by the Act suddenly competing for pupils in a free market. Attracting more pupils brought in more money, and it was up to the schools themselves how this money was spent. Less money spent on teachers' salaries for example could mean more money for the improvement and maintenance of facilities. Bines (2000) refers to the impact of this 'market based approach to education', particularly in terms of the effect on competition between schools and quality of education

> "Policy and provision have also been affected by the growth of managerialism as both ideology and practice. For example, educational decision-making in both mainstream and special schools is now framed increasingly by financial and other managerial considerations such as market position."

(Bines, 2000, p. 23)

Local management of schools (LMS) and the position of Grant Maintained Schools meant that less government money was going to LEAs. They responded by reducing the services provided to schools. Many curriculum subjects no longer had an LEA adviser who was able to visit the school and discuss best practice, or take a role in the organisation of extra-curricular programmes for the area (Emmett, 1994). Advisers often delivered INSET (In-service training) to teachers in schools. PE departments now had to 'buy in' this service from outside providers. Emmett (1994) discussed the greater choice of INSET providers, and the changes in funding for INSET. Providers were now competing for clients, and teachers were having to make financial and educational decisions about how their budget was best used.

The ERA (1988) was followed in 1992 by another Education Act, the Education (Schools) Act (Department for Education, 1992). The result of this was the introduction of regular inspections of schools that followed specific and universal criteria, some of which concerned the teaching of health in the school. According to Emmett (1994), this inspection schedule 'helped to raise the profile of health education and in the long term could be its saviour' (p. 15). Schools were, as part of the National Curriculum, required to teach health, not just in PE. The reporting schedule meant that this was another area in which schools could perform well or otherwise, which would then be reflected in their publicly available report. Health could be an area in which schools set themselves apart in the free market.

Aside from the changes in the funding of education and the role of Local Authorities, the main reform to come from the Act was to the curricula taught in schools. Previous to the Act, school timetables were drawn up by each school's senior management, in accordance to the priorities and agenda of the school itself. Each individual department within a school was able to decide for itself what it was to teach. The content of school's curricula was in effect determined by the professional judgment of Heads of Department and individual teachers. The exam syllabi for CSE and A-level exams would obviously also have some impact on curriculum content, particularly for 15-16 year old pupils and post 16 education.

Since the Education Reform Act (ERA) (1988), the content of the curriculum for all school subjects, including PE, has been prescribed. The 'what' of teaching PE was made statutory by the National Curriculum Orders of 1992. A limited flexibility in terms of the activities taught (termed 'areas of activity' in the NCPE documentation (DfE/Welsh Office, 1995) exists, and the 'how' of teaching, the pedagogy is still decided by the individual teacher or department.

Health education in schools was afforded greater security over its inclusion by the statutory National Curriculum orders for Physical Education, and also for Science. Health education was also identified in the 1988 Education Act as one of the major cross-curricular themes. Its position was also affirmed by Curriculum Guidance (5) provided by the National Curriculum Council (Emmett, 1994).

Since the introduction of the statutory orders, schools have been given more freedom through changes introduced by the School Curriculum and Assessment Authority (SCAA) and the Qualifications and Curriculum Authority (QCA). Through the slimming down of compulsory programmes schools then had more discretionary time available to teach other subjects, or themes. SCAA recommended that this time be used for literacy and numeracy. In the opinion of Emmett (1994) these changes could have meant more time for health education or less. This would be up to the priorities of the school itself.

The latest development of the National Curriculum for PE is the new secondary national curriculum launched by the QCA in 2007 for implementation from September 2008. This curriculum is based upon new programmes of study which 'have been designed to give teachers a less prescriptive, more flexible framework for teaching, creating more scope to tailor the curriculum to meet the needs of each individual student' (QCA, 2007). This philosophy for curriculum design has implications for the teaching of health in schools as it provides an opportunity to individual teachers, as well as to the profession as a whole, to re-evaluate HRE and the teaching of health within PE. It could be argued that such an individually tailored PE curriculum should be looking more than ever to address the health needs of each student, rather than focussing on teaching a compulsory list of activities as may have been the case under the original NCPE.

It is possible that the introduction of the National Curriculum for Physical Education has caused a change in the form health has taken within PE. The inclusion of health as one of four aspects entitled 'Knowledge and Understanding of Fitness and Health' arguably raises its status as a 'required' element of the PE curriculum. This aspect includes such topics as the effects of preparation, training and fitness on performance, and the importance of exercise to physical, social and mental health and well-being. (DfEE/QCA, 1999).

The National Curriculum for Physical Education orders for England and Wales (DfE/ Welsh Office, 1995) and the revised orders for England (DfEE/QCA, 1999) and Wales (Welsh Assembly, 1999) are examined in detail in the analysis chapters. All three versions of the NCPE examined made reference to health in general statements, programmes of study and attainment targets. These references to health are considered in the analysis in terms of the expression of discourses of health.

2.5.2 Professionally led reform

The final element of the policy legacy for the NCPE is that of professionally led reform and redefinition of good practice. Until recently, PE had two professional bodies, both concerned with the development of the subject and the dissemination of best practice throughout the profession of PE teaching. The Physical Education Association of the United Kingdom (PEA UK) began in 1899 as the Ling Association and became one of two professional subject associations for physical education in the United Kingdom, having nearly 4,000 members. The main objective of the PEA was 'to promote the improvement of physical health of the community through physical education, health education and recreation' (PEA UK, 2005 cited in http://www.pea.uk.com/menu.html)**.** The PEA both represented teachers of physical education and advised them. It disseminated research and models for best practice through its conferences and its publication, the British Journal for the Teaching of Physical Education (BJTPE). It encouraged and facilitated continuing professional development for PE teachers.

The British Association of Teachers and Lecturers in Physical Education (baalpe) was also concerned with the development of PE as a school subject, and the development of teaching and research in the area. It provided guidance for safety within the subject

through its regular publication 'Safe Practice in Physical Education and School Sport (BAALPE, 2004) and took a leading role in the organization of Continuing Professional Development for those involved in PE and school sport. These two subject associations, PEA UK and baalpe joined in March 2006 to form a single subject association entitled the Association for Physical Education.

Other organisations have been set up in recent years whose concerns include best practice within schools. The Youth Sport Trust is a non-governmental charitable organization 'with the aim of delivering high quality physical education (PE) and sport to all young people, regardless of ability' (YST, 2006). One of their roles is to develop programmes in conjunction with a wide range of partners, such as Specialist Sports Colleges and National Governing Bodies for many sports. One such programme is the TOPs Programme, which is aimed at different age groups and abilities and is centred on providing appropriate physical activity within and outside of curriculum time. Another organization is the Institute of Youth Sport which is concerned with producing quality research of and for PE.

A recent development in the arena of physical education is the creation of the national strategy for PE, School Sport and Club Links (PESSCL) by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) in October 2002. The Association for Physical Education and the Youth Sport Trust are involved with the delivery of this strategy. The PESSCL strategy is now jointly led by the Department for Children, Schools and Families (DCSF) and the DCMS. Its website states that 'the overall aim of PESSCL is to enhance the take-up of sporting opportunities by 5-16 year olds' (DCSF/DCMS, 2008). The strategy has several specific objectives, a key objective being that by 2008 85% of school children will spend a minimum of two hours per week on high quality PE and school sport within and beyond the curriculum.

The PE, School Sport and Club Links strategy incorporates the work of Specialist Sports Colleges and the School Sport Partnerships Programme (SSPP). The School Sport Partnerships Programme is a development that now affects a vast majority of schools in England. It is a joint national programme developed and implemented by the Department for Education and Skills (DfES), the Department for Culture, Media

and Sport (DCMS), the New Opportunities Fund (NOF), Sport England and the Youth Sport Trust (http://www.youthsporttrust.org/yst_info_faq_ssco.html). The programme, previously known as the School Sport Coordinator Programme (SSCo) 'focuses on improving the quality and quantity of after-school sport and inter-school competition' (YST, 2005), but can also focus on curriculum PE. This is particularly the case within Primary schools, where primary teachers receive guidance and training from specialist PE teachers, and also in cases where coaching can be provided within PE lesson time in secondary schools. According to the Youth Sport Trust 'Sports Colleges and School Sport Co-ordinators (SSCos) are at the heart of a growing network of sporting communities, creating a dynamic new infrastructure for physical education (PE) and sport'. The programme has grown in size and influence over recent years. As of September 2005, there were 358 Specialist Sports Colleges and 411 school sport partnerships. (http://www.teachernet.gov.uk/ teachingandlearning/subjects/pe/nationalstrategy/Infrastructure)
The Specialist schools programme is another government initiative that may have an impact on health in PE. Sports Colleges (SSCs) form part of this programme which is run by the Department for Education and Skills (DfES). The intention is for Specialist Sports Colleges to 'play an important role in helping to deliver the Government's Plan for Sport. They will become important hub sites for school and community sport providing high quality opportunities for all young people in their neighbourhood' (Richard Caborn MP, Minister for Sport, DCMS, 2004 cited on YST website). The mission statement for the programme states that it will raise standards of achievement in PE and sport for all students attending a college regardless of ability. Colleges are supposed to be focal points for excellence in PE and community sport. They should form links between schools, sports bodies and communities. SSCs are also intended to increase participation in PE and sport and develop the potential of talented performers. Again the focus of this initiative is sport based, more particularly raising standards of attainment in PE and sport. Health is not specifically mentioned in the aims and objectives of the programme, but it is possible some schools may relate the target of increasing participation to issues of health.

One focus of many of the organisations described above is competitive sport and the provision of extra-curricular coaching. However, many have also devoted a great deal of attention to the area of health within physical education. Papers on this subject regularly appear in the British Journal of Teaching Physical Education (BJTPE).

Members of the profession at University level have co-ordinated many avenues for providing information to teachers about best practice for HRE. This has been in the form of academic papers published across the spectrum of PE and Sport journals, INSET training, and resources for teachers such as the HRE Guidance Material devised by the HRE Working Group comprising professionals at University and School level (Harris, 2000).

Another forum for professionally led reform has been teacher education. Initial teacher training has undergone a transformation in recent years; 'The establishment of school-based partnerships and increasingly tight government regulation have reduced the autonomy of universities in the professional preparation of teachers' (Burn et al, 2000). Student teachers now have to meet national standards defined as 'teaching competencies' in order to be awarded qualified teacher status. These apply for all subjects and include knowledge and skills related to literacy, numeracy and ICT. The curricula followed by training providers also has national standards for core subjects. This centralisation of control can be likened to a national curriculum for teachers, whereby all Newly Qualified Teachers (NQTs) will begin their career with similar knowledge, skills and understanding, as set out by government policy in the Standards for the award of Qualified Teacher Status, rather than solely the professional judgment of ITT lecturers. (TDA/DfES, 2006).

2.5.3 Other government policies

Other fields of government influence and policy making can have an impact on school policy and practice regarding health. Emmett (1994) considers the possible impact that arises from the reorganisation of health provision nationally. In particular, Emmett (1994) highlights the reorganization of regional health authorities, the uncertain future of health promotion officers, and the changing role of the Health Education Authority (HEA) (now the Health Development Agency) as factors that may affect the way health is 'delivered' within schools.

Green & Thurston (2002) outlined several indicators that signalled in their view 'a concerted effort on the part of the British government to utilise schools as a vehicle for health promotion'. Many government departments have each produced their own policies or statements concerning their part in this overall plan. The Department for Education and Employment (DfEE, 1997) included health in their white paper

Excellence in Schools. The Health Education Authority compiled a wealth of research on health and physical activity recommendations into their policy statement Young and Active (HEA, 1998). Green and Thurston also cite the Chief Medical Officer's 'call for a re-direction of public health policy towards sport and exercise' (Donaldson, 2000) and the Department of Health's healthy schools initiative as further indicators of the government's intentions regarding the health of the school age population. When researching teachers' perceptions of PE and health promotion, Green & Thurston (2002) describe many of the government's efforts at promoting healthy and active schools (DoH, 1999; Sport England, 1999; Department for Education and Employment (DfEE), 2000) as a 'background of contemporary formal constraints (typically in the form of legislation and policy directives) upon English schools and school teachers'. Government intervention in the area of health, can therefore be seen as both a help and a hindrance to its effective teaching.

Many government policies and initiatives regarding the teaching of health have been relatively short lived. The Grant for Education Support and Training for Preventive Health Education (GEST) came from the Department for Education, but only between 1986 and 1993. This grant provided LEAs with Health Education Coordinators, who provided INSET to their authority's schools and 'helped to raise the levels of activity in schools and increased the expertise of many teachers' (Emmett, 1994). Other schemes have been set up since then. One example is the European Network of Health-Promoting Schools. This project links schools from England, Wales, Scotland and Northern Ireland with schools in other western and eastern European countries. Again though, this may prove to have limited impact, depending on how long the necessary funding can be provided for.

The government programme that does specifically address issues of health is the National Healthy School Standard (NHSS). This initiative is run jointly by the Department for Education and Skills (DfES) and the Department of Health (DH). The Standard was introduced by the government as part of their 'drive to reduce health inequalities, promote social inclusion and raise educational standards' (http://www.wiredforhealth.gov.uk/cat.php?catid=842). The stated overall aim of the scheme is to help schools become healthier. It does this by providing support through local healthy schools programmes managed by LEA and health authority partnerships. It also

provides guidance including national quality standards and funding. In the view of the NHSS scheme;

> "A healthy school is one that is successful in helping pupils to do their best and build on their achievements. It is committed to ongoing improvement and development. It promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards. It also recognises the need to provide both a physical and social environment that is conducive to learning."
>
> http://www.wiredforhealth.gov.uk/cat.php?catid=842 (Department of Health, 2005)

These schemes, initiatives and programmes all form part of the context within which the NCPE is delivered. It is clear that schools may have very different aims and objectives for their involvement in PE and sport, depending on which particular scheme or programme they are committed to. The choice of which route to take may be made by the principles and beliefs of the PE department. It may, however be one based purely on circumstances, or money driven pragmatics. It would be unlikely that any school would remain untouched by any of these outside influences, and so have no other agenda governing the status of, and version of health adopted within the school.

Section 6: Conclusion

This chapter has served to put this particular piece of research into the wider context of health in physical education. It has presented a rationale for HRE, evidencing poor adult health due to lifestyle prevalent in society. Health concerns for today's youth were also discussed. These concerns, such as the rising obesity levels among children, necessitate action to be taken regarding children's health, both for the present and for their future health. Children and young people have been shown to have similar fitness levels to previous generations, but to be less physically active than is deemed

necessary for their health. Physical activity is a lifestyle factor which has a major effect on the incidence of many diseases. It is therefore desirable to encourage children to be physically active, and to carry this on into adulthood. Schools have been shown to be a suitable avenue, certainly in terms of government policy, for this encouragement to adopt healthy lifestyle behaviours.

This chapter has also described how PE has historically been a site of contestation. This can still be seen to be the case today, as different ways of teaching health compete with each other, and with other 'rationales' for PE, for a place in the curriculum. This contestation will be examined in later chapters, as it is played out in the revisions to the NCPE. This policy does not stand alone, however, rather it falls into a policy legacy which places it into a context in which teachers attempt to meet its requirements. This context, one of competition, accountability and of increasing responsibility for children's health knowledge and behaviours, affects the interpretation of the policy by schools and teachers. This will be considered later in the thesis in terms of how the policy is recontextualised and expressed in practice in schools.

Chapter 3: Theoretical background

Section 1: Introduction

This chapter examines the theoretical background to this research, in terms of the philosophies and conceptual framework upon which it is based. The implications of the ontological position in terms of data are set out in this chapter, and explored in relation to methodology in the following chapter. This research draws heavily on the Foucauldian concept of discourse. This chapter discusses the understanding of discourse used as a basis for data analysis, focusing on its definition, effects and formation. It also highlights some of the theories and concepts which may shed light on the data and reveal possible policy and practice implications for HRE and health promotion in schools. The chapter moves on to an exploration of the concept of power and how this may be exerted and take effect on practice in schools. Finally the process of change is discussed, in relation to curriculum change and pedagogy, outlining two theoretical models utilized to examine the data.

Section 2: The philosophy of research

In order to describe the theoretical underpinning of this piece of research, it is first necessary to set out the definitions that will be used for some of the concepts that govern research in general.

The first of these concepts is that of a paradigm. A paradigm is a world view (Patton, 1978), sets of beliefs that are constituted into a system of ideas that judge the nature of reality. It can be simply defined as a belief system (Guba & Lincoln, 1989) which refers to the way in which the world is interpreted and understood, or a 'perspective towards data' (Strauss & Corbin, 1998, p. 128). Paradigms tell us 'what is important, legitimate and reasonable' (Patton, 1978, p. 203). They outline the epistemological and ontological assumptions of the research. There are two basic paradigms that provide a general basis for a set of beliefs: Objectivist and Subjectivist. They may also be referred to as Positivism and Interpretivism.

Mills' 'A System of Logic' published in 1843 is considered to represent the beginning of positivism (Lincoln & Guba, 1985). Positivism is most often linked with the physical sciences, and their 'scientific' method as it assumes an objectivist reality. In this view of reality there is an objective truth that can be discovered, the world can be known through well designed experimentation (Miles & Huberman, 1994, 2000). Opposing ideas about the nature of reality which have followed are often termed post-modern. The 'Interpretative' paradigm is concerned with the individual, is anti-positivist and holds a subjective view of the world of human existence (Cohen & Manion, 1994, 2000). This belief system assumes that humans have free choice, and that their choices are formed by interaction with the world.

One way of viewing paradigms and research is that of a whole package, including beliefs about the nature of knowledge and truth, and the methodology and methods that can be used to obtain knowledge. Another way is to view research as a continuum, rather than purely positivist or interpretivist, in which methods are not attached to beliefs.

A paradigm is based on a set of assumptions. These assumptions are the epistemology, ontology and methodology of the paradigm. The term epistemology is used 'to mean the theory of knowledge', it refers to the methods of scientific procedure that lead to knowledge about the world (Abercrombie et al, 1988). The Objective paradigm has positivism as its epistemology. The truth is something that can be known, the world can be discovered through scientific investigation. There is one shared reality. The Subjective paradigm is based on Interpretivism. Here the epistemology states that there are multiple realities, or at least many different ways of interpreting reality that stem from an individual's 'reading' of information, or data available to them. In subjectivism 'meaning is imposed on the object by the subject' (Crotty, 1998, p. 9). It thus follows that research itself is subjective, meaning is constructed by the researcher. It is not possible, within this post-modern view, to carry out objective research that can describe the truth about a population or individual. As there is no one 'truth' that can be discovered, it is not possible to generalise findings from those cases studied to the population as a whole.

The epistemology for this research is broadly non-positivist. It is based on a relativist ontology, which presumes that there are 'multiple constructed realities' (Denzin & Lincoln, 2003, p. 33). This attention to detail and sensitivity to multiple realities and multiple viewpoints within them as opposed to the search for a single reality is the essence of the constructivist approach (Charmaz, 2000).

Knowledge is seen as a social and historical product, and 'facts' are laden with theory (ibid, 1994). Knowledge, being a social product, is not neutral, but is closely associated with power. Foucault (1972) uses the term 'power-knowledge' to describe how knowledge is constructed within the interaction of power relations that are present in discourses and cultural practices. What counts as truth is determined and regulated by those privileged within the relations of power.

The next section of this chapter goes on to examine aspects of the chosen paradigm in more detail.

Section 3: Principles of subjectivism

3.3.1 Meaning

As this research draws on principles of interactionism and constructivism, meaning is obviously a central concept. According to Barbalet (1999, p. 635) 'meaning not only arises in but also directs and defines action. This is to say that meaning both requires and constitutes sociality'. Meaning is interactively constructed to create social realities. Meaning is not intrinsic to objects, but is created by people, and provides context and purpose to actions (ibid, 1999). So meaning is created through interaction, it is shared between participants. The constructionist viewpoint also suggests that meaning is constructed discursively. Participants draw on discourses to create meaning for their actions. Certain discourses may be privileged or silenced as meaning is constructed, according to the power relations at play within the interaction. Language is central to the construction of meaning. It is the means by which meaning is shared. In a poststructuralist perspective, language constitutes subjectivities.

3.3.2 Multiple readings

As stated earlier, this research is based on the relativist belief that there are many different versions of reality. In research we have only one set of data, but from these data different researchers can provide their own reading of the data, and form their own version of that reality. Miles and Huberman (1994) remind us that qualitative data are about actions, which have meaning. This makes them open to multiple readings: 'Actions always occur in specific situations within a social and historical context, which deeply influences how they are interpreted by both insiders and the researcher as outsider' (ibid, 1994, p.4). The issue of multiple readings of qualitative data is concisely summarised by Miles and Huberman (1994, p.4):

> Different readings and interpretations are possible, but we study a real social world in which our studies can have real consequences in people's lives. There is a reasonable view of what happened in any particular situation. Our accounts of it can be good or poor.

It is hoped that the version the researcher reports will be that which is lived by the participants of the research. It may be that the researcher is able to go beyond simply reporting how others see their reality. Sparkes (1992, p.32, cited in Dowling-Naess, 2001) states that often the researcher aspires to 'gain insights into behaviour and processes that are beyond those available to the people involved in the action'. As will be discussed later when considering issues of quality in research, it is necessary for the researcher to take steps to ensure that the reading they supply is legitimate. One way of doing this is for the researcher to write himself/herself into the text (Gallagher, 1995 cited in Dowling-Naess, 2001).

3.3.3 Reflexivity

Multiple readings of data are possible. Each researcher will exert their own influence on their reading of the text. Understanding this influence, which is often expressed in terms of the researcher's 'voice' is referred to as 'reflexivity'. Mauthner and Doucet (1998, p. 121) state that reflexivity 'means reflecting upon and understanding our own personal, political and intellectual autobiographies as researchers and making explicit

where we are located in relation to our research respondents'. Sparkes (1995) calls this reflection on the issues arising in the research process the 'confessional tale'. Researchers must not only reflect on their influence over their research but also be open about it when reporting. It is not only the influence that the researcher exerts over their data through their own understandings and conceptual orientations that needs to be considered. Miles and Huberman (1994) point out that the researcher is affected by what he/she sees and hears in the field, they are no more detached from the subjects of their study than the participants themselves. It is also not just the reading of the data that can be different between one researcher and another. What is generated as data is also prone to variation, as it is affected by what the researcher treats as 'writable and readable'. Transcription of the collected data 'can be done in ways that produce rather different texts' (Miles & Huberman, 1994).

If the concept of discourse is added into the notions discussed above, it can be seen that discourses are exerted at two levels in qualitative research. Firstly, at the level of the data themselves. The reports and accounts given to us by participants are not a reflection of their true experience, but a discursive production. Secondly, our readings are a constitution of the data, and are controlled by the researcher's location in certain discourses (Gavey, 1989, p. 466 cited in Webb, 2003).

This chapter has so far discussed the paradigm and principles on which the research is based. These principles are often linked with qualitative methods of data collection, as it is believed that only these methods can gain the appropriate depth of data. In order to understand meaning, and to produce valid interpretations of the reality experienced by participants, the data need to be considered in detail and in context. Some researchers may argue that qualitative methods are the only way to gain this quality of data. The following chapter on methodology goes on to examine specific aspects of qualitative research.

Section 4: Discourse

The next section of this chapter moves on from the paradigm on which the research is based to explore some specific concepts that are critical to the analysis of the data. The previous section highlighted the impact of the concept of discourse on a

researcher's thinking regarding reflexivity. This section sets out the understanding of 'discourse' that will be used in this thesis. How this understanding is then used as a method for analysing the data is explored in the next chapter.

3.4.1 Defining discourse

Like others undertaking research in the context of Physical Education (see Rail, 2002; Wright, 1995, 2001; Webb, 2006; Rich, 2001, 2005) the study draws upon the post-structuralist concept of discourse. Discourse can, at its most open include all forms of talking and writing (Clarke, 1992). The term can be used to describe talk and text itself. However, for the purposes of this thesis, discourse is understood as 'consisting of groups of related statements which cohere in some way to produce both meanings and effects in the real world' (Carabine, 2001, p. 280). This is very much a Foucauldian view of discourse. He describes discourse as: 'sometimes ... the general domain of all statements, sometimes an individualisable group of statements, and sometimes as a regulated practice that accounts for a number of statements' (Foucault, 1972, p. 8).

Discourses are about values and interests, and can be thought of as supplying sets of concepts that can be used to understand a topic, defining what can, and cannot be said about it. Discourse defines the ways that an issue is 'spoken of ' through, for example, speech, texts, writing and practice (Carabine, 2001). These various different and sometimes contradictory ways of speaking about a topic or issue come together to build up a picture or representation of the issue. Discourses are not continuous or unchanging over time, nor are they unquestioned. Rather, discourses are constantly contested and challenged. Neither do discourses exist in isolation from one another. Whilst they draw upon existing discourses, they also interact with, and are mediated by other dominant discourses to produce new conceptualisations of their object, to construct a particular version of the topic as real. In this sense Foucault views discourses as productive, they are 'practices that systematically form the objects of which they speak' (1977, p. 49 cited in Wetherell et al, 2001). Thus discourses define and establish what is 'truth' at a particular moment. Foucault (1972; 1981 cited in Wetherell et al, 2001) describes discourses as the historical and cultural production of systems of knowledge and beliefs that regulate the behaviour of an individual in a

culture. According to Foucault, an individual's thinking, feeling and acting are determined by their positioning in specific historical and cultural discourses.

Drawing upon this theoretical framework allows the research to explore how teachers make sense of their actions through particular discourses. Specifically, a Foucauldian concept of discourse is drawn upon in the study to understand how various health discourses are drawn upon (and recontextualised) by teachers within different school contexts. Thus, in the context of this thesis, the research undertaken is not concerned with such matters as Heads of Departments' decisions about curriculum design and provision as a reaction to the social system within which they operate, it is concerned with the meaning that these people have attached to their actions, as made sense of through their positioning in specific discourses. It goes beyond asking what they have chosen to teach pupils about 'Health and Fitness', and examines what they mean by 'health' and 'fitness', why is it that they have these personal definitions, and why they have chosen to teach these concepts in a particular way.

Blackmore (1999, p. 16) describes discourses as 'sets of meanings [that] circulate around practices of particular institutions (education), but also globally and locally, around certain cultural and social practices (e.g. feminism, economic rationalism, the New Right, management)'. In terms of the case study schools, the many discourses relating to education, physical education and sport (and others) find expression according to their relative dominance in both governmental and teachers' policy and practice (Penney & Evans, 1999). The discourses will be played out differently in each school as they are variously drawn upon by staff and pupils.

Discourse is the way that any issue is expressed and communicated. This can be done through practice, for the purposes of this research, what a teacher does in a classroom'[4], or through other forms of communication, spoken or written. These texts include the interview transcriptions from the case study schools, these are the main focus of the analysis. Other texts are also considered. Teachers produce texts other than their practice. They produce department policies, schemes of work and lesson plans, and resources for pupils, and they draw upon resources produced by others. Each issue facing a PE department can be spoken about in different ways. Childhood obesity for example can be seen as an urgent problem that is the responsibility of PE

[4] Throughout this thesis the term classroom in the context of PE refers to any teaching area (such as the field, gym, swimming pool, sports hall).

within schools, or it may be regarded as being a case of unfounded media hype. These two extremes (and any point in-between) will come together to form a representation of the issue, that will doubtless be different in each case study school. As these discourses are productive, they will construct a particular version of, for example, childhood obesity as real, they will define what is 'truth' at that time and in that context.

Discourses do not exist in isolation. They draw on existing discourses about an issue, and concurrently interact with and are mediated by other dominant discourses (Carabine, 2001). Discourse on childhood obesity, for example, will be mediated by other discourses on health, on body image, on individualism and others. It will attach itself to common-sense ideas about what is normal and right, such as the notion that being thin is 'good' or 'normal' and to be fat is somehow to be 'bad' or 'deviant'. Most discourses may then become linked to messages about qualities such as 'good or bad', morality, and acceptability. 'These representations or ways of speaking not only convey meanings about the topic, they also have material effects' (Carabine, 2001, p. 278). These effects are the way in which discourses will dictate what is acceptable (socially, morally and legally) or unacceptable in a given culture at a certain time. The interaction of the discourses surrounding the issue will determine whether it is acceptable for a 12 year old child in the UK to be overweight. In some cultures this may be perfectly acceptable, in others not.

3.4.2 What discourses do

As stated in the previous section, discourses have effects. They combine and interact to form what is accepted as the 'truth' in a certain time and place. It can also be said that discourses can 'also influence the way that people understand or think about an issue' (Carabine, 2001). They determine what can be said or written about an issue, and shape ways of thinking. This is not to say that everybody accepts the same 'truth' without question. Some discourses may be dominant, in that they are the most influential, and the most widely accepted. There will in most cases though be an alternative way of viewing each issue, an oppositional discourse to some extent. People 'position' themselves in relation to discursive practices (Blackmore, 1999). They may agree with some discourses, and be in opposition to others. People are not determined by discourse. It is constructed by people and discourse can have a

constructing or constituting effect, as practices shape possibilities for action and constrain them (Wright, 2000). Discourses may 'have regulatory intentions, but this does not mean that they ultimately result in regulatory outcomes' (Carabine, 2001, p. 270).

Discourses shape our actions by conveying messages about what is, or what is not, appropriate behaviour (Carabine, 2001). Discourse influences how we behave and even how we think. We draw upon discourse as we form our opinions and as we decide how to act. Discourses do not however determine how we act. Each individual chooses to accept discourse, or to contest and challenge it. Individual PE teachers may choose to accept discourse that shapes childhood obesity as being a major problem in today's society that must be addressed as the responsibility of school PE programs, or they can contest that discourse and instead draw upon others. Discourses do not just provide us with one way of speaking about an issue, but variable ways of speaking (Carabine, 2001). They interact with each other and mediate each other to provide new and different ways of seeing an issue and different ways of understanding and responding to the issue (ibid, 2001). The ways of speaking are also variable over time. Different constructions of an issue are dominant at any time and will have different effects and outcomes. Dominant ideas about body image, for example, are historically variable. What is considered to be the desirable body shape for a woman has undergone many changes over the last hundred years, and will no doubt change over the next hundred.

Drawing upon a poststructural concept of discourse allows us to explore the particular discursive effects of health discourses in terms of teachers' understandings of health, and the impact this has upon their sense of self. In particular, it allows for an understanding of how teachers' subjectivities are constructed through these health discourses. Teachers' subjectivities are made possible and constituted through the particular discourses of health (as constructed through gender, class, ethnicity, culture) one has access to. To this extent, teachers' interactions, decisions etc around HRE are infused with wider discourses concerning health. Following Wright (2001), discursive practices thus both constrain and enable possibilities for action with educational settings. Teachers' understandings of self will be played out in the discourses they privilege or subvert in their teaching, and the discourses they draw

upon when talking about their subject. This research is obviously also interested in their understanding of PE ('officially' and at the personal level), and within that HRE, and how these understandings arose.

3.4.3 Power and knowledge

It was previously stated that discourses are (historically) variable ways of speaking about an issue. Discourses are thus variable ways of specifying knowledges and truths. Discourses draw upon existing knowledge surrounding an issue. They can also produce new knowledge and in turn new power effects (Carabine, 2001). Foucault (1991) strongly believed that discourse, knowledge and power are inextricably linked. He argued that power is constituted through discourses. Knowledge is socially constructed and produced by the effects of power and spoken of in terms of 'truths' (Carabine, 2001). These regimes of truth therefore raise questions about how power is exercised in terms of how particular knowledge about health is constructed. Discourses can be seen as the socially and historically situated rules that decide what is and what is not (Carabine, 2001). Meanings are made through discourse and power relations are maintained and changed through discourse (Flintoff and Scraton, 2001).

The idea of context seems to be important in understanding discourse as being connected to knowledge and power. Discourses are embedded within a social, political, cultural, economic and temporal context (Carabine, 2001). It is within this context that a discourse will have its impact, as it draws on and creates power/knowledge networks.

3.4.4 The construction of discourse

This next section of the chapter summarises Bernstein's (1990) theories regarding the production of discourse and the processes that it undergoes before it is expressed in school. Bernstein refers to educational discourse, and his model can be applied to discourses of health and/or physical education.

Bernstein (1990) proposed that there are three fundamental contexts of educational systems:

> Primary context: site of the production of discourse, at which text is developed and positioned in the process of primary contextualisation
>
> Secondary context: site of the reproduction of discourse at which selective reproduction of discourse occurs (for educational discourses this has four levels; tertiary, secondary, primary and pre-school)
>
> Recontextualising context: site of the relocation of discourse, which regulates the circulation of texts between the primary and secondary contexts. This is the official pedagogic recontextualising field, which generates the positions of pedagogic theory, research and practice.

If this model is applied to discourses of health in PE, the primary context is where this discourse is produced. This may be medical research or sociological research which generates the latest findings on children's health, or it may be a government department which decides what should be achieved in schools regarding children's health. The secondary context can be considered to be the education system, the schools at which discourse is reproduced. Discourse regarding, for example, the knowledge of the effects of exercise, is reproduced in schools themselves through teaching and learning. The discourse is reproduced, or expressed in policy and practice at each school. In between these two contexts lies the recontextualising field in which discourse is translated into other forms. It is conceivable that the privileging and silencing of discourse, or aspects of a discourse can occur in this field. Health and physical education discourse may be recontextualised by (and this list is by no means exhaustive) QCA, examination boards, authors of text books and guidance material, Initial Teacher Training providers, and the mass media.

In the interaction between these three contexts, there is potential for what Ball (1990) calls 'slippage'. Tension and conflict between discourses, or sides of a discourse may result in a change in the discourse as it goes through recontextualisation to be passed from the primary to the secondary context. After discourse is produced it is not considered in isolation, but in relation to other discourse. Recontextualising and

reproduction may result in the privileging or silencing of discourse, or a myriad of different ways of expressing this discourse in reproduction. The NCPE could be considered to be a major site of recontextualisation of discourse on PE and health and sport and many other issues. Discourse on, for example, activity trends in adult life and their relation to physical health, is expressed in the NCPE. The requirement for pupils to be given opportunities to be independently active draws on this discourse, it expresses it in a certain way and gives it power in relation to other discourses that are expressed. The way this discourse is recontextualised, and then interpreted in the secondary context may alter its meaning or its power from when it was originally produced, hence slippage can be seen to have occurred.

Section 5: Power, politics and policy

This section considers the role of power, particularly within politics, in the development of the NCPE and its subsequent delivery. Later sections consider in more detail how the National Curriculum may be changed at various levels before what is written in the document is experienced by pupils in their lessons. The role of politics in the development of the education system as a whole is considered. A focus on the National Curriculum Orders themselves then seeks to highlight how politics and the relative power of various parties may have influenced the policy as it stands today. Teachers themselves obviously have an important part to play in the delivery of health in education. Pedagogy and the power held by teachers themselves is therefore discussed.

3.5.1 Definitions of power

Whilst the term politics normally refers to government and state institutions, it can also be applied to almost any social relationship. Dowse and Hughes (quoted in Haralambos & Holborn, 1990) are of the view that politics is about power; politics occurs when there are differentials in power. The various groups with a vested interest in the shape of PE in the National Curriculum can be seen as having a political relationship. Each party has an unequal grounding in terms of power, those with more power may be able to exert greater influence on the development of policy and in turn, practice (see Penney and Evans' (1999) work on the development of the NC

policy).

Different views of power itself may be adopted. A Weberian stance is based around types of authority and how these allow individuals or groups to realise their own will even against the resistance of others. An alternative view of power as put forward by Lukes (1974) sees power as being three dimensional. The most obvious use of power is in decision making, where the preferences of one group may be exerted over another. Power may be used to 'prevent' decision-making. Those with power decide what is to be considered when making a decision. Certain issues may be omitted from this consideration. Not all of the parties interested in the development of PE necessarily have the power to get their opinions and preferences heard by those defining the policy. Power may also be exerted over others in order to shape their wishes. Social groups can be persuaded to accept or even desire situations to the advantage of those exerting this influence. Teachers may come to accept or even want certain policy decisions that affect their work. They may come to welcome a working definition of PE that was not their own through the persuasive action of groups with greater power.

One sociological concept that may be of use when examining policy formation in the UK may be that of 'parties'. These were described by Max Weber as 'groups which are specifically concerned with influencing policies and making decisions in the interests of their membership' (Haralambos & Holborn, 1990, p.73). These parties can range from the main political parties to small interest or pressure groups. The political parties of the UK have had an obvious influence on the definition of PE used in schools, and on the policy that goes some way to dictating this definition. It may be seen that interest groups also exert an influence on the meaning of HRE and PE. Work by Penney and Evans (1999) has highlighted the role of such parties during the policy formation process. Political parties and interest groups are the two main power holders in the pluralist perspective. Both to some degree represent the sectional interests of the members of society. Each of the main political parties in Britain may have a different idea of what PE in schools should be. Further visions of PE are held by the many interest groups that exist (e.g. National Governing Bodies of individual sports, the Central Council of Physical Recreation (CCPR), the British Olympic Committee (BOC), voluntary organisations, the Playing Fields Association (PFA),

and the Association for Physical Education); each of these will have a certain aspect of physical education or sport that they champion for a privileged position in the subject's policy and practice. All of these parties may use their relative degrees of power to influence the decisions being made about PE.

According to some sociologists, schools (and education as a whole) can be seen as an apparatus of the state. Poulantzas (citied in Haralambos & Holburn, 1990) distinguishes between repressive and ideological apparatus of the state. These aim to align the interests of the members of a society with the interests of its rulers. This may be through force, or by socialisation into a certain set of ideals. In this structuralist view of the state, schooling is viewed as an 'ideological' apparatus, that socialises members of society into the dominant ideology. The Marxist stance is that the purpose of this is to maintain the position of the ruling class, through legitimating the status quo (the current class divide). It may be useful to consider the role of PE in maintaining ruling class position, how the version of PE put forward in national policy may serve to legitimate things the way they are. Some may view the current 'recommended' version of PE (as stated in the NCPE) as a means of preventing the development of class consciousness and challenge to the system.

The changes to the education system brought about by the ERA (1988) are viewed as having altered the balance of power between teachers and government. The autonomy of schools and other institutions has been 'very significantly weakened as a result of the radical restructuring initiated in the Thatcher years and continued by subsequent Conservative governments' (Beck, 1999, p. 224). Educational policies have restructured the relationships between government and school. Schools are no longer self controlled, instead decisions are enforced from above (Beck, 1999). Beck (1999) argues that capitalism now runs education. This is achieved through 'market controls' (competition for pupils, competition for funding) and direct controls (prescribed curriculum, inspection). Bernstein (1999) also speaks of the role of the state in determining dominant perspectives in education. The direct and indirect external pressures of the market, or the government have power to act on schools, relative to the (potentially opposing) power of teachers and other parties.

3.5.2 Contestation within the NCPE

Power has been traditionally seen as a quality you either have or do not have. This structural view of power is too limited to be a useful way of looking at the National Curriculum and health in the context of this thesis. A later section will show that teachers' identities matter, and that the curriculum is affected greatly by the context into which it is placed, in terms of related policy and society as a whole. Others, such as Penney and Evans (1999), view power as being much more fluid. The concept of 'positioning' will be particularly helpful for making sense of many of the issues raised in this thesis. It should be recognised that people, or groups of people can have power in certain situations. As an example, teachers are positioned by the curriculum in some ways, as it broadly defines what they teach, and they are unable to choose to teach that curriculum or otherwise. However, in other ways teachers do have power, as they have control over how they deliver that curriculum.

It must be remembered that the National Curriculum itself was not drawn up by a group of people with unchallenged power. As mentioned before, there were many parties, each with their own ideas of what PE should be and each with their own power in certain contexts. Bines (2000) sums up the creation and realization of the NCPE when stating that 'policy is inevitably a balancing act between different pressures and has to mesh with contexts and legacies and competing aspirations and views'. Different parties exerted their own influence over the policy in different ways. Some may have had power arising from being in a position of authority within the government. Others, such as teachers, may have shown a more collective form of power during the consultation process.

Traditional theorists held strong views about the nature and purpose of education. Henry Giroux (a Marxist) (cited in Haralambos & Holburn, 1990) viewed schools as sites of ideological struggle. Education was seen as an arena for clashes between cultures, as different classes, religious and ethnic groups all try to influence the content and process of schooling. Durkheim (cited in Haralambos & Holburn, 1990) thought that the transmission of the norms and values of a society was a major function of education. Debate about education may not be framed in the same terms now, but there is still as much conflict over what counts as PE. Ball (1990, p. 43)

stated that 'government education policy is likely to exhibit an amalgam, a blending of tensions, a managing of nascent contradictions' (cited in Bines, 2000). The strength to which each contradiction is present in the end result (the policy document) depends on the positioning of those people and parties contesting the policy. What counts as PE is not limited to decisions about which games children will learn, or whether all primary school pupils should be taught swimming. PE may be one medium through which values relating to sport and physical activity are transferred to the next generation. Particular ideas of what sportsmanship means for example, or the idea of fair play, or even what constitutes valuable physical activity can be given to pupils at school through the PE curriculum. This may be achieved through what is taught, and also how it is taught. The decisions regarding what forms of activity are included in the NCPE can therefore have an impact on what the society of the future regards as being 'sport' and what it sees as acceptable forms of exercise. It has been said that the Conservative government that produced the first versions of the NCPE had an interest in promoting traditional 'English' sports in schools (termed 'cultural restorationism' by Penney and Evans, 1999). A heavily team games dominated curriculum was produced, as opposed to the many other possibilities; such as a multicultural curriculum introducing games and forms of activity from other countries and cultures, or a curriculum based around health promotion, or learning through outdoor education. It seems then that those with the power to decide what became the NCPE valued team games above other versions of PE.

Section 6: Pedagogy and the power of the teacher

This section considers the importance of pedagogy and how teachers themselves can be considered as having their own power to influence decisions affecting their work.

3.6.1 Underpins teaching and learning

The dictionary definition of pedagogy is the 'the function or work of a teacher' or the 'the art or science of teaching' (Dictionary.com, 2006). Abercrombie and Turner (1988) consider pedagogy to be the art of teaching. Pedagogy is therefore of utmost importance when considering how a particular topic is delivered in schools. Penney & Waring (2000, p. 6) describe pedagogy as 'a concept that underpins rationale,

curriculum design, teaching and learning' (cited in Armour & Fernandez-Balboa, 2001). It may also be useful to consider pedagogy, or 'pedagogical practices' as practices which are 'informed by different educational philosophies and their assumptions about learning, the intellectual status of the child, teaching style, and curricula' (Abercrombie & Turner, 1988, p. 53). It may be the case that within schools and departments themselves pedagogy is the basis for practice, but it may be questionable to assume that pedagogy is the basis of curriculum design at a national level. As was considered earlier, the development of the NC orders was subject to many influences, directed by the viewpoints of many interested parties (Penney & Evans, 1999). Pedagogy itself, in terms of best practice, may not have featured very strongly amongst these influences

It may be more appropriate in this context to consider pedagogy only at the level of subject departments and teachers themselves. Leach and Moon (1999, p. 274) 'argue that pedagogy is about the relationships between four key elements of education: teachers, learners, learning tasks, and the learning environment' (cited in Armour & Fernandez-Balboa, 2001). This 'definition' of pedagogy seems more applicable in the current educational climate in which the 'what' of teaching is prescribed by the NCPE. The 'how' of teaching is to a degree dictated by the elements listed above. How a teacher may try to teach an element of the NCPE, such as 'how different types of activity affect specific aspects of their fitness' will be decided by many of these factors. The learning environment may be the type of school or college itself, and the general ethos of that school and PE department. It may also refer to the facilities and resources available. So, the learning environment may be a Specialist Sports College with a focus on elite performance in competitive team sports. The college may have a fully equipped gym and a heart rate monitor for each student. Alternatively, the teacher may be in a small rural high school, in the middle of a Healthy Eating Week. They may have a small hall and 10 skipping ropes. The learners themselves are again very different in these two contexts, students can vary greatly by (developmental) age, ability, gender, size, fitness, attitude and behaviour even within a single class. Facilities and resources may be a factor in determining the learning tasks, but ultimately these will be decided either by the teacher themselves, or by the department when designing each scheme of work. The teacher is the final element in the relationship. Teachers are arguably the most important element, their beliefs about

education and the subject they teach are, in the opinion of Leach and Moon (1999), at the heart of the dynamic process of pedagogy' (cited in Armour & Fernandez-Balboa, 2001)

3.6.2 Importance of teachers' views and perceptions

Much research has explored teaching and pedagogy and the role that teachers themselves play in deciding pedagogy. Some see pedagogy as a question of personality and identity. Wragg et al (cited in Armour and Fernandez-Balboa, 2001) have stated that 'the way people teach is often the way they are' (p. 217). Pedagogical practice is, in this instance, seen as a reflection of the teacher as a person. Other writers believe that the relationship between teacher and pedagogy is a two way interaction, and each affects the other. Armour and Fernandez-Balboa (2001) assert that 'our pedagogy both influences, and is influenced by, who we are as persons'. The importance of considering the teacher as an individual when seeking to understand teaching is reiterated by others. Goodson (1992) believes that 'an understanding of pedagogical practice is impossible without an understanding of teachers' lives'. The basis of this argument is that teaching itself is something deeply personal, and to understand and improve it requires an understanding of the teacher as an individual (Goodson, 1992; Nias, 1989 cited in Dowling Naess, 2001).

Beliefs and perceptions are an important part of an individual's personality. A teacher will develop these as they go through their life, and their career in education. Teachers of PE may hold a wide range of different beliefs about the purpose of physical education. Some may consider the identification of sporting talent as being of great importance. Others may be driven to provide young people with a valuable experience of adventure and challenge in the outdoors. Health is an issue that, with current policy and media attention, confronts all PE teachers. Many of those interviewed by Green & Thurston (2002) considered health promotion to be, either implicitly or explicitly, the function of PE. This may be an opinion held by many in the profession, but health is competing with many other rationales for the subject.

3.6.3 Influences on pedagogy

Teachers are influenced and affected by many of the ideas and concepts around them, both in school and outside of education as a member of society. All of these outside factors will have an influence on their pedagogy. Armour and Fernandez-Balboa (2001, p. 219) describe teaching as a process of making a 'myriad of meaningful connections'. Perhaps the most important of these connections are those made 'to and between other persons, and other facets of life'. A teacher's own health and well-being and the choices they make around this may affect their pedagogy. A teacher's own sporting career may perhaps be one of the most influential factors influencing their pedagogy. It may give them a leaning towards focusing on the gifted and talented, in a particular sport or genre, or it may make them more inclined to help less able pupils. A teacher may place more value on competitive team games, if that is what they succeeded in, or may feel it is important to encourage pupils to take up lifetime activities or take an interest in training for fitness. Teachers may be inspired by people they work with, or by their own teachers at school. How a teacher teaches can be affected by other factors in school. Whether they are happy at that school, motivated in their professional career and if they feel supported by management may all affect what happens in lesson time. Teaching can also be affected by factors outside of school such as their home life and friends.

Pedagogy is shaped by the teacher as an individual. That teacher will have been shaped themselves as they moved from being pupil to teacher. Their own school experiences may have been a starting point both for their chosen career and their pedagogy (Rich, 2002). University, teacher training and the NQT year in a school all shape the teacher and their pedagogy (Dowling Naess, 2001). It may also be argued that pedagogy does not stay static as a teacher continues his/her career.

Research with student teachers into pedagogy and teaching choices was carried out by Burn et al (2000). The most significant factors affecting teaching were found to be the pupils, most commonly as a whole class, but also as subgroups and individuals in some cases. The influence of the pupils on pedagogy is described by Burn (ibid, 2000) as being consistent with the accounts of experienced teachers.

3.6.4 Power of the teacher

The teacher then is instrumental in determining many aspects of the learning experience for their pupils. Their pedagogy influences the learning tasks used, the teaching styles used and elements of the learning environment. It can be argued then that teachers have a certain degree of agency within schools.[5] The current nature of the National Curriculum orders provides teachers with some flexibility to decide which Areas of Activity they will deliver (and which activities/sports are taught within these areas), and also how they go about teaching the required knowledge, skills and understanding. Teaching may be seen as occurring within the restraints of the NCPE, or even despite the NC (Schön, 1983 cited in Dowling Naess, 2001). Other researchers have questioned the nature of the teaching of PE under the National Curriculum. Evans et al (1996, cited in Flintoff & Scraton, 2001) consider the nature of pedagogy in PE and the kinds of learning environments experienced by young people in the delivery of the NCPE.

Teachers have the power to control, to a certain extent, the learning experience of their pupils. It may also be the case that teachers consider themselves to have a personal impact on pupils. Research has shown however, that teachers are not often seen as role models by pupils, and do not have a great deal of influence over pupils' lives, particularly outside of the school context (Galbo, 1983, 1984 cited in Bromnick & Swallow, 1999).

3.6.5 Possible changes in control over pedagogy

The National Curriculum Orders at present dictate the content of school curricula. The intention is for school children to receive broadly the same experience regardless of the specific school they attend. There is some flexibility within this control to allow for the individual circumstances of schools. Schools, and teachers also have control over pedagogy. Bines (2000) is of the opinion that this situation will not last. Not only does Bines believe that 'centralised and prescriptive control of the curriculum will continue' he also argues that 'standardisation is likely to be directed increasingly towards pedagogy as well as curriculum content' (ibid, 2000). The DfES' Secondary

[5] Agency – the ability and power to act (Dowling Naess, 2001)

Strategy, incorporating the Key Stage 3 Strategy, could be considered as an example of this. The strategy aims to be 'strengthening teaching and learning across the curriculum for all pupils aged 11 to 14' (DfES, 2006) and it hopes to achieve this through the provision of resources, training and practical support.

The effect of the ERA and subsequent developments on school management and headteachers were discussed in the previous chapter. The many changes that have taken place within the education system in recent years have also had effects, both directly and indirectly, on teachers.

One of the noted features of many of the changes imposed by government and its 'quangos' has been the limited timeframe in which schools and other institutions are asked to respond (Beck, 1999). Many imperatives are short term in nature, and opportunities that arise and disappear quickly. In order to thrive, or for some, survive, schools have to excel at market responsiveness, seizing on new initiatives and opportunities as they present themselves (Beck, 1999). This constant change in response to external forces has an effect on teachers and their professional lives. No longer is there any accepted long term value to knowledge itself. Instead, teachers are continually asked to re-train and re-form their teaching in response to whatever need is highlighted next (ibid, 1999). PE teachers, as an extreme example, have within the course of their careers, at one moment been asked to restore the international sporting success of their country, and the next been required to rescue it from an impending doom of rising obesity levels. It may often be the case that a teacher or department is required to change focus in order to qualify for the latest dose of assistance, whether in the form of resources, training or funding. Someone previously committed to providing a broad and balanced curriculum for all may need to become devoted to providing extra-curricular coaching for the talented in their new role of 'School Sport Coordinator' (SSCO), for example, in order to be considered effective in their new role.

As well as changing the role and rationale of the teacher, overall changes to education have meant changes to their career structure. This is now highly structured, taking the form of different levels a teacher is expected to achieve during their career. Portfolios showing evidence of the required competencies must be maintained. These are

assessed by the headteacher after a set number of years in order for the teacher to move to the next 'threshold'. With this system 'career *advancement* is likely to require at least an outward accommodation to the 'system'' (Beck, 1999). This career structure may then have the effect of reducing the agency of teachers. It may also create a divide between teachers who are 'professionally committed' and those who are 'vocationally committed' (Ball & Goodson, 1985 cited in Dowling Naess, 2001).

Section 7: Models of change

The above section has focused on changes within education and PE and the effects that these may have had on teachers. This last part of the chapter looks at two models of change that have been put forward, which may be used to examine the reactions of teachers in the case study schools to changes occurring in education in general and in health specifically in their own schools and departments.

The first of these models is that put forward by Fullan (1991). This model is based on three critical factors in implementing change; the characteristics of the change itself, local characteristics and external factors. Each factor has a number of themes, as set out (with selected examples) below.

A - Characteristics of change

- need (for example forced change results in no real change)
- clarity (about the objectives)
- complexity (amount of change required, and the starting point of each person)
- quality/practicality (unavailability of materials and resources, adopt decisions on grounds of political necessity/need without time for development)

Change must be practical, address an identified need, fit into the context, and include a means of making it work. Change should be agreed, and needs time for discussion and development.

B: Local characteristics

- district (degree of centralisation, role of LEA, support)
- community
- headteacher (a strong influence on the effectiveness of change)
- teacher (personal issues, relationships with other teachers)

C: External factors

- government and other agencies (whether change results depends on how change is introduced and whether implementation is followed through and support is given. Change also requires understanding by teachers, and their time.

Fullan's model is very much based on the context into which change is applied. The same could be said for the model proposed by Sparkes (1990). This model focuses on the different levels of change that may result from the introduction of an innovation, or other cue to a process of change. These levels range from surface or superficial change to real (deep) change. This is illustrated in the figure below (Sparkes, 1990 p. 4)

Levels of Change

Surface Change (relatively easy)

Level 1 The use of new and revised materials and activities, for instance, direct instructional resources like curriculum packs.

Level 2 The use of new skills, teaching approaches, styles and strategies, that is, changes in teaching practices with attendant changes in the teaching role

Level 3 Changes in beliefs, values, ideologies and understanding with regard to pedagogical assumptions and themes. This can involve a major re-orientation of philosophy and self-image.

Real Change (very difficult)

Sparkes sees surface change as being very easy to achieve, but deeper change, which

he says requires 'significant movement at all three levels' (1990, p.4) as very difficult. This model may facilitate the consideration of the depth of change occurring in the case study schools in response to changes in the NCPE, or to other stimuli for change.

Section 8: Conclusion

This chapter has set out the theoretical and paradigmatical context for this research. It has also highlighted some of the theories and concepts which may shed light on the data and show some possibilities for a way forward for HRE and health promotion in schools. This research utilises the interpretive paradigm and is based on a relativist ontology which claims that multiple constructed realities exist. A constructivist approach is adopted to make sense of the meaning attached to words and practices by participants. The way in which knowledge is perceived forms the basis for how data are collected and analysed. The methods used to do this are described in the following chapter. Data must be gathered which are sensitive to multiple realities and constructed meaning. The data require analysis in a way which does not attempt to establish a universal truth, rather analysis which looks for the meaning of the reality lived by each teacher in each context.

In line with the above theoretical discussions, the chapter subsequently discussed discourse and discourse analysis (see Weedon, 1997; Wright, 1995) which is outlined in the next chapter. A Foucauldian view of discourse is adopted in this research. Teachers draw on a multitude of discourses, and these are variously privileged in their practice. These discourses undergo much alteration before reaching the classroom. The theories of Bernstein and Ball have been adopted as explanations of how discourse is recontextualised at different stages in the education system. Discourses privileged at one level may not find similar expression in another. The notion of the power of the teacher is used to explain this expression, as they are able to draw on different discourses and enjoy differing degrees of freedom to recontextualise and express these in practice. Finally, the chapter discussed two models of change which can be used to explore the responses of schools and teachers to changes in the official National Curriculum for Physical Education document. PE department's responses to this change in policy will occur on different levels, from superficial to deep, and be affected by a range of factors.

Chapter 4: Methodology

Section 1: Introduction

This chapter discusses many of the decisions that have to be made when conducting a piece of research and examines some of the issues facing all researchers. I will attempt to put forward my viewpoint on these issues and the positions adopted for the purposes of this research. I will then go on to focus on the methods of this particular study.

This chapter addresses the questions proposed by Crotty (1998 p. 2) regarding the elements of the research process. It outlines the methods used in the research as well as the methodology governing the adoption and use of those methods. These are linked to the theoretical perspective and epistemology underlying the chosen methodology.

To begin answering these questions, I need first to reflect on my own development as a researcher. It still seems strange to be writing about myself in a research report. My writing skills are more practised and flowing when describing a scientific experiment with no mention of myself as the researcher. I had always thought that the world was there to be experimented on and learnt about. Even during my degree studies, the use of people as subjects in whom only the independent variable ever changed was never questioned. As a subject myself in many projects, I knew that reasons for my actions were more psychological than physical. I stopped running because I was bored after 3.5 hours, not because of muscle glycogen levels. My sprint speed was higher because a senior lecturer had just walked into the laboratory, rather than because of hormone x. It was not until beginning my PhD studentship that I started to question my long held assumptions about truth and knowledge and 'proper' research. I soon became aware of the multitude of factors I was going to have to consider because I was conducting my research in a school not a laboratory. I was not going to be able to look at the effects of changing one variable, such as the National Curriculum document, I was going to have to explore a myriad of interconnected variables. The specific research questions for this thesis and the approach used to answer them have changed considerably over the years as I have been exposed to new ideas about what research

is, or can be, and the methods that can be used to carry it out. Simple positivist scientific research was what I did, and enjoyed, at school. At University I opted for modules heavy in numbers, right and wrong answers, finding things out by 'seeing what happens when'. Very soon into the PhD I was able to fit my own recollections of doing research as a human being into scientific and philosophical debate over what can be known and how. I knew my quantity based 'positivistic' science approach would no longer suffice. My focus also changed from wondering just 'what' happens to include thinking about 'why' it happens, and how one might change what happens.

The previous chapter discussed in some detail my views on research and its underlying philosophy as they stand at the moment. Following on from this, I will provide a brief overview of my research and its methodology. The research agenda for this thesis is centred on gaining insights into the process of policy and its expression in practice that go beyond the rhetoric from government agencies and teachers. In order to generate more good practice in schools, it is necessary to gain access to what teachers actually do, in terms of their policy and practice, and understand why they make the decisions they do. A case study approach has been adopted to permit analysis of the expression of key texts at a range of levels. These texts range from the National Curriculum for Physical Education (NCPE) through to texts produced by Local Education Authorities, to policies developed at the school and department level, and eventually at the level of practice itself.

This study proposes to examine changes in policy and practice relating to the delivery of HRE as reported by Harris (1997) and following the dissemination of the 1999 revisions to the NCPE (DfEE/QCA, 1999; Welsh Assembly, 1999). The study will also examine the possible influences on these changes (these may include, for example, ITT, Sport England, and the mass media) and influences on teachers' policies and practices.

Section 2: Qualitative research

Due to the wide range of variables occurring in the educational setting, and the existence of 'free choice' in teachers' decision making (Cohen & Manion, 1994) the interpretative paradigm will be used as the philosophical basis for this study. Methods eliciting qualitative data will be used in this study, not simply because of their prior association to the chosen paradigm (Bryman, 1988; Denzin & Lincoln, 2000), but because they are felt to be the most appropriate (Locke, 1989; Reichardt & Cook, 1979). Griffiths (1998) highlights the need for qualitative rather than quantitative research, as the institutions and individuals of education are all located within complex social contexts. Miles and Huberman (1994) also advocate the use of qualitative data with an emphasis of participant's lived experience as they are 'well suited for locating the meanings people place on the events, processes and structures of their lives'. Quantitative methods are employed in this study, and the reasons for this are explained throughout the chapter.

The use of qualitative data raises some considerations that may be very different from a quantitative based research design. Very different principles and viewpoints govern the generalisabilty and the criteria for quality of the two types of research.

4.2.1 Generalisation

Analysis of qualitative data does not normally lead to generalisable results. Findings are not extrapolated from the sample itself to the population as a whole. In most research this may simply be due to the small sample size, which would not be considered generalisable even within a quantitative framework. Research designs based on case studies tend to have small samples, mainly for the manageability of the research and the restrictions put in place by the availability of resources. Case study research analysis looks for trends and similarities rather than theories that can be applied to cases outside the research with a certain probability of correctness.

The strength of case studies and a qualitative approach is a closer focus and depth of data on localised contexts. The strength of the research 'which is particularly relevant to discourse analysis is that of the quality or detail of transcription' (Taylor, 2001). Quantitative studies conversely aim to collect a limited amount of data on a large sample of cases. The two approaches have a different view of generalisation. Quantitative research utilises statistical generalisation which states that x exists in a

certain percentage of cases, or that in a proportion of cases x leads to y. This type of generalisation assumes that the same results (percentages) will be found in another sample from the same population. Bassey (1998, p.5) introduces the notion of 'fuzzy' generalisation, which can be applied to qualitative research. 'Fuzzy' generalisation states that 'in cases similar to the cases I have studied it may be found that x leads to y'. Miles and Huberman (1994, p. 29) imply this type of generalisation when they talk of generalising from one case to the next on the basis of a match to the underlying theory, not to a larger universe. If results are not generalised to the population as a whole then it may be argued that research can never have the full picture, it does not know if the effects that occurred in the case study schools will occur in all schools, for example. From this perspective, research is never finished. Cronbach (1975) uses the notion of a 'working hypothesis', where the outcomes of a piece of research are used as the starting point for the next piece. In this way, research can gradually build a more complete picture.

My research is based on constructivist assumptions and it is these that are the main rationale behind my approach to generalisation. Within my adopted framework there is no one truth that can be known, no one generalisable answer. Therefore, I am not seeking an overall reality, but looking to discover the individual realities that exist in the selected schools.

2.4.2 Quality in qualitative research

Qualitative research has different measures of quality from quantitative research. It is not judged by the generalisability or validity of objective research, but instead challenges these concepts. The generalisability of findings has already been discussed, so I will concentrate on other measures of quality that have been proposed. When discussing quality, Lincoln and Guba (1985) refer to the trustworthiness of research. Miles and Huberman (1994, p. 10) state that the strength of qualitative research lies in the fact that data are 'buttressed by local groundedness' (i.e. the data have been collected in close proximity to a situation). Thick descriptions and the provision of a real context provide the data with a richness and holism that underpin the quality of the research. Miles and Huberman (1994) also discuss issues of the justification and legitimacy of qualitative research. They consider in particular the trustworthiness and

authenticity of findings. This is the equivalent of the validity, reliability and replicability of 'traditional research'. Lincoln and Guba (1985) also provide a list of criteria that serve as alternatives to traditional views of validity. In their view, research should be judged on its credibility, transferability, dependability, confirmability and use of reflexive journals.

Taylor (2001) refers to the three traditional criteria when considering the quality of discourse analytic research. Reliability concerns measurement and refers to how well the research tools can be relied on to measure consistently. Tools should provide the same results regardless of the researcher using them. Validity considers whether the research measures what it purports to measure, and not something else. It is therefore the criteria for the truth or accuracy of generalisations made within the research. This is the external validity of the research. The internal validity refers to claims about the case being studied. Replicability combines the other two criteria in order to evaluate the research as a whole. If a project is well designed and well reported then another researcher will be able to replicate the project and achieve the same or similar results to the original study.

This section has briefly described the three criteria as they are used to evaluate objective, quantitative research. Here research is conducted on an outside world, with the aim of contributing to the sum of knowledge about the world. Findings 'reveal enduring features and predictable causal relationships' (Taylor, 2001, p. 203). Postpositivist research is based on different assumptions, and so does not use the criteria in the same way. Research is not carried out on an outside world, but is 'assumed to be situated, meaning that claims which are made can refer only to the specific circumstances of place, time and participants in which the research was conducted' (ibid, 2001). As stated in an earlier section, I fully acknowledge the reflexivity of my research and its subjectivity. My research does not produce truth, knowledge of the world, but instead a construction of reality. This is not because the research is weak, but because all knowledge is 'considered to be situated, contingent and partial' and because 'reality itself is not single or static' (Taylor, 2001, p. 205). Reflexive research should acknowledge and be explicit regarding the inevitable biases that exist within the research process. The objectivity and external reliability of the

project relies on striving to maintain relative neutrality and 'freedom from unacknowledged researcher biases' (Miles & Huberman, 1994).

The criteria of validity and reliability may still be applied to my research, but the assumptions on which the research is based need to be borne in mind. Validity in this case refers to the strength of the conclusions made by the research, whether they are the 'right' conclusions to arise from the data. It may be more helpful to refer to the credibility of the conclusions rather than the validity. Participants in the research provided their interpretation of their experiences. I recorded these accounts and constructed my own meaning. Other researchers working with the same 'texts' would construct their own meaning. This may be similar or dissimilar to my version, depending on the discourses and paradigms drawn on by myself and them. The interpretations of the data must be credible and accurate if the research is to be judged as valid (Creswell & Miller, 2000). Taylor (2001) refers to credibility as the 'quality of the interpretation'. Conclusions are credible if they make sense, if they provide an authentic view of the situation (Miles & Huberman, 1994).

Creswell and Miller (2000) suggest ways in which credible research can be achieved. The researcher must gather enough data for their interpretations to be informed and accurate, the researcher may allow participants to confirm the interpretations made and also the researcher may use people external to the project for guidance. In the case of this research project, data collection was as complete as resources and teacher co-operation would allow. The lesson observations in particular give great depth to the data collected for that case. Research colleagues have been consulted throughout the research process. Some provided ideas regarding theories that may be used, others introduced the researcher to discourse analysis. My analysis of the data has been examined by outsiders, and feedback provided. The only method recommended by Creswell and Miller (2000) that has not been used is the confirmation of interpretations by the participants. This is referred to by Taylor (2001) as 'the researcher seeking feedback on the research from participants'. This was due to the time pressure on the teachers involved. It was difficult for many of them to find the time for interviews and paperwork. To ask teachers to re-read all their data would have been an unreasonable request.

Creswell and Miller (2000) also provide options for making qualitative research valid. Some of these, including researcher reflexivity, member checking and rich description have been discussed earlier. They also suggest using triangulation to ensure validity. My research uses more than one method of data collection, so data from different tools (interview, documentation, observation) can be used for triangulation. Some authors argue that combining qualitative and quantitative research methods also allows triangulation. I will discuss this further when I highlight the quantitative aspect of the research. Triangulation is meant to work by taking the point at which the data resulting from different methods meet (triangulate) as representative of the truth of the situation. From the poststructural perspective adopted for this research, there is no 'truth'. Instead of triangulating, data from different methods are used to provide multiple readings of the situation or context, which will not necessarily always concur. By using triangulation in my research, I am not attempting to make a 'tacit truth claim' (Taylor, 2001) but merely to provide myself with a means of evaluating the data, and the conclusions I draw from them.

The credibility of conclusions may depend on the type of understanding that the research produces. According to Miles & Huberman (1994), a study may be descriptive (what happened), interpretive (what it meant to the people involved), theoretical (concepts and relationships are used to explain actions and meanings), or evaluative (judgements of the value or worth of actions and meanings).

High quality qualitative studies should also have natural validity (ibid, 1994). Events and settings that are studied should not be contrived and not modified by the researcher. Completing the data collection in the context of the school itself helps to maintain natural validity. The lesson observations that took place were of the same unit of work that was normally taught at the school, no interventions were made by the researcher.

The external validity of qualitative research is related to its transferability. I have already stated that conclusions should be credible and accurate. The transferability or generalisation of the conclusions should also be considered. This is strongly related to the usefulness of the research, both in terms of the real world (as will be discussed later), and in terms of providing explanations that may be applied to situations other

than the one being studied (Potter & Wetherell, 1987 cited in Taylor, 2001). Firestone (1993, cited in Miles & Huberman, 1994) proposes three possible levels of generalisation: from the sample to the population, analytic generalisation (theory connected) and case to case.

My research does not make any claims that its conclusions are generalisable to the whole population. I do not state that what may be the case for the schools studied will be the same in all UK secondary schools. It may however be that conclusions could be transferable to other cases (single schools) given similar contexts. The transferability of findings will obviously affect the applicability and utilisation of the findings. What the study does for its participants and its consumers is also affected by the orientation of the research. My study has not adopted an action research orientation, it is not intended to use the findings to directly cause change in those schools involved. It is hoped that the findings will provide enhanced levels of understanding, and this may become the starting point for further research, or may in itself allow its consumers to take informed action. Taylor (2001) suggests that the validity of research may be judged by its persuasiveness or fruitfulness. Here a valid piece of research would provide a solid basis for further research by other people. A related means of evaluating the quality of the research has been proposed by Taylor (2001). Here the authenticity of the research is determined by considering the relevance of the project as a whole. It must be remembered, however, that merely being relevant to a current social issue or political event does not guarantee the value of the analysis (ibid, 2001). This thesis, as suggested in the introduction and literature review, is of particular relevance to both political events (the revision of the National Curriculum) and current social issues (the health of the nation's young people).

One further criterion that has been proposed for assessing the quality of qualitative research is rigour (Taylor, 2001). This may sometimes refer to the use of quantitative techniques as part a qualitative project. Its main meaning is concerned with the systematic nature of analysis, which attends to 'inconsistency and diversity' (Potter & Wetherell, 1987 cited in Taylor, 2001).
I stated earlier that the strength of qualitative research lies in its rich detailed description. This alone, however is not of the greatest use to consumers of research. Miles and Huberman (1994) highlight the need for good documentation, from record

keeping to data display in order to make the research effective. Reporting can be more difficult for qualitative research as it does not have the standard format of quantitative research. This is something I referred to earlier, when I spoke of my personal difficulty in adapting from the scientific reporting style of my previous research, to the reflexive, author present style required when using post-modern ideas. Documentation serves many purposes. It allows the author to connect with their audience (self, readers and other researchers). This is usually done through the presentation of the data. There is no standard way of achieving this. Miles and Huberman (1994) have shown that this can be done through stories, poems, tables and networks, to select a few. In displaying the data for an audience, the researcher must first select which data to display. There is a possible problem in qualitative research in that few researchers have fully described how they moved from a large data set to the conclusions they present. This has implications for the credibility and replicability of the research. Throughout this project, I have endeavoured to keep a log of all the decisions made during the process and the reasons behind them. This was achieved through a combination of a research diary, a weblog, meeting minutes and a collection of memos. This part of the process is particularly important during the analysis of the data as it is here that researcher subjectivity should not go unacknowledged.

In summary, the following criteria can be used to check the quality of qualitative research. These criteria are adapted from the ESRC framework for assessing research evidence (Spencer et al, 2003). Research should be 'contributory', advancing the wider knowledge or understanding. This is the usefulness and transferability of the research. Although my research is not seeking a 'truth', an objective record of reality, it does aim to add to the understanding of policy and change within physical education. Research should be 'defensible in design and rigorous in conduct'. My research aims to be reflexive, acknowledging subjectivity and also aims to provide sufficient documentation regarding the research process to make it replicable. Lastly, research needs to be 'credible in claim'. It should offer well-founded and plausible arguments about the significance of the evidence generated. The view of knowledge that this research is based on limits the claims that can be made, as does the nature of the data (qualitative) and the sampling. I will not claim that my conclusions are generalisable, but they may be transferable. They do not represent reality, but one version of it.

4.2.3 Ethical issues

This project does not have to deal with some of the more traditional ethical issues facing research. It does not involve any experimentation or intervention, or working directly with children. Ethical issues that arose during data collection were in regards to the recording of interviews. Written permission was sought from all participants being interviewed prior to the start of each interview. It was decided not to use video recording of the lesson observations as I did not feel that video recording was necessary. In addition, it would have required written permission from the parents of every child in the class which would have taken a great deal of time, both my own and the teachers at the school. I was able to collect my data using observation notes and audio recording of the teacher using a short range microphone.

Ethical issues for this research were more along the lines of those issues discussed by Miles and Huberman (1994). Post-positivist research tends to lack a systematic approach to ethical issues. Instead, research based on multiple realities and researcher interpretation is more focussed on the means and ends of the research itself, as well as the impact of the research on the participants. Relationships with participations were based on trust and confidentiality, and their anonymity was assured. No identifiers are used in the report. Aside from time, there were no costs to participants. Measures were taken to limit the disruption to their teaching. Schedules were arranged wherever possible in advance, around non-contact time and at the end of the school day. Benefits of the research may not in this case be immediately tangible to the participants. However, all participants were given the opportunity to request a copy of the final report. Efforts were made during lesson observation to assist the teacher, and certainly to not cause any disruption to the lessons. This had to be done within the constraints of researcher influence, I did not want to get too involved with the delivery of the lesson, or have any unsolicited discussion with the pupils. I was able to assist in the setting up of equipment, and the demonstration of activities, where specifically requested by the teacher. The benefits of this project are more in terms of the impact of the research on future policy making and approaches to facilitating change in schools. It is hoped that understanding gained may filter through to the schools involved. Benefits may have been gained more directly by participants had they wished to receive copies of papers and reports resulting from this project.

Knowledge and power are of great importance in this research. Certain approaches to discourse analysis are based on the relationship between knowledge and power. They also need to be considered in the relationship between researcher and participants. Miles & Huberman (1994, p.4) state that 'knowledge is not exactly power. Rather, the use of our knowledge raises our awareness of – and enmeshes us in - the power relationships in the world we have been studying'. The exchange of knowledge in research is rarely equal. Care must be taken not to abuse power relationships caused by the exchange of, and use of knowledge. This raises questions regarding the ownership of data and conclusions and the use and misuse of results. As a researcher, I have an obligation to use findings appropriately. Knowledge was exchanged under a relationship of trust. That relationship must be honoured in how the conclusions are used.

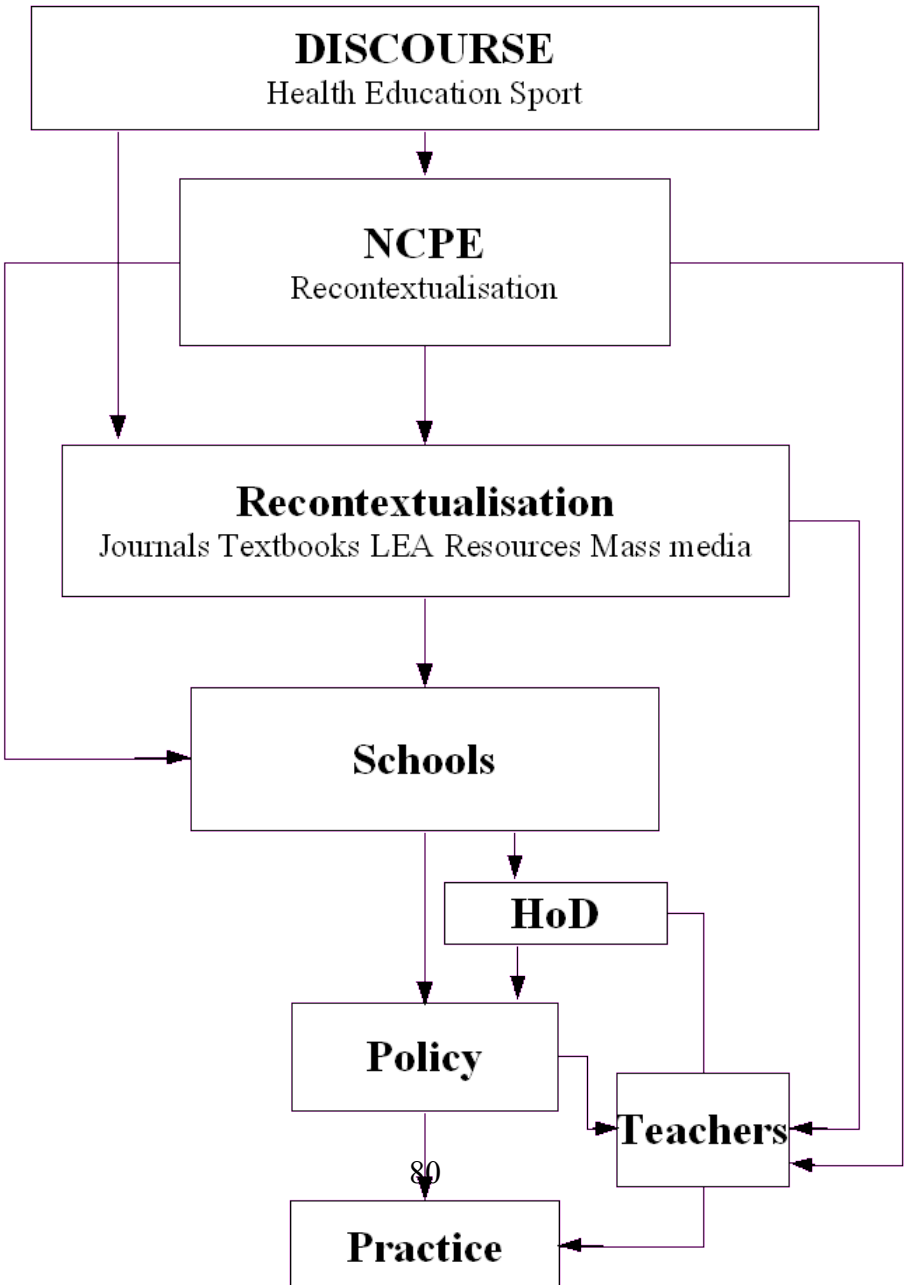
Section 3: Research strategies

4.3.1 Conceptual framework

The main strategy of this research is case study. Within this strategy, various research techniques (Denzin and Lincoln, 2000) otherwise known as methods, including interviewing and observation are used. The research questions used in this research have been presented earlier (see Chapter 1, p. 3). These were derived from the conceptual framework of the study. This is presented graphically and identifies the key factors and variables in the general area being studied, and the presumed relationships between them (Miles & Huberman, 1994). The research questions represent the facets of the framework I most wanted to explore.

It should be noted that the framework does not include all the possible influences on practice in schools. It is intended to represent the main sites of recontextualisation of discourses of health and physical education and how these may impact on practice in schools. It could be argued that the arrows should be two way in that interpretation of discourse at these sites feeds back to shape the discourse itself, but for the purposes of this research, the focus is on how discourse may change and slippage occur as discourse is recontextualised and reproduced (see Section 14).

Figure 4.1: Conceptual framework for the research.



The framework, research questions and analysis approach used in this thesis have undergone many changes since the initial proposal. It was first intended to use this study predominantly as a comparison between the 'picture of health' in 1993 (Harris, 1997) and 1999/2000. As the research process has gone on, elements based on certain research techniques have grown more or less important in relation to the whole. The questionnaire data are used more as context data rather than as a primary focus. Lesson observation has become more than a means of simply extending the depth of the data, it provides another level of analysis.

4.3.2 Cases

Before describing in more detail how the case study approach was used, I first need to define what I used as a 'case'. Miles and Huberman (1994) define a case as 'a phenomenon of some sort occurring in a bounded context. A case can have many subcases embedded within it'. Yin (1984, p. 23) agrees that a case can mean a phenomenon within a context. Some add that a case can also be a group or an individual (Sturman, 1994). The case is the unit of analysis for research (Miles & Huberman, 1994), and in this project each case is a school. The subcases within it are the departments, or even the individual teachers. The definition of a case provided by Gillham (2000) includes the possibility of a case being an individual, a group or an institution (and also a community, an industry or a profession). It also points out that research can study multiple cases, a number of schools for example. Typologies of case studies have been proposed. Four broad styles were listed by Stenhouse (1985): ethnographic, evaluative, educational and action research based. Yin (1984) described three categories; exploratory, explanatory and descriptive. The case studies for my research obviously occur in an educational setting. My research has used the cases in a predominantly descriptive way. Data are used mainly to describe HRE delivery in the case study schools. I do, however, attempt to delve further into thinking about why it is delivered in that way, so each case does have an explanatory element.

A case then is, for the purposes of this thesis, a school. To be specific, it is a state secondary school, investigated within its own local context. Each case includes the

buildings, the staff, the pupils, the context, the ethos, and the curriculum which comprise a school. Within each case, there are individual participants, members of staff, in particular those who were interviewed, and/or completed a questionnaire.

4.3.3 Sampling

There are many hundreds of schools in the UK and it was of course not possible to use every one as a case. To select which schools would become cases, a process of sampling had to be used. As Miles and Huberman (1994) point out, qualitative research is often conducted with small numbers, collecting data in depth, and all within a context. Quantitative studies often make use of random or stratified sampling in order to select a proportion of the whole population. The reasons for this are related to the statistical probabilities on which the generalisation of conclusions is based. Large scale questionnaire studies aim to make sampling an objective process. Random sampling underpins the assumption that the sample is representative of the whole population.

Samples in qualitative studies are more likely to be purposive, possibly theory driven (Miles & Huberman, 1994). There are many sampling strategies that could have been used. Sampling was definitely purposive, schools were chosen rather than randomly selected. In terms of the typology set out by Miles and Huberman (1994), the strategies used were a combination of criterion, convenience and reputational sampling. There was also an element of theoretically driven sampling, although this was not in the sense of Glaser and Strauss' (1967) process. It was not practical within the confines of this project to select the next case on the basis of data collected and analysed in the previous case. Theoretical sampling in this research was the reasoning behind the inclusion of a Specialist Sports College in the sample. This will be discussed further after outlining the selection of the other cases.

Five case study schools were involved in this study. Two of these schools were in an LEA in Wales, the other three being situated in an LEA in England. England and Wales have had separate National Curricula since 1999[6], so using schools following

[6] Department for Education and Employment and the Qualifications and Curriculum Authority. (1999a). Physical Education. The National Curriculum for England. www.nc.uk.net London: HMSO.

these different policies permits examination of the differences in each context that may be resulting from the 'playing out' of the tensions in these documents in practice. The LEAs themselves were selected firstly on the basis that one was an area in which HRE was considered to be a priority for the Authority's PE advisers. This was the case for the Welsh LEA, whose PE adviser regularly attends national HRE related INSET and courses. The English LEA, on the other hand, had a relatively poor record of attendance at and commitment to professional development in the area of HRE. The texts produced by the LEA can be thought of as the second layer of text, if a 'top down' view of policy making is adopted. The influence of the Local Education Authority was suspected to be quite different between the two, bearing in mind the separate national policies and the likelihood that different discourses will be privileged by the two. It must be acknowledged that there is often great variation at each tier of educational organisation, so the extent of the LEA's influence may be quite different for each of its schools (Penney & Evans, 1999). Factors related to the limited budget available for this study also influenced the selection of LEAs. From the selection of possibilities, those selected were ones in which free local accommodation could be accessed for the duration of the school visits. These two factors for the selection of the LEAs were based then on a combination of reputational and convenience sampling.

A Specialist Sports College was included in the sample because of the government commitment to progression through the avenues of specialist schools. The rationale behind their existence, and the extent of their influence on the schools around them makes them a factor that cannot be ignored.[7] The limitation to only one SSC is clearly not ideal, as there is wide variation between these colleges which all have different agendas (such as sporting excellence, or an emphasis on coaching or umpiring roles) and different degrees of influence over their partnership schools. Specialist colleges could be considered to be advantaged in terms of the resources and facilities available to them, this along with the whole school ethos in which PE is valued could create a potential gulf between what these and non-specialist schools are able to do.

Awdurdod Cwricwlwm Ac Asesu Cymru. (1999a). Physical Education: The National Curriculum for Wales. Cardiff: ACAAC

[7] Specialist schools are part of the Government's plans to raise standards in secondary education. The Specialist Schools Programme (SSP) helps schools to establish distinctive identities through their chosen specialisms and achieve their targets to raise standards. This is done in partnership with private sector sponsors and is also supported by additional Government funding. Specialist schools must deliver all the National Curriculum requirements, but also have a special focus on those subjects relating to their chosen specialism (in this case sport and physical education) (DfES, 2006)

Two state secondary schools were selected from each LEA. The research plan required that one of these schools had a PE department that was deemed to be 'forward thinking' in terms of HRE, the other would be one that was seen to be 'somewhat behind' in this area. These criteria for selection are obviously problematic, as it hinges on the meaning applied to the two terms. The selection of the schools was the task of the PE adviser for each of the Authorities. It was felt that these were the people most familiar with the knowledge of the policies and practices of individual schools. However, difficulties with this method of 'sampling' arose when contact was made with the English LEA, as this particular authority no longer had a PE adviser. That person left over two years ago, and was not replaced. However, his colleagues were able to provide contact details, and so this person was still the one asked to proved recommendations for schools to involve in the research. It must, therefore, be borne in mind that these suggestions rely on memory of the situations in schools, so the schools' HRE policies and practices could have changed.

The questionnaire data from this research provides some background information on the selected Local Education Authorities. The case study LEAs were somewhat unusual in character, in terms of the types of schools they contain. These factors make them slightly different in nature from what might be considered to be 'typical'.

Type of School	England %	Wales %	1997 %
State Comprehensive	81.2	100	56.3
Grant Maintained Secondary	6.3	0	19.2
Sports College	3.1	0	0
Technology College	9.4	0	0.4 (CTC)
Other	0	0	24.1
Total	100.0	100.0	100.0

Table 4.1: Type of school

All schools in the Welsh LEA were state comprehensive schools with pupils from 11 to 16 or 18 years of age. This was predominantly the case in the English LEA, the majority of schools being state comprehensives teaching the same age range. The English LEA does have a system in which some of its secondary schools begin at Year 8 (aged 12-16), as was the case in 9.4% of the schools responding. The 1993 sample (Harris, 1997) had more of a variation in age range (only 74.5% being 11-16/18) as this was a nationwide sample. Regarding types of school, the English

LEA had less Grant Maintained schools than Harris' sample. This may simply reflect a local tendency to not follow this method of funding, rather than a general decline in schools adopting this approach. There were obviously no Specialist Sports Colleges in the 1997 sample as these had not yet been introduced, and the English LEA was chosen on the basis that it contained at least one Specialist Sports College (SSC).

All schools in the English LEA were mixed sex (co-educational). The Welsh LEA contained one all girls' school, and one all boys' school, with the remaining 90.5% being mixed sex. This is a slight difference to the national sample (Harris, 1997), in which 79.9% of schools were mixed sex.

Size of School	England %	Wales %	1997%
Up to 500 pupils	6.3	0	23.5
501-800 pupils	53.1	33.3	31.5
More than 800 pupils	40.6	66.7	45.0
Total	100.0	100.0	100.0

Table 4.2: Size of school

Schools in both LEAs were generally large, with only 6.3% of English schools, and no Welsh ones having less than 500 pupils. This was a lot less than the national sample (Harris, 1997) which was almost a quarter. This may be related to the geographical situation of the two LEAs, with large secondary schools situated in urban areas, or with rural schools accepting pupils from a wide catchment area.

4.3.4 Data collection

Two visits to each school were necessary for data collection. The first of these took place during the spring term (2001), once the programme for the year had been established. The second occurred during the autumn term (2001), at a time when teachers were expected to be reviewing the past year's work, and preparing for the next. Each visit lasted 2-3 days. In addition to these reasons behind the choice to visit each school twice, it was considered that the return visit would allow me to gain deeper knowledge of the schools and their contexts. This strategy also allowed time for reflection on the data, so that the research agenda could be adjusted in the light of the initial data. The temporal placement of the visits means that three years of change, or at least potential change, are covered.

During the initial visits, teachers were asked about the policies and practices of the current school year, and that of the previous year. Positioning a data collection episode in the following autumn term gave access to another academic year. This is particularly important as, according to experienced teacher educators and teachers consulted for this research, most changes to schemes and units of work, and resources, are made during the summer holiday in July and August, either by the HoD themselves or by delegation.

I have already outlined the sampling techniques used to select the case study schools. I also had to decide on who and what I would use as my sub-cases. This required me to undertake 'within case' sampling, and to set the boundaries that defined my cases (Miles and Huberman, 1994). Initially, I decided only to include those teachers who taught PE as participants for interviews. This was changed during the course of data collection to include other members of staff through a process of iterative (rolling) sampling. Some schools had teachers who were not members of the PE department, but who had a role in the delivery of health issues within the school. It was often through talking to, and interviewing PE teachers that I found out about this.

Boundaries were set for other aspects of each case, not just the participants to be interviewed. Observation generally only involved the PE department, and their teaching areas. Science can play a key role in delivering aspects of health in schools. However, I did not have the time in schools to interview members of the science department. Boundaries were set regarding the areas of the curriculum discussed. My interview schedule (Appendix A.1) only included questions that focussed on the teaching of health. There are many more discourses of PE and sport that are uniquely drawn upon and combine to make up the philosophy and teaching of departments and individuals. It was not possible to cover them all during the course of a one hour interview.

Section 4: Methods of data collection

The previous section describes the framework (case study) used for this thesis. The chapter now goes on to describe the methods used within this framework. These methods are important as they will shape the view of the case that the research

generates. It is through research methods that a researcher is able to experience the context they are studying. Smith (1975) describes research methods as 'filters' through which the research setting is selectively experienced. The complexity of human behaviour, and in particular the complexity of a school setting, mean that a single observation would give a limited view (Cohen & Manion, 1994). To gain understanding of this complexity, research needs to make as complete an observation as possible. It is for this reason that it was decided to use multiple methods in the research.

Miles and Huberman (1994) refer to the specific methods of data collection as 'instrumentation'. The methods used are the devices for the recording of events and data (ibid, 1994). They go on to debate to what extent instrumentation and the associated technical choices (such as whether to record interviews, or when to make notes) should be decided beforehand. Much of the instrumentation was decided beforehand, whilst still being open to developments that emerged while in the field. The following sections outline how each method was utilised.

Document review/analysis

Formal documentation was obtained from each of the case study schools before or during visits. Schools were all asked to send copies of any written policies or documents relating to health, such as HRE schemes of work, physical activity promotion policies and pupil and teacher resources prior to the data collection visit. These documents were to inform the interview schedule for each school, and provide some background knowledge so that the researcher was not 'going in cold'. However, only one school sent these documents. Others passed them on during the visits, or failed to provide them, despite postal follow up. Some of the documents were obtained during the second school visit. The documents also form the penultimate level of text that will undergo discourse analysis. The 1995 and 1999 revisions of the NCPE were also analysed to identify some of the multiple readings they could be subjected to, and which discourses appear to be privileged or subsumed within these policies.

Interviews

Interviews were the key method of data collection. They provided the bulk of the data through the generation of transcripts which were used in my analysis. General

observation, informal discussion and document analysis provided context to aid understanding of these transcripts, in effect to scaffold the data (Miles & Huberman, 1994).

Gillham (2000) sets out criteria for when interviews should be used for data collection. These criteria were all met by my research. Small numbers were involved (between 3 and 6 people in each case) and these individuals were all key respondents who were accessible. The questions that I set out in my interview schedule (Appendix A.1) were mainly open questions requiring a level of detail and explanation, that could not have been achieved through a questionnaire. The interview schedule was used to guide the semi-structured interviews. The guide outlined the questions to be covered in order to make data collection more systematic and to ensure that the same areas were covered with each participant. The timing of the interview and the schedule itself provided a degree of flexibility to allow us (myself and the participant) to explore unanticipated topics and explore certain areas in more depth. The types of questions and the reasons for their inclusion are discussed below.

Process and schedule

I based my data collection around interviews as this was deemed to be the most effective way of obtaining in depth qualitative data from many people, in a relatively short amount of time. All the available PE staff at each school were interviewed, with the Head of Department involved in two interviews, the first of which predominantly sought background information on the school and department. The school's Health Curriculum Area Co-ordinator was also interviewed, as it was thought he/she would have in-depth awareness of health issues throughout the whole school. The teachers were interviewed on a one-to-one basis, using a semi-structured schedule (Appendix A.1) for guidance. In this way conversations could, in theory at least, be steered in directions desired by the interviewer, and queries were clarified as they arose. As can be seen from the interview schedule (Appendix A.1) the initial school visits aimed to glean a picture of the current expression of health discourses in the departments' policies and practices. Questions of change also featured strongly. This was intended to provide both a background picture of the department, in terms of its approach to HRE, to allow some comparison with the 'picture of health' described by Harris (1997), and indicate the departments' orientation to change (Fullan, 1982).

An element of life history (Sparkes, 1992) style data was elicited through the discussion of influences on practice. This was hoped to show how a teacher's biography impacts upon their interpretation of a text. In order to understand teaching, and the influences behind the policy and practice governing that teaching, the researcher first needs to understand the teacher (Sparkes, 1992). Decisions that teachers make regarding their policies and practice of teaching health in PE may be greatly affected by their identity, and their life experiences, both in and out of school. The limited resources available to this study may limit the extent to which any life stories gained may be considered complete, but any data collected in this area may elicit new influences beyond those at surface level.

Interviews, though planned to take forty-five minutes, lasted between forty and sixty minutes. They were intended to fit within a single school period, which is typically fifty minutes to an hour, so that each interview could be completed within a free lesson. During the interview, teachers were given a task sheet (Appendix A.1.5) which invited them to note down whatever they thought 'influenced their teaching of HRE'. Teaching was the term used to encompass all aspects of their policy and practice for this area: curriculum content, grouping, teaching style, approach taken. The rationale behind the use of a task sheet was that it allowed teachers to take a few moments out from being continually 'on the spot', to consider their teaching, and firstly write down whatever came to mind. They were then asked to focus deeper and rank the top three of these five or six factors, in accordance with their relative influence. These answers then became the focal point for the next section of the interview, in which teachers were asked to elaborate on the words they had written, and explain how they thought they influenced them. The lists of factors could later be compared with the data gathered from the postal survey, to see if there was any degree of commonality across the LEA. A list of possible influences was available to the teachers during the interview, primarily as a means of clarification of what was desired from them, but also to help those teachers who were 'struggling' to get started. I was aware that providing this list was a potential source of bias, as teachers may have been tempted to write what they thought I wanted to see, so the list was always withheld until it was clear that the teacher required some help or clarification.

The interview process raised many issues that I had to address, from simple questions of how to record, to concerns about rapport and bias. I had decided from the offset that it would be necessary to record the interviews as it would be impossible to make sufficient notes during the interviews to do the data justice. Each interview was recorded using a MiniDisc recorder and microphone. Written permission to record the interview was sought before each commenced (Appendix A.1.7). The MiniDisc was chosen for its high sound quality, and because it would facilitate transcription (they are easier to pause, and can be edited into tracks) and also it would be small enough for the teacher to carry in his/her pocket during lesson observations. Interviews were transcribed into Word for later analysis. The level of detail included in transcriptions was such that all words (including incomplete) were recorded, along with large pauses. Short pauses were not timed and sounds (e.g. um, er .) were not generally recorded. Notes were made during the interview, but these were not extensive as this would have hindered my ability to listen to the participant. Notes primarily concerned what had been covered already, and highlighting areas that I wished to explore or gain clarification on.

The more complicated issues were those of the balance between rapport and bias. It is necessary to develop a relationship of trust with the interviewee, as they need to feel comfortable sharing information. Whilst anonymity was guaranteed, along with reassurances about the use of the data, a degree of trust beyond this needs to be developed. With many of the participants this was easily done through my position as a PE teacher, and also having some familiarity with the local area. Sometimes, particularly when the teacher involved had also trained at Loughborough, I was aware that rapport could have strayed into bias. If teachers were aware of such factors as the identity of my supervisor or the specific direction of my thesis, this may have influenced some of their answers. Consequently, I was careful not to volunteer such information or to digress into conversations about the university. My aim then was to try to remain as objective as possible whilst still establishing a friendly rapport with participants.

Questionnaires

A postal survey (Appendix A.2) was included in the research design. A questionnaire was sent to the Head of the PE Department in every state secondary school in the two

case study LEAs. Many of the questions were similar to those used by Harris (1997). The data from these questions were examined alongside that gained by Harris in order to make comparisons between the state of HRE policy and practice in 1993 and 2001. These comparisons will be limited as Harris' (1997) data are from a national survey as opposed to only two LEAs. The main purpose of the survey was to establish a 'bigger picture' of the relative significance of various factors behind teachers' decisions of change and to establish the variation within an LEA. The questionnaire data provides a context for the case study schools. It will be possible to see if case study schools are similar in approach to HRE as those around them, or if their policy and practice is significantly different.

Standard procedures were followed when carrying out the postal survey. Each school received a copy of the questionnaire, a covering letter and an S.A.E. to facilitate response. To ensure anonymity, each questionnaire was given a code. This was solely to identify which schools had returned the questionnaire so non-respondents could be sent a follow-up copy of the questionnaire after the original deadline. No other identifiers were used on the survey.

One of the main advantages of a survey is the range of factors that it can measure with relative ease. Data sought ranged from simple demographic information, to opinions and attitudes. The questionnaire used open and closed questions. The closed questions were used mainly to collect demographic information about the school, and also to establish a picture of the way health was taught in each school. Open questions were used where it was thought that the closed format would not be able to cover all the possible answers that may be given, or if it was thought that giving options would make the question leading in any way. The questionnaire was subjected to peer review by colleagues within the university to check that questions did not show bias, and would obtain the data I was seeking. It was also important to strike the right balance between the amount of data the questionnaire would generate and the time it took to complete. Obviously I wished to collect as much data as possible to provide a context for the case study schools, to allow comparison with the 1993 data (Harris, 1997) and also to allow a form of triangulation within the case studies (comparing information given within the interviews to that provided by the questionnaire). I had to bear in mind though that the length of the questionnaire (thus how long it took to complete)

was probably related to the response rate I would get, particularly as teachers are often under pressure at school and would not have the time to devote more than around 20 minutes to outside research.

Observations

Observation of the general school and physical education environment was made during the time in schools. The information gained through observing the school and the life within it helps a great deal with understanding the context of the school. Often I was able to use observations I had made during the interviews to, for example, ask teachers to clarify something seen in practice, other times this was a way into a topic on the interview schedule. In particular, using impressions gained from observation was a helpful way to look for similarities and/or differences between the alleged ethos of the department and school, as outlined in the interviews, and the actual ethos, as expressed in, for example, the displays in corridors and teachers' general communication with pupils. So, observation was used to generate additional data, to provide a context for each case study, and it was also used as a way to triangulate by comparing data from different sources (methods). This is one of the main advantages of observation. It is first hand data, rather than 'once removed' reports. Observation can give the researcher access to data which may be of great importance and relevance to the project, but which may never have been noticed, or expressed by an interview participant.

Observation, like the interviews, raised several issues for me during the process of data collection. Again, as for the interviews there were simple questions of how to record the data. I tried to make notes whenever possible during the school visits, which were typed up into formal field notes the same evening. The problematic part of making the field notes was the actual writing. I did not want to walk around the school continuously scribbling notes and comments on a clipboard. I know from my own teaching experience that just being watched can make you nervous and act differently to normal. This effect would have been worsened had I been overtly taking notes on what people did and said outside of the interviews. I discussed in an earlier section the relationship between researcher and participant, and the need for trust and the development of some sort of rapport. This relationship is one based on unequal power. From one viewpoint, the participant holds all the cards, as they control access to knowledge. From the other side, the researcher can be seen as possessing all the

power, 'using' the participants to serve their own ends. Not only did I want participants to feel comfortable, not as if they were always being judged, but I also wanted to try to maintain a more mutual relationship.

This research is based on the belief that there are multiple realities, and the experience of the world varies between people. When using data from observation, I feel it is important to remember that this data is only my interpretation of what I have seen and heard. It is impossible to record everything, so my own selectivity in what to notice and record causes this 'first hand' data to become just another version of the reality lived in each case school. This is particularly relevant when thinking of my observations of social interactions. Each interaction (between teachers themselves, or between a teacher and a pupil) has a history. Meanings may be different for those involved to what an outsider may assume the meaning to be. For this reason I tried to clarify as much as possible during the interviews, and be cautious about giving meaning to everything I observed.

Lesson Observations

Lesson observations were carried out in one of the case study schools. They focussed on the unit of work (five lessons) on 'Fitness' for a mixed year 8 (12-13 year old) class taking place in one case study school in England during the Spring term of 2001. Each of the lessons was observed by the researcher, and an audio recording of the teacher was made. A copy of the pupil workbook that was used in lessons throughout the block was also collected. The use of this research method was included to serve as an additional form of 'triangulation', and allow analysis of yet another layer of text, that of practice, in which the discourses embedded in each layer of policy finally reach their target audience, pupils.

I chose to use detached observation, rather than participant observation for the lesson observations. This was so that the lesson was as close to what the teacher would normally deliver as possible. I did occassionally have some involvement in the lesson, such as assisting with demonstrations, when asked by the teacher, and heping to set out equipment. I was not involved in any of the teaching, nor did I interact with the pupils, unless they asked me a question. Pupils were told that I was observing the teacher, not them. This did not seem to affect the lessons as pupils in the school were familiar with having student teachers involved with their lessons in PE. I tried to remain as inconspicous as possible throughout the lessons by, for example, staying

out of the way, and wearing PE kit. This was also done to try to make the teacher feel at ease and keep the situation as natural as possible. The effect of my (researcher) presence seemed to be reduced over the course of the unit of work, as it became less novel to the pupils to have me watching. The decision was made not to video the lessons. This was primarily done in order to maintain the 'normality' of the lessons. It was proven during the pilot lesson observation carried out in a local school with one of the university's student teachers that a video camera provides a major distraction to pupils, and both they, and to some extent the teacher, perform to the camera. The data required was obtained in sufficient detail by making an audio recording of the lessons. The teacher carried the MiniDisc recorder in her pocket and had a small microphone clipped to her shirt. Very few of the pupils noticed this, and they and the teacher appeared to forget its presence very quickly. The audio recordings were transcribed into Word, and were used as the main source of data from this research tool.

Section 5: Data analysis

4.5.1 Introduction

Analysis is an essential part of the research process. It goes beyond the presentation of data which allows the reader to draw their own conclusions. According to Miles and Huberman (1994) 'data are analysed so that conclusions can be reached and thus key findings can be presented to a wider audience'. Analysis can also produce a completely different end result of the research than presenting the raw data. Dowling-Naess (2001) provides an example of this with her work on teachers' life histories. Two very different interpretations were produced, one by accepting the teachers personal truth (taking the data at face value), the other by reading between the lines and making interpretations based on factors played down by the teacher. Sparkes (1992a, p. 32) claims that 'very often the researcher is able to, and aspires to, gain insights into behaviour and processes that are beyond those available to the people involved in the action'. Analysis then can produce a very different reading from the original text.

Qualitative research in particular usually generates a large volume of data, generally in the form of text. In order to make this data useful, it must be condensed in some way. Miles and Huberman (1994) suggest that analysis consists of three concurrent flows of activity: data reduction, data display and conclusion drawing. This cyclical

process runs alongside data collection. The data first needs to be selected and simplified, conclusions can be drawn only when the data is sorted and focussed. This selected data then needs to be organised and assembled into a display of information that allows the researcher to see more clearly what is happening. The last phase is where the researcher decides what patterns and regularities in the data mean, where causal flows and propositions apparent in the data are identified and verified. This whole process begins even before data is collected, as the amount of possible data is bounded through the research design, performing a kind of anticipatory data reduction (ibid, 1994).

4.5.2 Grounded theory

The methods of data collection and analysis described by Glaser and Strauss (1967) are ideally suited to this study, any theory being produced being directly grounded in the data. Grounded Theory is an inductive process, where data forms the theory, rather than the research testing preconceived hypotheses. Glaser (1978, p. 18) states that 'grounded theory gives the researcher scope for discovery rather than verification and in this sense it is directed towards theory generating rather than theory-testing'. Themes emerge from the data themselves using this approach. These can be related to the research questions, or the researcher may discover themes unanticipated in the research design. There is some debate about how much about the research process should be decided beforehand and how tight or loose the research design is (Miles & Huberman, 1996, p. 17). The basis of grounded theory though is that rather than having an initial hypothesis and then collecting data to prove or disprove this hypothesis (such as occurs in much 'positivist' science) data are collected, then theories formed. It must be acknowledged however, that it is impossible, especially when the researcher has prior knowledge and experience of the context of the research, to begin research with no preconceived ideas about what one will find. Even at an early stage, where no data had yet been collected ideas had already been formed regarding a possible framework for analysis and possible influences on teachers' policy and practice. Despite this, a descriptive, as opposed to hypothetical approach is utilised. The use of grounded theory does not necessarily mean that the research will produce an overarching theory, but its conclusions will be drawn from analysis based on the principles of grounded theory.

It goes without saying that the approach taken to data analysis needs to fit in with the overall theoretical underpinning of the research. My research is based on a subjective-constructionist perspective. My analysis must therefore place an emphasis on seeking the existence of multiple realities. Each participant in the research has provided me with data that must in the final conclusions reflect the participant as an individual, living their own reality. My analysis must try to find the common themes amongst these opinions and beliefs, recognising the importance of opinions, feelings and experiences not just basing conclusions on what we may try to describe as 'facts'. Whilst believing that many realities exist, the purpose of my analysis was to gather these realities and compare them.

I discussed earlier the need for quality research to serve a purpose. For these reasons, the analysis should be performed and written with a target audience in mind, dictating the style and level of the analysis. The target audience for this research may be varied, and go beyond the panel judging its merits as a thesis. Teachers themselves should benefit from research based on themselves and their experiences. If we assume the ultimate goal of educational research to be the improvement of practice in schools, then teachers must feature as a target audience. In my experience, teachers rarely use research directly. Findings and recommendations are likely to be recontextualised (Bernstein, 1990) before reaching the teacher. This may be in the form of policy (at many levels), INSET, resources, or teacher oriented research journals. The end target of teachers and their practice will therefore be the focus of the analysis and how it is presented.

4.5.3 Method of data analysis

The theory of data analysis outlined earlier states that analysis is a cyclical process ongoing throughout the project from research design onwards. In the case of my research, the vast majority of analysis was carried out after data collection was completed. The analysis performed during data collection (between case study visits) was used mainly to identify gaps in the data that needed to be filled on the second opportunity, or as a basis for the interview with the HoD that sought data on the changes taking place within the department. The next hidden step of analysis was transcription. Miles and Huberman (1994) point out that transcription is selective. It can be done on many different levels of details, and the scope for slippage at this stage

is high. I described earlier the level of detail of the transcriptions and acknowledge that some loss, particularly of the context of the data, may have occurred during this process.

The simplest way to describe (qualitative) data analysis is as the need to break down the data into manageable chunks (or themes) then build it back up into theories and conclusions. There are a whole host of approaches that can be taken to this process. Some researchers use dedicated computer programs (such as NuDist), others use paper, scissors and glue. The essentials of the process remain the same, breaking down the data, grouping it together and then looking for emerging themes and patterns.

The first stage of the 'breaking down' process involved reading through several of the interview transcripts, getting a feel for the size of the 'chunks' of data I would use, and also of initial themes that could be used for coding. Some initial themes also came from ideas that arose from my own experience as a teacher, from informal analysis of the data as it was collected, and from the knowledge of the area gained through the literature. I then went through each text splitting it into chunks. These ranged from a few words together, to a couple of sentences. The next stage was to assign a code to each chunk. This is the classification of the data, where it is put into categories, to allow relationships to be discovered between the categories. Coding 'is analysis' (Miles & Huberman, 1994). The codes serve as labels or tags for each chunk of data. The codes are necessary to organize and retrieve the many chunks of data. They also assign meaning to each chunk (ibid, 1994).

This was all carried out using Microsoft Word. Having been assigned a code each chunk was copied and pasted into a document containing all the chunks for each code. Each chunk had an identifier referring it back to the original text, as I had to know who had provided this data, and also I needed to be able to maintain the context of the data, as this is vital to the reading of the data. Denzin & Lincoln (2003) highlight this need to retain context when talking of 'thick description' which includes contextual information and subsequently the intentions and meanings of each act. By noting exactly where each chunk was located, I was thus able to refer back to the original text to understand the context in which the data was produced, and the intentions of the participant (e.g. if they were being sarcastic, or overemphasizing a point). Miles &

Huberman (1996, p. 45) review principles for data storage and retrieval. Indexing is one of these principles, along with formatting and cross-referral. My own approaches to these principles were developed during the early stages of analysis. I wished to keep all my data in Word format, as opposed to working on paper. I hoped that this would allow me to easily group data together, and ensure that I was able to refer back to the original text. I was also able to put chunks of data into multiple categories, as I went through the process of detecting and refining my themes. As categories emerged, a list of the topics found was compiled. As the analysis went on, this list developed into a hierarchy of categories and sub-categories. This was on paper, and always available when carrying out data coding.

Throughout the analysis process, the interview transcripts, field notes and lesson transcripts were continually revisited. Themes and categories were revised as new data was coded, and as categories became in need of further classification. Data had to be re-coded in the light of new categories. The complexity of the codes themselves also changed as the cycle continued. Initially codes were generally descriptive. As transcripts were revisited, interpretive codes were introduced. The next level of analysis was to develop 'pattern codes'. These group together codes and their data and are inferential and explanatory rather than descriptive (Miles & Huberman, 1994). Pattern codes identify emergent themes or explanations, and it is from these codes that conclusions are drawn. Pattern codes are both generalizing and specifying (ibid, 1994). They group summaries (categories) and are based on overarching themes, which arise from analysis rather than the data itself. They may focus on possible causes and explanations, relationships that the researcher believes exist, or they may be more abstract still (Miles & Huberman, 1994). The coding and recoding of my data was considered to be complete when all significant data had been classified, and when all my categories were saturated.

Memos and notes were made on the transcripts during the analysis process. This was done in a margin set as a column in Word. These memos were my first ideas on categories and themes and the possible relationships within and between them. Miles and Huberman (1994) describe a memo as 'the theorising write up of ideas about codes and their relationships'. Using these memos helped me to form ideas of the concepts that were important and how to apply boundaries to these concepts to create

categories and sub-categories. These categories are categories of meaning subsequently employed to explain the data (Green & Thurston, 2002).

The process of coding the data, and developing pattern codes all leads to the ultimate goal of the analysis, which is to be able to draw valid conclusions from the data. Miles & Huberman (1994) set out to explain the steps the researcher should follow in order to make the step from having neatly grouped and organised data, to generating meaning. Their advice here is that analysis is centred on processes of clustering the data and comparing data from within and between the cases. Displays such as tables can be used to assist this stage of the process. Data must be used at the end of this process to provide evidence for any theories generated and conclusions drawn (ibid, 1994).

NCPE analysis

Previous versions of the NCPE have been 'unpacked' in terms of the power relations at macro and micro levels negotiated and mediated through the medium of discourse, most notably by Penney and Evans (1999). The intention for this study was to examine the 1999 version of the NCPE in terms of sets of discourses. This entails determining not only the presence of the discourses themselves, but also their position. Absence of discourses also needs to be considered, as does the privileging of some discourses over others as their expression is found according to their relative dominance (Penney & Evans, 1999).

Quantitative Analysis

This research project also features a questionnaire survey. The purposes of this survey have been stated before. To reiterate, the data generated by the survey is not the primary focus of this project, but serves as contextual information for the case study schools, and allows a comparison to be made between 2001 and 1993 practice. The data from the questionnaire were analysed using SPSS. Descriptive statistics were produced for each question. Open ended questions were coded, then frequency statistics obtained.

Due to the limited size of the sample, it was not possible to use statistical analysis based on probability to extrapolate results from the sample to the population as a

whole. No conclusions have been drawn from the data that I would claim apply to all schools in England and/or Wales.

Section 6: Discourse analysis

I have described previously the basic process I will use to analyse the transcripts. As the transcripts are read and re-read, categories and themes will arise from the text, and gradually become saturated with 'chunks' of data. This process of identifying the patterns and central features of texts through categories is normally referred to as 'content analysis' (Green & Thurston, 2002). Some of the themes that arise will be related to the discourses that find expression in the teachers' words and actions. Much of my analysis will therefore be 'Discourse Analysis'. This has been described by Webb (2003) as 'the process of analysing the effects of these discourses'. The texts that I am using as my data (e.g. interview and lesson observation transcripts, policy documents) will be 'analysed for the discursive effects of power working in, on and through institutions and cultural and social practices' (Webb, 2003).

Many different approaches to discourse analysis may be possible. One particular method that seemed applicable to this research was that developed by Foucault (1972) This approach, known as genealogy, is centred on the power/knowledge aspect of discourse. It has been described as 'a lens through which to read discourses' (Carabine, 2001, p. 268). Genealogy differs from traditional historical methods in that it does not seek to establish the 'truth', or the full account of what happened, but instead it explores discourses as they are expressed and employed at a certain time. Carabine (2001) puts it like this 'rather, genealogy is concerned with describing the procedures, practices, apparatuses and institutions involved in the production of discourses and knowledges, and their power effects'. Although this study does not draw upon genealogy in its strictest sense, features of it provide the tools through which to examine HRE discourses. Whilst not seeking to establish what HRE is and how it is taught in English schools at the end of the 20th century, the study does seek to explore what procedures and practices are associated with HRE in some schools, and how these practices come to be. The way discourses are produced is, of course, important, but so are the ways discourses are brought into practice, how they become part of an institution, a profession and a society.

Foucault's methodology takes a historical approach to understanding power and knowledge as they are now. He traced the development of knowledge through history, how it became embedded in a society, and the power effects these knowledges had. I stated previously that discourses combined and interacted to establish what counts as 'truth' at any one time. Foucault saw this as the normalising effect of discourses. Discourses establish what is 'normal' by transmitting messages about what is or is not the norm. Individuals are then compared to this norm, and differentiate in relation to it. This leads to people being judged and measured in terms of their conformity to the established norm. This norm is seen as something to which all individuals should seek to conform. As with discourse, this norm does not go uncontested. It is not simply imposed on others by those with power, but is part of a dynamic process of establishing and negotiation. If we consider body image for example, we may assume that a thin, toned body is the norm in Western society at this time. Individuals will be judged according to how they, or their body, 'measures up' to this norm. Some sections of society will contest that this particular image should be the desired form to which everyone aspires. The norm will also be negotiated and re-established over time, as power and knowledge change. Power is key, as normalisation (this process of comparing to the norm) is a 'means through which power is deployed' (Carabine, 2001).

Carabine (2001, p. 280) sets out a list of concepts that are 'key to undertaking a Foucauldian genealogical discourse analysis':

- The idea of power as operating and circulating at every level of a society.
- Normalization as one method of deploying power.
- The notion that power/knowledge/discourse are intricately intermeshed: 'it is in discourse that power and knowledge are joined together' (Foucault, 1990, p. 100).
- The need to account for social context and relations so as to situate the power/ knowledge realm.
- Discourses are constitutive.
- Discourses have a normalizing role and regulatory outcomes.
- The idea of discourse as uneven, contradictory and contested.
- The idea that knowledge, truth and discourse are all socially constructed and historically specific.

This thesis is only able to examine one aspect of a Foucauldian analysis. The case studies allow the establishment of the discourses and discursive practices found in selected sites (the schools) at a certain time. The literature review has been in part a historical analysis of the discourses of health in PE, an undertaking that has been reported well in the literature (see Kirk, 1992). The role of power in the construction of discourses is not the focus of my research at this time. Power and its role in the creation of the NCPE has been the subject of work by Penney and Evans (1999). They 'unpack' the UK policy documents, and scrutinise the process of their creation and development to expose the power/knowledge networks responsible for shaping the policy.

Much of the process for doing genealogical discourse analysis is similar to conducting content analysis. Once data are selected, they must be read and re-read. Themes and categories are identified, and relationships between them sought. With discourse analysis, the researcher must also be searching for absences and silences within the data, and resistance and counter-discourse. Context must be retained in the process, both the background of the data itself, and the wider context of the power/knowledge networks that exist. As stated previously, genealogy can be seen as a lens through which to read discourses. Through this lens, we can view discourses as both being 'infused with power/knowledge' and at the same time 'playing a role in producing power/knowledge networks' (Carabine, 2001, p. 279).

Issues of objectivity and subjectivity have been discussed earlier in this chapter. It is almost impossible for the researcher to be objective where qualitative research is concerned. This is certainly the case for discourse analysis. Carabine (2001) points out that it is difficult for the researcher to 'step outside' the data. As a member of society, and often a member of a profession, we ourselves are immersed in the discourses we are studying. Many discourses may be so powerful that we struggle to see them as discourse, instead accepting their 'truth' as common sense. The other problem connected with objectivity is that of meaning. The researcher must be aware of their subjective interpretations of language, and bear in mind when analysing discourses that the language they utilise is 'historically and socially located' (Clarke, 1992). These meanings are not fixed, but can themselves change according to the

power/knowledge networks of discourses. Meaning can be particular to context and also to variable effects of power. Meaning is situated. When carrying out discourse analysis, the focus is on participants' meanings, alongside our own interpretations of these meanings. During the analysis, the researcher must be aware of their own concepts, and the way they construct their view of the world (Wetherell, Taylor & Yates, 2001).

Much more specific advice on conducting discourse analysis is provided by Wetherell, Taylor and Yates (2001). Their references to meaning are important in differentiating between content and discourse analysis. In the latter, it is necessary to go beyond literal meanings presented in the data, to consider how discourse makes particular readings possible, to consider absences and privileges and to consider the functions of discourse. Finding and interpreting patterns in the discourse can be seen as the first step in discourse analysis. Wetherell et al (2001, p. 19) describe the overall goal of discourse analysis as being able to 'explain what is being done in the discourse and how this is accomplished, that is, how the discourse is structured or organized to perform various functions and achieve various effects or consequences'.

Some concepts listed by Wetherell et al (2001) were used during the analysis of data. The first of these was positioning. This 'refers to the constitution of speakers and hearers in particular ways through discursive practices, practices that are at the same time resources through which speakers and hearers can negotiate new positions' (ibid, 2001). It is through positioning that we can think of individuals as both producers of discourse and being produced by discourse. People can adopt a position in relation to a discourse, which may be affirming or contesting. This can also be shaped by discourse. What they are to other people will be constructed by discourse. Positioning is related to another concept, the 'Agent-Patient' distinction. Discourse can, in a sense, be done by a person, or to a person. Wetherell et al (2001) quote Peters (1960) when describing an agent as 'someone who is seen to make choices, follow plans, and orient to rules'. Agency is linked with power. A patient is 'someone who is seen to suffer the consequences of external forces or internal compulsions' (ibid, 2001, p. 25). The distinction does not make any claims regarding individuals actually being agents or patients, but it just used as a way of seeing people.

The other concepts highlighted by Wetherell et al (2001) are concerned with meaning. Within the subjectivist-constructionist perspective, it is acknowledged that there are multiple realities, and different meanings can be applied to talk and text. A focus on participants meaning assumes the most important of these many meanings to be the one that the participant themselves had. This is known not through checking back with the participant, but by keeping the data (particularly chunks of data) in context. The meaning of a participant's 'utterance' can usually be inferred from what he/she says before and after. It is important when analysing text that all interpretations the researcher makes are grounded, that is that they draw on evidence from the text itself. Participants may be open about aspects of their talk. Goffman (1981, cited in Wetherell et al, 2001, p. 29) used the term 'footing' to describe the basis on which accounts are offered and received. Participants may differentiate between their own words, and convey a report on behalf of someone else. Similarly the participant may directly address a listener, or they may just be someone that is present.

Section 7: Conclusion

The considerations for conducting research of this nature have been examined in this chapter, and the methods by which data were collected and analysed have been explained. One of the research questions required data to be collected which allowed the comparison of HRE teaching with what was occurring in 1993 (Harris, 1997). This area of the research used quantitative data obtained through postal questionnaire as this was the most effective and practical way of gathering the volume of data required, and in a similar format to the previous study. This data was analysed using the Statistical Package for Social Scientists, producing descriptive statistics from the questionnaire responses. This area of the research examined predominantly what was taught as HRE, and did not seek (to the extent of the case study section of the research) to understand why this was the case. The remainder of the research questions relied on the collection and analysis of qualitative data.

The preceding chapter covering the theoretical background of this research stated the need for data to be sensitive to multiple realities and the meanings that teachers attach to their actions. This research is not seeking to generalise results to all schools, rather to discover the individual realities that exist in the schools studied. The conceptual

framework put forward in this chapter identified the key factors in the area being studied. It maps the path of discourses (of health and PE in particular) towards practice in the classroom, identifying the main sites of recontextualisation.

This chapter has related the choice of a case study approach to the paradigmatical basis of the research. It has described the methods used for data collection (semi-structured interviews, document analysis, observation and lesson observation) and explained that these methods were chosen as they were best suited to collecting the data required, which was over a range of depths from basic contextual data about each school to rich life history data and a record of the actual practice occurring in the area of HRE. The chapter then explained how this data was subsequently analysed, describing the coding process, and the approach taken to discourse analysis.

The next chapters present some of the data and identify the themes and categories that emerged before bringing together the data and the ideas and concepts by which it may be understood.

Chapter 5: The Status and Expression of Health in Schools

Section 1: Introduction

This chapter seeks to compare the status and expression of health in school PE from 1993 to 2001. It starts by considering the status of health issues within PE and the whole school within each case study school using data from interviews and analysis of school's various policy documents. The next section sets out how health is delivered in each of the case study schools, and goes on to briefly compare this with delivery in the two case study LEAs in general. The data from the questionnaire survey is then compared with the 1993 data collected by Harris (1997) which explores the changes in the expression of health in secondary schools in general.

Analysis of the status and expression of health in the case study schools begins by looking directly at the position of health at each school. It then goes on to describe exactly how health, fitness and HRE are taught at each of the schools. The structure of

delivery is discussed, for example whether this takes the form of discrete blocks, or units of work, or permeation through the conventional PE curriculum. This section also reports the activities through which health is taught, and what teaching and learning styles are used. Information on the schools' provision for PSE is also included. A summary of the key points concludes the section. Contextual information about the case study schools can be found in appendix A.3. Case study schools are referred to by a code to preserve anonymity. The letter of the code indicates which LEA the school is located in (E signifies a school in the English LEA, and W a school in the Welsh LEA). The number refers to the individual school itself.

Section 2: Position of health

E1

Importance

Health Related Exercise was, from the HoD's 'point of view' …'integral into anything we do', 'its top of the list' (E1Ap2). He supposed 'that's going to be the view of the PE department' (E1Ap2). He went on to explain his two reasons for this view, which were related to pupils' fitness. The first was that 'if fitness levels aren't high enough for us to, firstly, teach our subject effectively then I think, you know, we're fighting a losing battle'. His second reason was that if pupils were 'not fit enough to lead their active and healthy lifestyle then again I don't think we're doing our job properly, because that's what we're here to do' (E1Ap2). The HoD saw pupils' fitness as the key to successful PE teaching, as a precursor to everything he taught, stating 'everything else really comes after that because, you know, I think it's a knock on, if you've got the healthy lifestyle you can do the other things that you're wanting to do. If you haven't, you can't' (E1Ap2). The female teacher derived her view of the importance of health from its inclusion in the curriculum. She said that 'by including it as a component of every course in year 8 and 9 I think, you know, we take it fairly seriously' (E1Bp2).

The part time teacher at E1 seemed to have a very different view of the position of health within PE. He was unable to describe how the department approached the teaching of health. He stated 'I don't touch it in PE' (E1Cp1), so HRE formed no part of his practice. This person taught very little PE now, but used to be full time. He did

later say regarding HRE as an area of work within PE 'I mean I would guess its quite an important element as you go through but er, quite how much depends on the facilities you've got and the staffing available' (E1Cp1). This may indicate that his view of HRE is determined more by pragmatic issues, such as the 'tiny amount' of PE time, than his philosophy of PE (E1Cp3). HRE was not valued highly by this teacher, he made this clear when saying 'well if I was in charge of PE I wouldn't put HRE at the top of my er agenda' (E1Cp1). The male teacher saw HRE as another of PE's many passing trends calling it 'a new, its just a new little phase isn't it' (E1Cp3). His reason for this was that HRE is an area of work which has been introduced since his own training. He no longer felt really part of the department, and described himself as being 'I'm out of the system now so I wouldn't, you know. If I was there it wouldn't be, I wouldn't have it too high cause don't know much, I haven't been trained for it' (E1Cp3). Again this teacher showed more concern for pragmatics than philosophy explaining that he thinks it is a phase because 'well it'll be something else later on. All this idea about cross curricular and linking is brilliant in theory, but when you get down to the practicalities, you know, life don't come so easy' (E1Cp3).

Importance of health/PE in the whole school

The HoD had difficulty in deciding whether health had the same status in the whole school. He did not believe that the school as a whole was 'actively promoting' health, but thought that 'they will back us in promoting it' (E1Ap4). The school backed the PE department in their sport based activities, and whole school activities, but were not actively promoting health outside of PE (E1Ap4). Support from individual teachers for extra-curricular activities had always been minimal (E1Cp4). Some inference may be drawn from the fact that PE staff appeared grateful to have such minimalist facilities. When the interview was moved into the female teacher's office, which was no more than a toilet and a disused shower with a desk squeezed in she commented 'I suppose at least we have an office' (E1Bp7). PE may not then be a whole school priority for administration facilities. The appointment of the new HoD may also reveal something of the status of PE within the whole school. He was interviewed whilst the only other full time teacher was away from school, so the PE department as such had no input into its own leadership (E1Bp8). Budget issues also reflected the status of the needs of the PE department. Equipment was needed for the fitness room 'but

obviously financially we're not gonna get it, in one foul swoop anyway, little bits at a time maybe' (E1Bp9).

The part-time male PE teacher was also the school's PSE co-ordinator. Health did not seem very important to the whole school, as he said 'do we do much health related, not much' (E1Cp6). PSE lessons themselves were not taught by specialists but 'just people usually who have a free time, bit of free on their timetable' (E1Cp7). The co-ordinator himself put PSE 'right down the bottom of the list' even under PE in terms of timetable priority (E1Cp7).

HRE was taught in a block at E1, as well as through permeation. The status of this block can be seen through the HoD's comments. The block was valued, as the HoD had 'no plans to remove it', and did not want to 'integrate it within other areas as that's where its going, cause I think you lose the emphasis of it slightly' (E1Ap4). On the other hand the HRE block was not central to the PE curriculum, which the HoD said was 'very games heavy'. The inclusion of HRE and orienteering was 'trying to balance that up a little bit so at the moment it fits in very well' (E1Ap4). Health was not a compulsory part of E1's PE curriculum in Key Stage 4. Teaching of health and fitness was optional by this stage. The department had 'done health with year 11 as part of their non GCSE as well, we do circuit training and fitness lessons with them. All done on a voluntary basis rather than force them to do it' (E1Bp2).

HRE had been a part of the curriculum at E1 for the last three or four years (E1Bp6). Since his arrival the new HoD had changed the HRE block. The female teacher 'can't recall him ever going on any health related fitness INSET to inform these changes, neither did he require any new resources because 'the only resources we have is stuff like the shuttle run and that which we had anyway, somewhere in a cupboard gathering dust' (E1Bp7). This implied that some HRE content was not a high priority prior to the current HoD's arrival.

Integration into policy

The department did not have a separate 'health document' but health did come 'within our PE policy, what we're looking to do' (E1Ap2). Physical activity and health could be found in the 'PE document - evidence of what we're looking to promote, the

healthy active lifestyles that would come back into the HRE, how we're going to do it' (E1Ap2). There was also a written scheme of work for HRE, as the department 'have to do a scheme of work for each component we do so there'll be a scheme of work' (E1Bp2). This was the only 'written policy' for health that the female teacher was aware of.

HRE as an activity was assessed, this was because the department 'have to assess everything. Everything that we do' (E1Bp3). Teachers assessed progress made, looking at 'basically just their improvement as they go along I suppose is the easiest statement of how you assess HRF is are they improving?' (E1Bp3). 'Written assessments' were kept that informed teaching and 'their reports at the end of the year' (E1Ap3). HRE was not a separate assessment on these reports, but was 'written as part of the spiel on what they've done … that they have followed a program in health related fitness during the year. So it is told to parents that they are doing it' (E1Bp11). Fitness test scores were not reported to parents (E1Ap3) as there were 'so many different types of scores you'd need a book, let alone just a sheet of paper' (E1Bp11). Instead HRE was 'mentioned' but reports did not 'specifically say what their say sit and reach is or whatever' (E1Bp11).

Philosophy

HoD

For the HoD at E1 HRE was 'I suppose as leader of the department then, you know, its top of the list'. Everything else taught in PE 'really comes after that because, you know, I think it's a knock on' (E1Ap2). Health, in his opinion 'health relates to any activity you do, you know' (E1Ap10). The HoD's personal philosophy was that PE:

> 'should be enjoyable, number one. If at the end of the time when they've been coming down to PE they leave school wanting to take part in any activity, whether it be an aerobics session, whether it be going out to the gym, whether it be a team sport. If they can leave actively wanting to pursue that then I think we've achieved. I think we can educate them into leading a healthy lifestyle through whatever activity they want to do then I think that's where we need to be, and I think that's when we've

achieved' (E1Ap4)

The HoD achieved this goal of wanting pupils to be active after leaving school 'by offering them a choice of activities within the school, so they've got a variety of areas to have a look at' (E1Ap4). He also promoted healthy lifestyles by talking about it 'all the time within lessons' generally educating children on 'the benefits of, of physical activity' (E1Ap4). Promotion was also done through 'having the links with the community so that offering the chance to, you know, you've got a starter session at the gym, you know, there's a chance of going into the football clubs, there's a chance of going into the rugby clubs' (E1Ap4).

The 'ultimate outcome' of HRE teaching for the HoD was for pupils 'to continue after they leave school doing something' (E1Ap8). This eventual proposed outcome was tracked back to influence HRE teaching in each school year, so that for example 'when they're in Year 8 we're not looking towards do something when you leave school, we're looking forward for you to try to do something within Year 8' (E1Ap8). The proposed outcome for each year then was 'you know, this is educating in fitness, these are the things that are available to you in school out of school, you know, there you go'(E1Ap8).

The HoD's philosophy affectd his department's practice, particularly at Key Stage Four. In years 10 and 11 PE provided options for pupils of a 'major game', 'an individual activity and maybe a fitness based activity'. Changes to NCPE requirements allowed these options, 'so I'm no longer going to force people to do things which will maybe discourage them from continuing' (E1Ap9).

Learning is also at the heart of the HoD's philosophy. PE was, to him, not just about delivering an activity. He saw no point in simply 'playing this' or 'doing that' and questioned 'if we're not educating and giving that knowledge then, you know and then reviewing and improving then, why are we doing it?' (E1Ap10).

The HoD believed that he got his philosophy of PE from his parents and the 'people he was spending time with' as a child. These were people from 'the sports clubs I went to' so 'like minded people' (E1Ap5). He was aware that 'other people may say

differently if they were doing other things as children' but his philosophy stemmed from 'a lifestyle which I enjoyed and felt I benefited from (E1Ap5). The HoD's philosophy was influenced by his personal experiences throughout life. His teaching of HRE was subsequently informed and influenced by 'just through what I did as a youngster, as a student, and in my initial teaching, what I feel, cause it is personal, what I feel would be beneficial to students and children nowadays' (E1Ap8).

E1's HoD 'would hope' that the rest of his department had the same philosophy on the purpose of PE. He thought that 'we're pushing in the same direction, you know, we want the same things for the children when they leave school' (E1Ap5) whilst acknowledging that there will be differences in the means to the same ends as 'how we go about it may not be exactly the same but I think ultimately we're looking at the same goal' (E1Ap5).

Female PE Teacher (full time)

The female teacher thought that health within PE was 'important to the kids these days'. The reason behind this view was her concern over the low activity levels of pupils who 'don't do enough out of school, they've got to do it in school' (E1Bp4). This teacher's personal philosophy of PE was that it should be 'enjoyable, beneficial' (E1Bp4). As a result of their physical education, pupils leaving her school 'should be aware of their own needs to get fit, what they need to do to keep themselves at that level of fitness' (E1Bp5).

The female teacher believed health was an important part of PE. She talked of one of the outcomes of PE, pupils joining fitness clubs after they leave, and hoped that 'we've led them into it somewhere along the line' (E1Bp4), and that a 'little bit' of what the department does has 'rubbed off on them' (E1Bp5). Her intended outcome for PE was that 'if we can tell them how to, you know, we can show them the way then maybe they'll take it up for themselves' (E1Bp4). Concerns for pupils' health influenced this teacher's view of her role as a PE teacher. One of their 'main jobs' as a department 'is to make sure that when they leave they're not going to drop dead the next day of ill-health' (E1Bp5).

The female teacher's personal philosophy on teaching PE seemed to be based on skill

learning. She saw PE as being different to 'more academic subjects' concerned with teaching 'set skills' performed in 'the same way every time' (E1Bp10). National Curriculum changes, in particular in terms of assessment and levels, were seen by the teacher as 'something I've managed to avoid so far' (E1Bp11). To her there were advantages to teaching PE over other subjects, it has 'always been the nice part about being in PE that you haven't really had to worry to much about national curriculum levels, but er, yes that's something to look forward to' (E1Bp11).

The department aimed to foster good relationships with pupils, maintaining these once pupils had left. Through this relationship staff could see that with some pupils 'it seems to stay with them' as they 'talk back about PE lessons' (E1Bp5).

This positive long term influence on pupils appeared to be more important to this teacher, and possibly the department, than success with school teams. Extra-curricular teams were only mentioned when asked directly if the school has teams. She replied that a few sports teams were run 'from time to time' depending on the year groups as the school had limited numbers from which to select teams (E1Bp6).

Male PE Teacher (part-time)

Health as an area of work was not seen as being very important by the older male teacher. HRE was not 'at the top of my er agenda' (E1Cp1) as it was not an area of work he was happy with (E1Cp2). Regarding HRE as an area of work within PE the male teacher 'would guess its quite an important element as you go through but er, quite how much depends on the facilities you've got and the staffing available' (E1Cp1). The male teacher did not view HRE too highly as he had not 'been trained for it' (E1Cp3). He saw HRE as 'a new, its just a new little phase isn't it. He felt that the profession will move on to 'something else later on'. Pragmatics appeared to be a greater influence on his teaching than new ideas, or National Curriculum changes. This can be seen in the statement that 'all this idea about cross curricular and linking is brilliant in theory, but when you get down to the practicalities, you know, life don't come so easy (E1Cp3).

The male teacher's personal philosophy of PE 'was always to work the kids and to make sure they had a huge amount of enjoyment and to set some individual target,

whether it was in main games or in individual gym or anything' (E1Cp3).

This philosophy was influenced by 'the way I was trained, the way I was brought up and the way I wanted people to work' (E1Cp3). His approach to PE was also affected by his own sporting experience. He 'was always a footballer, but I much preferred teaching rugby. And I played all the major sports, pretty high level, county wise etc' (E1Cp4). The changing status of PE within the whole school had also affected the male teacher's philosophy and practice. Through 'battles with management' when PE was not highly thought of this teacher 'became very embittered but I never, I hope I never let it affect how I dealt with the kids, I'm sure it did but…' (E1Cp4).

E2

Importance

The Head of Department at E2 found it 'difficult to say' how important health and fitness was seen to be by the department. This was due to confusion over meanings, 'it's difficult because health and fitness is such an umbrella term isn't it really' (E2Ap2). He did go on however, to outline the department's view 'I mean our thing about health related fitness is that, or my belief is that, the one I try and put over is its part and parcel of the sport and your everyday life' (E2Ap1). Other staff agreed that 'at the end of the day we're all looking for the same thing. We want each child to do their best and understand the importance of fitness' (E2Bp3).

The younger female teacher valued health as part of the philosophy for PE. Covering fitness in the curriculum served two purposes, 'I mean as well as getting information across to them it helps us as well. If they can understand why we're doing it as well. It gives us a chance to promote PE in a different way' (E2Bp3). The older male teacher agreed on the importance of health and fitness. The department believed 'it's a major sort of component because we do actually take the trouble to do this, and especially in year 8 trying to get it home to them' (E2Cp3). Regarding the area of health, the older female teacher thought that the department were 'all agreed that it needs to, you know, its got a place in there and its quite a good, um, you know, its quite important' (E2Dp6).

Health was deemed to be important enough to be taught in a discrete block of work. The only problem with health in PE was that 'we've got to try and deliver it within that fitness block' (E2Ap4). The HoD did not wish to leave content so important to be taught through permeation alone as 'the way we looked at it is you try to deliver it within all the other things, you'd lose it' (E2Ap4). The fitness block was seen as 'very important' by members of the department (E2Bp3). Staff believed 'there is a reason for doing fitness', and the block was better than alternative activities as 'it was worthwhile doing if it was done properly' (E2Dp7).

The block had resisted many changes that had gone on elsewhere in the department, such as 'quite a few other activities' having been moved. Staff seemed happy with the block in general as 'everyone's quite keen to update the booklets' (E2Bp3) and they 'wouldn't want to see it go from the curriculum' (E2Dp8). The department 'think it's valuable' (E2Dp5). The fitness block had been in the curriculum for four years and there had 'never been any discussion about taking it out and I think, I think the reason we have it is because you can build on that in a, you know, you can build on that in every other activity that we teach. Basically, you can keep referring back to it' (E2Dp5).

The position of the block in the PE curriculum indicated that it was something of a priority for PE, to cover fitness first. The block fitted around Christmas 'so it's quite at the start of their physical education here so that fits in perfectly well really' (E2Bp3). Staff felt that it was 'important to get it right in year 8' as you 'have to keep referring back to it' (E2Dp6). Staff had to refer back in later years as there was not space in the curriculum for a fitness block. They would 'be pretty pushed to give it another 6 weeks in year 9 and another 6 weeks I think' (E2Dp6). So the department did not see it as being important enough to teach in every year, but rather 'it slots into year 8 and its …you know, its seen as something we will do for 6 weeks because we feel its valuable and there is a space in year 8 for it' (E2Dp6).

During the Fitness block at E2 pupils worked through a booklet, completing written work and recording scores. Pupils were supposed to be able to keep these booklets for future information, but in practice staff did not make this much of a priority. The older male PET explained that 'in theory they put them in their PE folders …um…but a lot of the time I must admit they just stay in a pile with the, you know, for their

class, you question whether with so many bits of paper these days whether we actually get round to making sure they go in their folders, we probably will' (E2Cp2). The older female teacher confirmed that the booklet was kept so that 'if we ever need to they can refer back to it. We don't very often, but they can do' (E2Dp4).

Importance of health/PE in whole school

E2 was aware of health as a whole school issue. It had gained the county's Health Award, but the HoD implied that this was not of great importance, only that 'people are aware of it' (E2Ap4). Displays around the school and the successes mentioned by the HoD indicatd that elite performance was more highly valued by the school (E2Ap5).

The school taught elements of health through Complimentary Studies, which was E2's version of PSE, replacing 'Health Education' (E2Cp2). It did not have a PSE or health co-ordinator since the previous person 'gave up cause it was a lot of work and nobody said thanks' (E2Cp2). The older male teacher supposed that this area now 'would fall under [the HoD's] sort of er …umbrella really as sort of head of PE' (E2Cp2). The emphasis in this area of the curriculum had changed from health topics such as 'smoking, drinking, …um, as I said diet, and exercise' towards 'citizenship and stuff like that which is….the in thing now' (E2Cp2).

Physical Education did have a certain amount of status within the school. PE was taught only by specialist PE teachers. The department felt they were 'quite lucky in that sense' (E2Dp2). The status of PE in the eyes of pupils had improved in recent years, if drop out rates can be taken as an indication of status. There used to be 'a big drop out' in Year 11 with 'kids constantly not doing it' (E2Dp7). This used to be a 'real problem with girls especially, but now I'd say, we might have one, maybe two people missing a lesson, even in year 11, we have very few people now not doing it'. The department had achieved this through introducing 'sports which they like' (E2Dp7). This low drop out rate also indicated support for PE from parents. The PE department did not have large numbers missing lessons because 'we tell the parents, well we tell the kids and the parents what we expect …um, as in you will wear this kit, you will take part in PE lessons if you don't (tape inaudible) and that's as far as it goes basically' (E2Dp10). Parents did attend school matches, but did not have any involvement or communication with PE 'in terms of the health related

stuff' (E2Dp10). There were no plans to introduce anything along these lines, as teaching was too pressured for time (E2Dp11).

Integration into policy

The PE department at E2 did have a written policy on health (E2Bp2). Health and fitness was not featured on pupil's assessments. These had just been reviewed and on the new reports 'we've got a whole bank of statements that we have to choose for each child. That element was missing' (E2Bp3). On the reports 'there was a bit about understanding short and long term effects of exercise but there wasn't anything to show how they were coping and what they were understanding about the areas of fitness' (E2Bp3). Staff had noticed this and it was subsequently 'added for next year so it does show that everyone's quite committed so' (E2Bp3). The older male teacher used heart rate measurement as part of his reporting procedure. He assessed the fitness block 'to a certain extent', keeping track of activities covered in his register and also to 'take the trouble to record now and again what their resting pulse rates were, what it was after 5 minutes, so I do actually use it as part of their report' (E2Cp4).

E2's older female teacher believed that assessment of fitness was 'very difficult in a six week block' (E2Dp5). This area was, for her, assessed 'only in so far as the national curriculum says that one of the things you are supposed to assess is sort of um, looking at their own performance and you're supposed to, one of the criteria is looking at um health and improvements in fitness' (E2Dp5).

Philosophy

Head of Department

Health-related Fitness was important to the Head of Department, his 'belief is that, the one I try and put over is its part and parcel of the sport and your everyday life' (E2Ap1). As for health and fitness more generally he found it 'difficult to say' regarding their importance to the department because 'health and fitness is such an umbrella term isn't it really' (E2Ap2).

The HoD's personal philosophy of PE was that it should 'hopefully give every pupil the opportunity to find an activity which they can continue to do when they leave school, to whatever level' (E2Ap5). Pupils were informed of the expectations of them

in PE when they joined the school. He made pupils aware that for the next four years 'all we want you to do is turn up, with the right kit, to the right lesson and …perform to the best of your ability, whatever that ability is' (E2Ap5).

The Head of PE said that for a pupil to be physically educated he/she would 'hopefully be able to go and participate in any of the sports that we've done' (E2Ap6). He gave the 'obvious' example of football, and also that of climbing. At E2 they covered 'a block of climbing where they learn how to tie a knot in a rope, learn how to belay, learn how to climb so they can go to [the University] and use the climbing wall' (E2Ap6).

The Head of PE acknowledged that pupils would have individual tastes and personalities and tried to cater for this. One goal for pupils in PE was that 'they hopefully find something they enjoy' (E2Ap5). The HoD explained that 'whatever curriculum you put together' there would be children who do not like certain activities but may enjoy others. Enjoyment of different activities 'comes down to personalities, extrovert, introvert, so your introverts will like the outdoor ed bit and the problem solving and stuff like that but not like team games'. His aim for all these pupils was 'that hopefully they want to do the best that they can to find something that they can actually do' (E2Ap5).

His own experiences as a child were an influence on the Head of Department. He said that his philosophy was 'possibly from me, when I went to school so, we did all the games and stuff at school, so possibly my PE teachers' (E2Ap6). Influences also occurred later on in life 'when I was on teaching practice, people on my BEd' (E2Ap6) and also from his own personal sporting career. The HoD did his own training and 'used to run marathons and triathlons, so you sort of get into it, the way you do fitness and stuff like that. Um…you know, it's just developed over the years my philosophy I suppose, nurtured…whatever' (E2Ap6). His personal philosophy and experiences were two of the biggest influences on the HoD's teaching of HRE.

As for the whole department having the same philosophy for PE, the HoD would 'hope so'. He thought that they would all have the same expectations for pupils and 'say that by the time they leave they've got knowledge enough of each of the sports

and areas so that they can go out and do some, depending on what their sort of areas of want are' (E2Ap6).

Elite performance and competitive sport appeared to be a priority in terms of the philosophy of the PE department and the school as a whole. Differentiation occured in lessons to accommodate 'the lower levels' but it seemed that extra-curricular activity may have been geared more towards school teams and improvement of the 'high levels' (E2Ap5). The HoD confirmed that elite performance was 'one aim' of PE when he listed some of the successful ex-pupils of the school. These students had excelled in football, netball, cricket and boxing (E2Ap5). The HoD made it clear however that elite performance was not the only concern of his department. There was also 'the other aim' of helping pupils who struggle to perform in PE. If these pupils were 'trying their best, that's good. You know, as long as they try their best then we're quite happy with them' (E2Ap5).

Performance was the key to PE for the HoD. He agreed that 'children need to be able to plan and evaluate, because that's the process of improving performance' but thought that the prescriptive nature of the NCPE can detract 'from the actual performance itself where, you know, where you have, bringing the kids together' (E2Ap8).

Young Female Teacher

The female teacher's personal philosophy of what PE should be was concerned with pupils being active for life. She thought that 'everyone should, we should be there to encourage people to continue with physical exercise after they've left here' (E2Bp4). Elite performance did form part of her philosophy as she pointed out that 'if we pick up someone that's obviously quite naturally talented then we're aiming to move them on to clubs and improve their standard' (E2Bp4). This teacher got frustrated that pupils at E2 were reluctant to join clubs and train for activities in which they were clearly talented (E2Bp8). The main focus of her philosophy though was what pupils did in later life. She reiterated that 'if we're looking generally, it would be great if we could get across so that we knew when people left here that everyone was doing some sort of fitness each day (E2Bp4). This philosophy of PE came from 'probably from my (laughs) my education er…both school and college really' (E2Bp5).

A pupil at the end of Year 11 who is physically educated will be able to carry on with sport. This teacher thought this was when 'they've found something that they enjoy doing and that they're going to carry on so that they've got a good hour of exercise a week….at least an hour of exercise a week ..a good start anyway' (E2Bp4).

This teacher felt that the department were in agreement about their purpose. She said that 'at the end of the day we're all looking for the same thing,. We want each child to do their best and understand the importance of fitness' (E2Bp4).

Male PE Teacher

The department did, in the male teacher's view, see health and fitness as important. He thought it was 'one of the more structured things that we, that we all do and er most of us enjoy doing it if we have a half decent group' (E2Cp4).

The male teacher's personal philosophy of PE was 'fairly broad actually' (E2Cp5). His philosophy was founded on a concern for children's health and activity levels. His department tried to make PE 'sort of broad balanced'. However he would 'actually like to see more emphasis towards fitness these days actually because there are so many couch potatoes and er overweight people, smokers and so forth, especially' (E2Cp5).

For the male teacher, a physically educated child would have had 'a chance to take part in lots of different sports um…for instance rock climbing that we do, they all do table tennis, football, cricket volleyball, badminton, cross country athletics um' (E2Cp5). They would also have benefited from extra-curricular opportunities such as water sports or skiing trips abroad. He felt that pupils should be given 'a good experience' and a chance to try 'something different' (E2Cp6).

The department had 'an ethos, philosophy' which was put to pupils through the fitness booklet (E2Cp1). The male teacher would say that all of the members of the PE department had got the same sort of ideas about health and fitness (E2Cp5). Part of this department philosophy was a belief that they were 'more scientific' rather than linked to music and drama (E2Cp3). Staff did see this link in some student's work, such as performing gymnastics to music, but this teacher was 'too old and set in my

ways to do that' (E2Cp3).

Extra-curricular competition appeared to be very important to the department. This teacher commented only on help (or lack of) received from other staff with running school teams when asked if the rest of the school was supportive of PE (E2Cp5).

Older female PE teacher

According to the older female teacher the department 'feels that children are generally unfit and we have to do something' (E2Dp6). She felt this was done best through knowledge and understanding rather than training within PE. She explained that 'I don't think you're going to improve the fitness in 6 weeks but at least they might know a little bit more about and might eventually be prepared to go off and do a…'(E2Dp6). The female teacher believeed that 'there is a reason for doing fitness' (E2Dp7) that 'it's certainly worth teaching, I wouldn't want to see it go from the curriculum' (E2Dp8). HRE was, in her opinion, 'the sort of thing children should know about…I suppose it's life skill really' (E2Dp9).

Continuing participation of all pupils was the goal for PE at E2. The female teacher stated that 'the philosophy of the department is by the time the children leave the school in year 11 they will have found a sport that they enjoy and they will continue. Now some kids are going to do sport till it comes out of their ears, but there's a lot of kids if, even if they only go and play badminton socially once a week, well at least you've done something for them' (E2Dp6). Her own personal philosophy was the same as that of the department (E2Dp6). The PE curriculum framework was where the department 'try and introduce a range of activities, we try and introduce different ones every year' (E2Dp6). Various activities were covered in Key Stage Three 'and then in year 10 what we've done with that curriculum is picked out the sports we feel they enjoy the most and then we do more work on those sports… we pick out the sports that we feel that they get most out of ' (E2Dp6). In this way, the PE department tried to enable all pupils to find an activity they enjoyed and would continue. Thus the 'philosophy is that if they, you know, if every child has only found one sport that they really enjoy and they'd be prepared to do then, then what's we, that's what we set out to do' (E2Dp6). The female teacher understood that some pupils would study examination PE and would 'be doing sport every weekend'. Conversely some

children were not like that. The aim of PE was for them to 'just find one' activity they would continue. For some this would be 'doing some aerobics or going swimming once a week and that's fine as far as we're concerned' (E2Dp6).

A physically educated pupil, for this teacher, was one who 'can see the importance of it' (E2Dp7). A signifier of achieving this was the greatly reduced drop out rate in year 11 that the school had seen in recent years. This was thought to have been 'conquered' because the department has 'retained sports that they like' (E2Dp7). The length of units of work in KS4 had also been reduced in an effort to reduce the drop out rate. The theory was that with blocks of 4 weeks pupils were still 'able to improve' but equally if pupils did not like the particular sport 'they don't have to do them for very long' (E2Dp7).

The desired outcome of health-related fitness teacher was, for this teacher, the pupils' knowledge and understanding. By the end of the fitness block pupils should have been able to say 'this is what health is, this is what fitness is, this is what my pulse rate is, this is how I take it' (E2Dp5). She did not agree that the Fitness block should be assessed solely through fitness testing, she didn't 'think that's what PE is all about really' (E2Dp5). Whilst the profile of PE should be raised and children assessed PE is 'essentially a practical lesson and you can spend far too much time evaluating it if you're not careful' (E2Dp12). Assessment should be for pupils' benefit, it 'gives the kids an idea' (E2Dp12). PE teachers, she thought, are very good at quickly assessing pupils and identifying areas for improvement. The main purpose of assessment then 'is it tells the children. That's what it should be, it shouldn't be for the purpose of PE teachers, it should be for the pupils and I suppose, parents as well' (E2Dp12).

The female teacher viewed HRE as a 'life skill' (E2Dp9). It was one of 'a lot of things that are taught in schools that are not part of the formal education system, they're sort of things that you teach that aren't examinable but are going to carry with them throughout the rest of their lives' (E2Dp9). Knowledge of health and fitness 'is the sort of thing that is gonna be important for them for the rest of their lives' regardless of whether they participate in sport competitively or socially (E2Dp9). This knowledge was 'basically what sort of a difference it can make to them. You know, or potentially what sort of a difference it could make to them' (E2Dp9).

Her philosophy was based on this point of view as 'you get, you know, I've obviously got a lot out of sport and I'm teaching it and all the rest of it, but I just think its something very important that they at least know about, even if they don't go and do anything about it' (E2Dp9). This philosophy influenced her teaching as 'I think if you believe in something you teach it better…you know. I can see the importance of it' (E2Dp9). Other things the female teacher had to cover she may not have agreed with, but knew that she had 'to teach it in any case'. Regarding health and fitness within PE 'with that element of the course if you, you know, if you believe in it you sound sort of more convincing basically. Teaching's an act, if you believe what you say, it's easier to act it out' (E2Dp9).

The teacher's philosophy was also influenced by the trends she saw in her school. She felt that there were 'more opportunities created but I think children are less willing to take those opportunities' (E2Dp10). She felt PE had 'got to get it right' because of what she saw happening to children in that 'we're turning into a nation of couch potatoes basically' (E2Dp10). In her opinion children's activity and health was not solely a problem for school PE. She thought 'it's too late by the time they get to secondary school, I think it's parental responsibility' and that parents should want their children to have basic skills (E2Dp10).

E3

Status

Health and HRE were not of any elevated status within the PE curriculum. Whilst HRE was 'seen to be important' it was not considered by the HoD to be above any other aspect of PE. He saw health and HRE as being 'first among equals or whatever you want to say (laughs) you know it's, other aspects of the curriculum are as important' (E3Ap8). The HoD thought that his department viewed health as being 'important', and 'on a scale of one to five I suppose if five is the top I would think most members of staff would say it's in the four or five sort of area really' (E3Ap9).

Health and fitness may actually have had a varied status across different members of the department (E3Cp5). One male teacher said that HRE to him was 'very important, vital um…it's, it's, every lesson I teach it gets included in' (E3Cp3). This teacher

doubted 'whether the rest of the male department feel the same' about HRE. He felt this may be due to age and experience in the profession, as his male colleagues were 'slightly older, and er much more, … set in their ways, so I don't think, I know they don't include it as much as it could be, but that's, maybe that's how they think its done best but…' (E3Cp3). As a result of this he felt HRE was taught when it was down 'as a lesson on the timetable, but once that's done, a lot of the time it's forgotten' (E3Cp3).

Importance

Health and fitness was not taught in a discrete unit of work at E3. At the time of the interview health was 'treated like, not as a separate subject itself but taught in conjunction with um and through sort of games' (E3Cp1). This area of the curriculum was a concern for some staff who said that they 'think it's meant to be a separate subject but I don't think its worked this year, which is why they're changing it next year. At the moment it seems as if it's more of an add on, more than a subject in itself, which hasn't really fulfilled what they wanted it to so they've changed it for next year' (E3Cp1). Teaching health through permeation in the games side of the curriculum also meant that non-PE specialist staff were teaching this area, 'which doesn't really help' (E3Cp1).

Importance of health/PE in whole school

E3 was described as having 'a good reputation in general' within the local area, particularly for 'extra-curricular activities like expeditions and sport and music and drama' (E3Ap2). PE had a 'high status' within the school itself, which the Head of PE believed 'comes with being a specialist sports college' (E3Ap2). Conversely, the HoD did not feel that all other staff were supportive of the specialist sports college status. This was because of 'pockets of resentment and jealousy and all the rest of it' (E3Ap2). Staff were generally supportive of PE but there were people within the school who 'say why do PE or whatever or what's the point of it or, the normal comments that you get' (E3Ap2).

PE, sport and health did not feature in the whole school mission statement, as far as the HoD could remember. The mission statement was based on the notion of success

for all, and reflected the 'caring ethos' of the school (E3Ap3). One male teacher who was fairly new to the school found it 'hard to gauge' whether E3 was a healthy school. He thought that 'with sports college status, it's got a much higher profile um I think on the whole, considering the numbers of kids we've got here um, I think they've got a very good attitude. The vast majority of them have the right attitude towards it and understand the importance of it' (E3Cp5).

Despite being a specialist sports college E3 did have non-specialists teaching the games curriculum (E3Cp1). This may have had implications for the teaching of health and fitness through permeation (E3Cp1).

Integration into policy

The Head of PE was unsure whether his department had got any written policies about health, he would 'need to check' (E3Ap8).

Parents of pupils at E3 received reports on how their child was doing in PE. These reports included KS3 descriptors, but there was 'no specific mention of health related fitness in the report, but I mean the efforts and attitudes will be reported on yeah' (E3Ap8). Fitness test scores were not reported to parents (E3Cp4).

Philosophy

Department philosophy

PE at E3 was split into a games and a physical education curriculum. The emphasis in these lessons was 'on the practical rather than the theory' (E3Ap7). The department philosophy seemed to be based around pupil involvement and enjoyment. End of unit assessments 'involve some kind of assessment of effort or, and attitude' (E2Ap8). Teachers in the department aimed to get pupils 'involved in what they're doing' and therefore to 'learn through experience' (E3Ap8). For many members of the PE department 'it's important that the pupils actually enjoy what they're doing' (E3Ap8). The department, and in fact the whole school, valued both elite performance and participation. This could be seen through the policies for dropping the timetable for pupils involved in representative sport, and the presentation of certificates to pupils that did all of their PE lessons (E3Ap10).

The philosophy of the department in terms of differentiating between PE and Games was very much based on professional traditions. The HoD explained the split saying that 'well I suppose historically physical education is about educating the body really and about some kind of health …..some kind of health issue really to do with development. …whereas traditionally games, its really a character building, well a lot of the rationalisation for it is character building isn't it. …team players' (E3Dp6). When considering the actual activities put in to each curriculum it appeared more that the PE/Games split was made more on the basis of being an indoor or an outdoor activity, a suggestion the HoD agreed with (E3Dp6).

The Head of PE did not believe that everyone in his department had the same philosophy for PE 'because its such a large department I'm sure they don't, you know, I'm not meaning to be sort of negative in that, but its just trying to be realistic you know, when you have 14 or 15 people' (E3Ap10).

The PE department had another strand to its philosophy through its role as a specialist sports college. Part of this role was to 'raise standards…um to encourage healthy, to encourage healthy living, um…to encourage participation….to get, I think I'm just repeating myself now, to try to get as many people involved as possible' (E3Dp9). This element tied in closely with the HoD's personal philosophy. The HoD hoped that as a sports college they would be able to 'generate an interest in sport that's a…I hesitate to say lifelong, but certainly a ….a long term ish type interest' (E3Dp10). Other elements of the role as a specialist sports college were more to do with the whole school philosophy. The college should endeavour to 'raise standards in terms of performance and academic…and also to raise standards, you know, across the academic spectrum, you know supporting other departments in terms of their academic, you know, achievement basically. For example paying for INSET for other departments, so they can do whatever they need to do' (E3D9). As a PE department the HoD would 'say that the main goals are participation' (E3Dp10). Being a sports college had imposed some additional goals onto the department. He continued to outline the department goals saying 'but I think that performance is ….a very important element of sports colleges, because sports colleges and the Youth Sports Trust see us as really a cheap route to developing Olympic stars basically' (E3Dp10).

The HoD saw the premise for sports college status as 'maybe it's just over optimistic' (E3Dp11). This was because of the scheme's philosophy of excellence, without the necessary funding as 'if the aim is excellence you can't buy excellence on the cheap' (E3Dp11). He thought that the scheme saw specialist sports colleges 'as hubs or centres of excellence, they think that we can, you know, produce these high performance athletes' (E3Dp11). He did acknowledge that supportive programmes and structures, such as Junior Athlete Career Education (JACE), had been introduced alongside the specialist status scheme (E3Dp11).

As a Sports College E3 was part of a family, or partnership of local schools. The HoD found it easier to liaise with the Primary schools in his family as they did not have specialist PE teachers who may 'take offence at another specialist coming in and saying 'do it my way'' (E3Dp9).

HoD

The HoD's personal philosophy of PE was 'to encourage pupils, boys and girls to be active and to enjoy sport um and get some kind of, try and get some kind of success or feeling of achievement out of it' (E3Ap10).

By the time they left the school pupils would be 'physically educated through skills development you know, um learning about skills… they'd also be physically educated through having been taught about things like aerobic and anaerobic fitness, they'll have a superficial knowledge of muscles, they'll have been taught about the importance of warm up and cool down' (E3Ap10).

There had been various influences on the HoD's philosophy of PE. He thought it had come from 'a mixture of parents I suppose, school, er Loughborough and Exeter University I suppose. And obviously my, my teaching experience' (E3Ap11).

The HoD's vision of what a PE teacher should be tied in with his philosophy of PE, that participation should be encouraged. For him a PE teacher 'should be enthusiastic about sport, they should be knowledgeable about sport…when I say enthusiastic I also mean encouraging, um people to participate' (E3Dp3). Members of his department should also be able to teach a wide spectrum of activities. E3 offered forms of 'physical activity that we think is valuable for them' such as dance for boys in year 7

(E3Dp3). The HoD described the physical image of the ideal PE teacher. In his view 'they should not be overweight …they should er, I suppose they should look healthy (laughs) don't need to say it really…and presumably they should be able to perform their physical skills well, whatever they're demonstrating they should be able to demonstrate it to a good standard' (E3Dp3). Other qualities they should have were to 'be encouraging and enthusiastic…and also being sympathetic as well' (E3Dp3). The HoD referred to his ideal teacher 'looking healthy'. His perception of health was based primarily on medical definitions. He stated that 'well health is freedom from disease isn't it,… so someone who is able to take part in physical activity with the pupils without um actually stuttering and spluttering in terms of…being out of breath' (E3Dp3). Health was important to his staff, as a PE department as he thought absence through ill health reflected badly on them. This implied that he believed that ill-health is to some extent self inflicted (E3Dp3).

Female PE teacher

The female teacher at E3 did not initially know what her philosophy of PE was. She said that she had 'never thought about that' (E3Bp1). After some thought she then said that 'PE should be somewhere where the kids are learning about their own bodies, how their own bodies work, how their own bodies adapt' (E2Bp1). She went on to state beliefs that were very much in line with the department philosophy described by the HoD. Physical education should be 'something where they are physically active in lessons, so they are getting the most out of lessons by participating. So I do believe in maximum participation in lessons…it's got to be enjoyable, it's something that they enjoy coming to' (E3Bp1). PE, in her view, had two main outcomes for pupils, that they were 'learning about their bodies and how they work and they're also learning about different games and sports' (E3Bp1).

To be physically educated would, for this teacher, 'mean that when they leave school they will get to join outside clubs, um things like that so they are carrying on what we've taught them, using that in outside clubs outside school' (E3Bp1). If she had done her job well, the pupils would be 'carrying on what they've done in school' (E3Bp1). The basis for this philosophy was a concern for pupils' healthy lifestyle. The department wanted pupils leaving the school 'to carry on doing activity, purely because it's good for them. And they do, I do believe that by year 11 all our, all the children know the benefits of regular exercise and how it can help them with a

healthy lifestyle' (E3Bp1). This teacher 'should think that' the rest of her department would 'all agree' with her view of the purpose of PE (E3Bp1).

Male PE teacher

HRE was seen by the male teacher as being 'very important' as it was included in every lesson he taught (E3Cp3). Teaching in HRE was done mainly through 'self discovery'. The male teacher thought that 'they'll remember much more if they find things out for themselves' (E3Cp3).

This teacher's personal philosophy of PE was that it should be concerned with 'fitness for life' (E3Cp5). Again he thought pupils should be prepared for continuing participation after leaving school. He believed that 'as long as a kid will leave school understanding the importance of a healthy life and have something that they can actively do to encourage that then I think we've succeeded'. There were obviously many forms this activity could take, the teacher provided a few examples. The sport chosen does not matter to the teacher 'as long they understand that they need to keep fit and they love being a member of something, or doing something, maintaining a healthy lifestyle then I think we've done all we can' (E3Cp5). This philosophy was one of the main influences on this person's teaching. His 'belief is all about fitness for life and if they don't have that understanding to start with, they see the value of continuing with it,…that it's a long term thing not just, you know, finish when you're 16, there's implications for ever' (E3Cp7).

W1

Status

The Head of PE for W1 believed his school to have a good reputation because of his examination PE results, which were of 'quite a good standard'. Practical performances, particularly in gymnastics were of 'quite a good standard' so he felt his school had 'done reasonably well in the country in Wales' (W1Ap1).

Fitness was seen as important in the department. The HoD said this was because 'well you're trying to maximise their potential all the time aren't you … you know no matter whether the kid's keen on PE or not' (W1Bp3). The Head of PE wanted to do

more work on health and fitness, the problem being that there were 'so many things to fit in' (W1Bp6). Fitness and training were what the Head of PE believed 'PE is all about you know' (W1Bp9). He relied on correct principles for training, which 'can have an influence on what you do, on the person you're teaching whatever'. He continued training programmes throughout PE, and 'keeps coming back to it and saying how important it is' rather than doing 'six weeks of this then we forget all about it' (W1Bp9). The other male teacher at W1 compared their practice to that of other schools. In his department 'we would place a lot more emphasis on telling the kids about conditioning, the benefits, than a lot more of other schools. I think we would be way ahead. In terms of there's no schools doing that' (W1Cp5).

Importance

Health-related Exercise was taught in a discrete unit of work at W1. It was the 'unit of work in September of every year for every class', taught to every class in Years 7 through to 11 (W1Bp1). Health related fitness was one of a few activities which was taught in set ability groups. At KS3 it was team taught in mixed gender groups (W1Ap3). HRF was seen as an activity area by the HoD. He included it in the list of areas taught by his department, alongside sports such as rugby and football, and gymnastics and trampolining. HRF also had a part in other activity areas, with health underpinning all areas taught (W1Dp1).

A great deal of emphasis was given to 'conditioning' at W1, as part of HRF and other curriculum activities, and as an extra-curricular activity (W1Ap4). The department was currently trying to introduce a booklet for pupils on conditioning to 'sort of try and sell it more really. Encourage them' (W1Bp8).

Importance of health/PE in whole school

PE was, until a few years ago, 'a high status subject' at W1. Since the new Headteacher arrived the 'relevance or the importance of PE in the department… in the school' had been lowered 'whether consciously or subconsciously' (W1Ap2). The male PE teacher commented on the lack of communication between PE and the rest of the school and said that he didn't know whether the department's view of health reflected the whole school ethos (W1Cp5). The female part-time teacher commented that there were different levels of teachers' opinions of health at W1, and that

sometimes pupils didn't see the benefits of fitness, health and PE (W1Ep1).

Integration into policy

Health-related Exercise was written into the schemes of work for other activities, but only in terms of 'the warm up, cool downs…at the moment' (W1Bp4).

Philosophy

Head of Dept

The Head of PE at W1 defined his school by its extra-curricular strengths. He said that 'traditionally the school has been quite a strong rugby school' (W1Ap1) indicating that the identity and the reputation of the school was dependent on school team success. Examination PE was the other focus of the department (W1Ap1), this had a high status within the department, and had given the school a good reputation locally. The HoD also stated which sports were strong 'from the girls point of view' but went on to claim that 'as a department we tend not just to do the one sport, say soccer, or rugby or hockey and netball, we tend to give the kids quite a balanced diet if you like' (W1Ap1). The PE curriculum did tend to be predominantly team sport based in the winter 'but I think in summer we do, we do work a lot on individuals, whether skill based or conditioning' (W1Ap2). Whilst he identified his school on the basis of team sport, the HoD later pointed out that extra-curricular success was not the sole aim of his department. In PE 'much of our teaching is I would say, would be geared to the individual, as opposed to the team. We don't go pot hunting I think, is what we'd call it, we tend to think of the individual as opposed to the team' (W1Ap2). School teams did form a big part of the department's workload. A BTEC course was introduced to cater for 'non-academic pupils'. This had the advantage of bringing another (part time) female PE teacher into the department, thus lightening the load on the full time female teacher (W1Ap3). Whilst the department did cover a wide range of activities as part of its curriculum it did also offer some activities only on an extra-curricular basis. Tennis, for example, was not taught in lessons but is 'more of a recreational thing at the moment' (W1Ap4). 'Conditioning work' was also done on an extra-curricular basis (W1Ap4).

Health and fitness was important to the department. This was because the department philosophy included a concern for 'trying to maximise their potential all the time

aren't you … you know no matter whether the kid's keen on PE or not' (W1Bp3).

Health-related Fitness was taught in mixed groups at W1 (W1Ap3). These groups were set by ability on the basis of physical ability and performance (W1Bp1). This setting helped the department to cater for pupils' needs. The HoD thought 'it would be just nice to have maybe an extra body or ..for the very best or the people who aren't so good to have a little more individual attention you know? That's what I mean? When I say we concentrate on the individual, that's what we're trying to do you know' (W1Ap3). Pupils' effort 'is a very important thing' to the HoD. This was the key aspect on which pupils were assessed in the HRF block (W1Bp5). The department's teaching of HRF was based very much on running. Within the block 'the main thing is we teach kids how to run, and I mean literally how to run. The technique of running, that would be part of the warm up um, so the mechanics of running we would teach and, then the mechanics of pacing themselves' (W1Bp6). Teaching then progressed to focus on elements of fitness and training, such as 'working within their aerobic zone, which they find very, very hard' (W1Bp6). Tasks were differentiated to suit individual needs and reflect the department's philosophy about pupil effort and the purposes of training. If pupils tired 'they jog on the spot …and that still keeps their heart rate up high so I mean that's not a problem, that's what the object of exercise is' (W1Bp6).

The department saw themselves as being flexible, this approach extended to the delivery of HRF. The department's 'philosophy is…about, about school generally it tends to sort of change from day to day, do you know what I mean. I mean, we are very, very flexible and we're adapting the course to suit ourselves' (W1Bp1).

The HoD saw PE as being performance based. Ofsted's concern for non-participants was not considered important by the HoD. This was because according to him 'a practical subject if they're non participants then they're not actually improving physically anyway. Anyway that's my philosophy' (W1Ap2).

The HoD's 'philosophy of life' was based on the notion of 'healthy body healthy mind. … you know fitness is for life isn't it' (W1Bp6). His philosophy was very much influenced by his knowledge of fitness and training. The HoD continued talking

about fitness for life, saying 'Lose it, ..use it or lose it. Reversibility, this, you know … that's, that's my philosophy so' (W1Bp6). Other influences on his philosophy are 'just life, father.. he was a PE teacher, my father' (W1Bp6).

The HoD's philosophy was a major influence on the department's teaching of health. He saw his personal and the department philosophy as being closely linked. The HoD said that 'my personal philosophy really dictates the department ethos, and my personal philosophy is dependant on my experience, all the knowledge I've gained and my expertise, so I think the one, just is totally related to the other' (W1Bp9).

The centrality of fitness and training to the HoD's philosophy had a clear affect on the PE curriculum. He said that 'I believe in principles, and if the principle is correct you can have, you can have a training effect. You know, you can have an influence on what you do, on the person you're teaching whatever' (W1Bp9). Training programmes were continued throughout the PE curriculum, rather than being covered for 6 weeks then 'we forget all about it' (W1Bp9). Instead he would 'keep coming back to it and saying how important it is. So I think that's why really. It's what I believe PE is all about you know' (W1Bp9).

The HoD thought that fitness and training was 'just a way of life' (W1Bp11). Within PE his staff introduced pupils to a variety of types of exercise, such as running, skipping, swimming, using rowing machines and steppers, 'I mean any aerobic type exercise' (W1Bp11). They were aware that 'the more fun you make it, the more pleasant, in other words, nice warm environment, you make it the more the kids are going to want to do it' (W1Bp11). The HoD thought that 'being healthy is hard work, and think you've gotta make people work, you've gotta raise the heart rate, you've gotta um, make them realise that it is hard work but it's a, it's a little bit and often. I don't think you can get away from that' (W1Bp12).

The HoD was concerned about factors that will prevent pupils continuing their training throughout life. His main worry was that 'when they leave school, sport is so expensive, conditioning is so expensive, with health clubs, I mean so they're not really, you know, it's all privatised, people can't afford it. If they made it free, then it would save the national health bill wouldn't it. I think that's what they've got to do' (W1Bp11). He felt that sport and facilities outside of schools were 'too

elitist' (W1Bp11). He did see gyms as the way forward for health. Aspects of health clubs and gyms can appeal to people with different aspirations. He thought that 'multi-gyms, pleasant environments, um, carpeted suites, MTV, music, um. Yeah I think that is the way forward. For the person who wants to be good, well then free weights and heavier and gymnasium type equipment, but for the person who just wants to look good and be healthy they need a pleasant environment. That's about it' (W1Bp12).

Female Teacher

Health and fitness was considered important by the female teacher. She didn't think that any other local schools covered health in the PE curriculum in this way (W1Dp1).

W2

Status

The Head of PE at W2 felt that HRF was important enough to be put into a PE curriculum that was pressured for space. The department were 'always wrestling with time, we never seem to have enough time to fit everything in. Um but no, we want it to fit in so we'll make it fit in. We think it's important and I mean the kids enjoy it' (W2Bp4). HRF did not have any sort of elevated status in this crowded curriculum, it was not 'an elite sort of um subject on its own' (W2Bp4). The department 'think it's very important that they understand um fitness related to health um, but with all the other things we have to fit in …you know, we can't…I don't see it as a priority you know…it's not our main priority then' (W2Bp4). HRE was seen by the HoD as 'something extra' that they as a department could offer pupils 'which is different from everything else'. As a separate unit it did provide pupils with 'a broader base on the curriculum' (W2Bp8).

Other staff in the department were also ambivalent about the importance of health and fitness. The female teacher said 'I think so, yeah' when asked if the whole department see it as an important area. Her own opinion on health and fitness was that 'yeah, I mean I do enjoy it' (W2Cp5). She had concerns though that pupils became bored and lost interest as there was not 'enough work there' and the block became repetitive (W2Cp5).

The male teacher at W2 stated in his interview that health related exercise was 'as far as I'm concerned it's the most important part of physical education' (W2Dp6). He said that HRF was 'at the back of, back of your thinking during other subjects' and so, whilst you must be concentrating on the sport you are teaching at the time 'it's one of those things, it forms a great part of every activity even though you don't actually think about it yourself, it's one of those things you're talking about all the time' (W2Dp6). Aspects of HRF such as 'speed, agility and things like this' were thus spoken about 'in the context of playing rugby' or whatever the activity is (W2Dp6). He thought that 'health related exercise is covered quite well really'. This was particularly so for examination pupils as 'we go through that practical side of it all and then obviously during the GCSE lessons we go through the whole theory side of fitness as well' (W2Dp1). He commented that some lessons 'involve more than others, but they'd all have health related exercise in it, it's a big part of PE anyway so' (W2Dp1). The reason given for why this teacher viewed HRE so highly was a concern for pupils' activity levels and the effects of this on other PE activities. The male teacher worried that 'if the children aren't up on health related exercise then really they can't compete in any of the different activities, whether it be gymnastics or athletics, if they don't know anything about health related exercise, you know, they're not active then, er, there's a problem really' (W2Dp6).

Provision for HRE was 'better this year than it was in previous years' as the department were 'really concentrating on it a lot' (W2Dp10). PE staff had been 'solely concentrating on it in a block' this year, which pupils had enjoyed. This attention to HRF was warranted as 'you can't teach any subject, any topic in PE without relating it back to health related exercise, it's impossible' (W2Dp10).

Importance

HRF was not formally taught through permeation at W2. Practice in this area consisted of 'just generally the warm up yeah and stretching'. Girls and boys may have received differing inputs through the activities as the HoD would 'suppose the boys would, as far as rugby and football is concerned, I mean there's a lot more running involved in that than I would say, netball. …um, but um, it's just bringing it in as part of the lesson' (W2Bp2). Certain aspects of HRE were regularly taught. A warm up was done in 'every single lesson' to make sure that pupils were 'ready to do

the main activities' (W2Cp3). An 'element of health related exercise' was present in 'every PE lesson. The male teacher explained that this was because 'it's obviously a common requirement' (W2Dp1). The 'aspect of health related exercise in every lesson' appeared to be limited to 'a warm up'. Every PE lesson at W2 'will involve questioning on stretching, whether it's dynamic stretching, static stretching' (W2Dp1). No other aspects of HRE were mentioned. Some knowledge and understanding of fitness and health was taught through the warm up part of lessons. In the male teacher's skill and game based rugby and football lessons the 'beginning of the lessons will always be based on a warm up'. At this point his classes were 'talking about different muscle parts and how we warm up different muscle parts and what activities we'd use for different muscles' (W2Dp1).

The department taught a circuits based HRF block. It did not have a prescribed place in the curriculum but instead it 'basically does depend on the weather' (W2Cp5). HRE, in the form of 'relay races' or 'circuit training' was used to accommodate large numbers of children in the limited indoor facilities during bad weather (W2Dp6). HRE as a block was introduced to replace swimming in the PE curriculum. HRE was chosen as the department already had all the necessary resources as these had been bought for 'wet weather activities' (W2Dp8).

Health-related exercise was taught at 'mainly key stage three' as 'a module in itself' (W2Dp1). It was not officially taught through permeation but the department 'would also do health related exercise throughout other areas like rubgy, football and things like that' (W2Dp1). Provision in this block appeared to be the same for all ability sets, in years 7 and 8, at least the female teacher said that she didn't 'think there's much, much of a difference' (W2Cp13).

Importance of health/PE in whole school

Aspects of health were taught through PSE at W2. The Head of PE did not know 'offhand' what was done as part of this course. She suggested that topics such as personal hygiene and 'abortion and things like that as far as sex education and health education is concerned' (W2Bp2). Physical activity and health were not mentioned. Although the male PE teacher felt personally that 'PSE is a very good subject' this attitude did not seem to be school wide. Lessons were worksheet based, with little planning required of the teacher delivering the lesson, and many form teachers saw

the course as being pointless (W2Dp11). Most PSE work was done in years 7 to 10 as 'in year eleven its dominated by pupils preparing their records of achievement for when they leave school so very little is covered in year eleven' (W2Ep3). These pupils therefore got no additional health teaching outside of PE. There were no practical aspects to the PSE course, the school's opinion being that 'that's more or less for the PE department to go and get on with yeah' (W2Ep6). Communication between the PE department and the PSE co-ordinator was limited, even though they had a 'good personal relationship' (W2Ep6). The PSE co-ordinator seemed to have a strange attitude towards the value of the PE department's input. When asked if PE had any involvement with the delivery of PSE, the co-ordinator said 'well, er, are we still talking about um jumping around and hop skip and jump' (W2Ep6). He was not aware of the PE department's input to the whole school's teaching of health, or of their HRF unit of work (W2Ep6).

One member of the PE department at W2 felt strongly that health and Physical Education was not given the curriculum time that it needs or deserves. Children at his school 'get given an hour a week under guided supervision to learn about the body and to be physically active. An hour. Ridiculous isn't it?' (W2Dp17). This teacher questioned how pupils can get a valuable experience in only an hour a week, particularly once you take changing and warm up time out of that hour (W2Dp17).

Integration into policy

The female teacher at W2 said that 'there should be' written policies for HRF, but that she hadn't 'seen any schemes of work relating to this um…I would have thought there would be' (W2Cp3). The male PE teacher stated that there were schemes of work for health related exercise, and that these 'are on the same proforma as the rest of the activities that we teach' (W2Dp6). HRE was also included in the 'year plan' for PE which outlined the activities in the curriculum. At the bottom of this plan was a statement that 'if the weather is, due to weather circumstance you will be doing er either team games in the sports hall together, or health related exercise' (W2Dp6).

Health-related Fitness was assessed at W2, 'in the same way as we assess all the other subjects' (W2Dp5). All the National Curriculum areas were assessed, as were behaviour and attitude. These each had 'a box' on the pupils' assessment sheets 'and

then we've got a box for health related exercise' (W2Dp5). The 'same criteria' were used for each of the activities taught (W2Dp5).

Section 3: The delivery of health in PE

This section examines the way in which health issues are delivered within physical education at each case study school. The main focus for this is the approach each department took to the delivery of HRE. The data for each school included the title used for the teaching of health and the way it was structured in the curriculum. Details were also given regarding the activities (curricular and extra-curricular) used in HRE delivery, the teaching and learning styles employed and the assessment of learning in HRE. The delivery of health in the whole school is also discussed.

E1

Title

The HoD at E1 used the term HRE to refer to the teaching of health within PE. When describing the structure of work on this area he referred to "HRE and Outdoor Ed" (E1Ap1). When asked how the department taught HRE the female PE teacher stated that it was 'through the health related fitness component at key stage 3' (E1Bp1). There was no consensus on what the block was referred to, as the HoD used the term HRE, and the other full time teacher described it as HRF.

Structure

According to the HoD, HRE and Outdoor Education was timetabled as a ten week block (which comprised 10 one hour long lessons). The female PE teacher who had taught in the school for many years said that HRE was taught through an HRF block that lasted for six weeks, over a half term. The HRE block was taught (to some of the HoD's groups) at the start of the school year, in the first block of activities. The female PE teacher believed the block was taught at roughly the same time each year, just after Christmas. Additional indoor activities were done around the February half term.

The block was taught in mixed sex groups, by all PE teachers (though very little by

the male part-time PE teacher). The mixed sex grouping was due to group size, as smaller groups tended to be taught as mixed gender groups in this department, larger classes were generally split into single sex groups. Option groups also tended to be mixed sex, whereas games teaching in KS3 was done in single gender groups. Years 8 and 9 were taught this HRE/OE block on a compulsory basis, at Key Stage 4 it was an option (which some Year 11 pupils opted for that year – E1Ap1). The structure of the options choices at Key Stage 4 was such that there was a 'major game', an individual activity and a fitness based activity on offer, and pupils could opt into one of those. The Female PE teacher also mentioned options at KS4, circuit training and fitness lessons were done with Year 11 as part of their non-GCSE PE, on a voluntary basis. Exam pupils also covered aspects of health in PE, as 'the GCSE groups in 10 and 11 do HRF as part of their GCSE course (E1Bp1).

HRE was also taught through permeation by the HoD. It was taught 'all the time' within the curriculum at E1. This aspect of health teaching covered types of fitness and the 'warm up' part of the lesson. The female PE teacher confirmed that HRE was taught in other lessons, particularly in athletics, stating that 'it obviously comes up in pretty much everything we do' (E1Bp2). She also said that health was included as a component of every course (activity or sport) in Years 8 and 9, so health within PE was seen by these members of staff as being permeated throughout KS3. The male part-time PE teacher did not deliver HRE through all activities. He pointed out that permeation was 'all well and good in theory but er, you know, there are certain things it lends to and certain it doesn't'. This teacher permeated only 'in the mode of games'.

The HoD believed it was important to promote a 'healthy lifestyle' in PE. He did this by providing community links for pupils (such as links with football and rugby clubs, and starter sessions at the local gym) and through 'general education within the lessons about, you know, the benefits of, of physical activity' (E1Ap4).

Activities

At Key Stage 3 the HRE/F block included 'shuttle run tests, running tests and aerobic equipment use' (E1Bp1). The male part-time PE teacher considered cross country to be part of their delivery of health, 'we do cross country HRE I suppose if you want, on the heath but, you know, monitoring it and timing, yeah' (E1Cp2). The HoD described the typical layout of the HRE block:

> "Yeah, a lot of it is sort of circuit based stuff, the first bit we do is the different tests so you've got your aerobic test, your bleep test, your cooper test, your Illinois agility test, your sit and reach test etc, you know them all. So we'd go through all of those and then we offer different types of fitness, so we might do, you know, a circuit, continuous, interval so we'll do all of those and explain how they tie in with each area of fitness and then we'll revisit them with another test." HoD E1Ap2

Circuits at E1 included press up and sit up type exercises (E1Bp2).The department had all the equipment necessary to 'set up a varied system' for circuits, including benches, beams and other gymnastics equipment (E1Bp8). They also had a 20m area available for the shuttle run test.

The department had a small room containing fitness equipment, which they used with very small groups of pupils. This was an area for improvement highlighted by the female PE teacher. New equipment in this fitness suite would enable the staff to run much more extra-curricular 'circuit type stuff' and allow them to use the room more with PE classes during HRF lessons (E1Bp9). The fitness suite was used a lot when first introduced, particularly with Year 10 students carrying out their own programmes with personal training diaries. Now the suite was considered too small and too antiquated (E1Cp1).

Teaching/Learning Styles

The HRE block was taught mainly through a command style. The HoD reasoned that this was 'to make sure that they're doing activities correctly and understanding what they're doing and how they're doing it so' (E1Ap3). Some activities (circuits for example) were described as 'lending themselves to a bit more exploratory', where pupils could 'explore different ways of doing different activities etc' (E1Ap3).

Delivery of the block was adapted according to the group. The HoD described an example with two Year 9 groups where the outcomes for the lessons were the same, but the 'way the teaching is delivered may not be the same'. The content of the lesson may also be changed to suit the group.

Reporting and Assessment

HRF was assessed at E1, but only as part of the whole PE curriculum ('we have to assess everything. Everything that we do' (E1Bp3). The most specific description of the assessment of HRF in this school was 'basically just their improvement as they go along' (E1Bp3). It took the form of 'verbal assessment' that was carried out formatively during discussions of what pupils were doing and how. The report pro forma introduced that year included HRF as 'part of the spiel on what they've done' (E1Bp11). This section of the report informed parents of the activities that had been covered by pupils. Pupils received one full school report and one interim report (numbers only) per year. These included a 1-5 scale to indicate whether a pupil was 'working well' or not. Fitness testing was carried out at E1, but the scores from these tests (and from various circuits) were not reported to parents, as far as the (newly appointed) HoD was aware.

Policy – Scheme of Work

The HRE block had its own separate scheme of work. There was also 'evidence of it within other schemes of work' (E1Ap2).

Extra-curricular Activities

Staff at E1 promoted activity through developing links within the community. These links enabled them to offer pupils opportunities such as 'a starter session at the gym' or the 'chance of going into the football clubs, there's a chance of going into the rugby clubs' (E1Ap4).

Pupils were able to use school facilities on an informal basis after hours. Some pupils came to PE and asked if they could have a 'game of this, can we do that'. As long as staff were present in the department 'if they come and ask we normally try and accommodate them' (E1Bp5). The lunchtime programme for extra-curricular activities was 'a little bit more organised' as there was 'set stuff at lunchtimes' (E1Bp5). Participation in the lunchtime activities was varied and depended on whether pupils 'had PE that day'. If pupils had 'got a lesson that day and there's a club that day they'll probably stay' but if the hadn't then 'they won't deliberately bring their stuff because there's a club at lunchtime' (E1Bp5).

The department ran school teams for tennis and football. It also ran basketball and netball teams 'from time to time'. They were not always able to have representative teams as 'we don't have the numbers' (E1Bp6). Because year groups at E1 were small, consisting of only around 35-40 girls and boys they found it difficult to get 'many netball teams', or a 'decent football team'. At the time of the interview the school was running tennis and athletics teams (E1Bp6).

PE staff also found it difficult to run extra-curricular teams because of a lack of support from other members of staff. They had found it 'always difficult to get anyone to, willing to commit themselves to run a team shall we say. We ended up doing it all' (E1Cp4). The older male teacher recalled that 'we used to get one bloke occasionally. I can't honestly remember a woman who did anything, one used to do some badminton' (E1Cp4). Some staff used to occasionally take a team, but he was unsure if this had happened in recent years (E1Cp4).

The school used to be available for community use after hours. Many facilities were hired out by local football, cricket, judo and badminton clubs for example (E1Bp5). This had been reduced in recent years, many of the clubs went elsewhere. The local youth club no longer existed, and there was 'too much damage to our facilities' (E1Bp5).

PSE Delivery

The school followed the NCPE recommendations for the aspects of health that are taught in PSE, as there was no 'national curriculum for PSE' (E12Cp6). So topics such as 'drugs, smoking, sex has to come in all the way down from Year 7 onwards' (E1Cp6).

All pupils had a timetabled PSE lesson, which was titled 'Life Issues'. PSE was taught once per fortnight in tutor groups in Years 8 and 9, and as class timetabled groups once a week in Years 10 and 11. The content was intended to be the same for all groups, but delivery may have varied greatly according to the member of staff (E1Cp9). The course had no practical (in terms of activity or exercise) aspect, however some classes in Year 8 had done some non-classroom based team building exercises. Life Issues was taught by selected teachers, rather than by tutors. These were not selected for having any specialism in the area, but were simply those who

‘have a bit of free time on their timetable’. This, and the loss of half of his ‘team’ of teachers was indicative to the male PET of the low status of PSE within the school (E1Cp7). There was no real communication between this group of teachers and the team leader. This was because there were no scheduled planning meetings and all teachers were involved in their own subject areas. Communication was therefore limited to ‘quick chats along corridors’ (E1Cp7).

E2

Title

The block of work on health in PE used to be called ‘Fitness’, as opposed to health related fitness (E2Ap1). The block was still referred to as fitness by members of the department.

Structure

Fitness was taught both in a block of work and through elements of permeation in this school. This was because the HoD felt that it was difficult to teach everything regarding health and fitness through the block, and that if delivery was left to permeation alone, much of it would be lost (E2Ap4). The fitness block was delivered only to Year 8 (the first year at this school) but aspects such as warm ups and training for all other activities were covered via permeation throughout all the year groups. Fitness was something seen as ‘valuable’ and ‘worthwhile’, but they did not feel they had time for a block of work on it in other years, so used permeation in Years 9-11 (E2Dp6). The fitness block had been part of the curriculum at E2 for 3 or 4 years and was regularly reviewed (E2Dp5). Previous to the block health was taught ‘fairly informally throughout other lessons’ (E2Dp8).

Block:

The fitness block was taught in form groups, which were mixed sex. This was for no special reason, as around half the activities at E2 were taught mixed sex, and half in single sex groups (E2Bp4). Fitness was an activity that the department felt was ‘fine’ as a mixed activity. The Fitness block was delivered by all (specialist) PE teachers. The block lasted for a half term, which was 6 or 7 lessons. One group (in each set of Year 8 PE classes) did the block before Christmas and the other after, so that Fitness

was covered at the start of their PE at the school. The block made full use of the 3 indoor and one outdoor facility.

Pupils each had their own Fitness booklet through which they worked during the block. This booklet included questions about fitness and health, such as the definitions, the difference between them, whether pupils thought of themselves as healthy or fit. The booklet was introduced three or four years ago and had been revised to include more tests and more 'variety'. Teachers pick and choose what to teach from the booklet as not everything could be covered in the time given to the fitness block (E2Cp6). The first three lessons appeared to be prescribed (what is fitness/health, warm up/cool downs and circuits) and the remainder were decided on by the individual teacher. These lessons were generally based on circuits and fitness tests (E2Dp3).

The HRF block could include a lesson on heart rate. Pupils did 3 minute bouts of exercise of increasing intensity, taking their own pulse after each bout. This led to a discussion on the physiology of the heart and on the importance of exercise for the heart (E2Cp1). Other lessons in the block examined different ways of improving fitness, and may have been based around a circuit, or a running activity (E2Dp3).

Permeation:
Aspects of health and fitness were taught through 'normal' PE lessons. It was the intention that teachers linked back to the block on fitness when teaching other things (E2Ap7). An example of this was when the HoD used knowledge and understanding gained through the fitness block to carry out a skill specific warm up in most lessons (E2Ap1). The older female teacher also described how work on warm ups and cool downs 'follows into every other lesson that they will do in the school (E2Dp3). There was, according to the Male PET, also 'ongoing stuff that you say in all the lessons' (E2Cp3). The focus on health tended to be stronger in Year 8 and then it 'probably drops off a little bit in, in following years' (E2Cp5). Athletics was an activity area that teachers used in particular to relate back to the fitness block, relating different types of warm ups to the events (E2Dp1).

The PE curriculum also included a block just before (and after) Christmas on cross

country running. This block was seen as associated with the department's delivery of health and fitness by the Male PET. This activity now took place on a course around the school's fields, but it used to be an off site activity using local heath-land. The cross country block was referred to by the older female PET as the 'closest thing' to the fitness block done by other years. This block was done by Years 8 and 9, and pupils in Years 10 and 11 did occasional 'one-off' lessons like this, as did GSCE and A-Level pupils (E2Dp1). As this block was preceded by the fitness block in Year 8 the teacher did a lot of 'relating back' to what pupils did in the Fitness block (E2Dp1).

The older male PET in the department used to deliver aspects of fitness through gymnastics. He used the Royal Marines Fitness resources to 'try and build up arm strength, endurance, just general fitness, as part of the gymnastics' (E2Cp7). This was no longer done by anyone in the department.

Activities

The block on fitness covered warm up and cool down, the cardio-vascular element, stretching and mobilisation. Initially the block was about the basics of how the body works, particularly pulse rate, and the effects of exercise on the heart. The block also looked at 'different ways of improving fitness and various types of activities to do that' (E2Dp1). Pupils were also asked to consider what is meant by fitness and being fit. The booklet used in the block included a section on understanding the long and short term effects of exercise. The revisions in the booklet for the next year included the addition of a section on understanding 'areas of fitness' (E2Bp3). Various fitness tests were included in the fitness block. The HoD listed the sit and reach test, the bleep test, a standing long jump test and tests for reactions, co-ordination and speed. The 12 minute run (Cooper run) may have been done if the teacher chose, as may a step test or agility run (E2Dp3). The bleep test was often done outside the fitness block, to make use of facilities in poor weather. Some exercises were used in the block, examples given included sit ups, press ups, standing jumps and shuttle runs (E2Cp1). These were likely to be included in the circuit lesson. The PE curriculum also included continuous training activities and cross country running (E2Ap4). Weight training was no longer a part of the curriculum here (E2Cp1).

Pupils examined their diet as part of their work in PE. They are asked to keep a log of

what they had eaten for a week, then analysed their diet for fat, carbohydrate and protein content (E2Ap3).

The PE curriculum at E2 featurds a unit of work for up to 6 weeks around Christmas on cross country running for Years 8 and 9. Years 10 and 11 had occasional cross country lessons. Pupils did a maximum of 4 runs over a short course (E2Bp5). The course was now based in the school fields and the wooded 'environmental area' as lesson times were too short to allow runs to go off site (E2Cp3). This block followed the HRF block so there were links made between them as 'it's a question of again relating back to what we've done in the fitness' (E2Dp1). Orienteering was also delivered as a unit of work at E2. Pupils used maps based on photographs and had to go round identifying bits of the school. The progression from this was a course with controls on buildings. This block was mentioned by the male PET while talking about delivery of health and fitness as he thought it 'helps towards fitness as well a bit as they are running or, we kind of have it as a competition' (E2Cp6).

Staff at E2 believed it was important to give pupils a wide range of experience of physical activity during their time at the school. Curriculum PE gave pupils the chance to take part in 'lots of different sports um…for instance rock climbing that we do, they all do table tennis, football, cricket volleyball, badminton, cross country athletics' (E2Cp5). Outdoor Education, swimming, gymnastics, netball, trampolining, basketball and hockey were also offered. Extra curricular opportunities included water sports trips and skiing trips to France and Spain.

Teaching/Learning Styles

The teaching styles used by the HoD were 'varied'. He stated that 'a lot' of learning was teacher directed, but that pupils also learned by working together to plan and perform circuits, and learned through reciprocal teaching (E2Ap3). The booklets were used as a prompt for question and answer based learning during the fitness block. Information in the booklet was combined with 'teacher input' (E2Cp1). Other teachers in the department used mainly didactic teaching methods, with some question and answer (Male PE teacher – E2Cp4), or a very similar 'command style' but with lots of 'discussion work' (Female PE teacher - E2Dp4).'Reciprocal teaching' and guided discovery were also cited styles of teaching (E2Dp4).

Pupils were expected to use knowledge and understanding gained through the fitness block to take responsibility for their own warm up in other activities. The HoD gave an example of an athletics lesson in which pupils carried out their own warm up individually (E2Ap1).

Pupils were expected to research certain topics outside of lessons; 'when it comes to them I mean, you know they go and research it, um, warm up cool downs, they have to do things like they go away and find about training zones, everything else like that' (E2Ap3).

Reporting and Assessment

Pupils received one full report and two 'short' reports per year (E2Cp4). The reporting system at E2 was changed just prior to the interview. Reports were now completed using a bank of statements, from which the teacher chose statements for each child. The Fitness 'element' was missing from these reports (E2Bp3). Some recording took place within lessons. The Male PE teacher recorded pupils' pulse rates and used these as part of their reports (E2Cp4).

Pupils kept the booklets that they completed during the Fitness block, as they were placed into each pupil's PE file after the block. This folder contained all their assessment sheets and their self evaluation sheets which pupils completed at the end of each block, writing on it what they had learned in that block. Teachers were interested to see 'what they got out of it' through these sheets (E2Bp2).

Extra-curricular Activities

E2 had a full programme of extra-curricular activities. They did 'pretty much everything' including 'lunchtime clubs for the usual sports, so netball, football, basketball…and gymnastics, so after school there's leagues for all of those, plus there's a trampoline club on a Friday, and then in the summer there's rounders, cricket athletics' (E2Bp9). These clubs were open to all pupils, a team was picked from those pupils attending, but all could still 'come along' (E2Bp9).

Staff showed an interest in what pupils did outside of school. During the Fitness block

the young female teacher chatted with pupils about 'who's at an athletics club, who's at a gym club, does anyone do anything here' (E2Bp8).

Opportunities were provided for pupils to experience other sports through residential trips. E2 ran trips to Spain and France 'doing canoeing or sailing that sort of stuff, lots of them have been skiing, skiing in the French Alps this year, that sort of thing' (E2Cp5). These trips catered for between 20 and 60 pupils each time (E2Cp5). E2 competed in many of the local leagues and fixtures, which tended to consist of mainly the 'same schools in everything' (E2Bp7). These fixtures were often attended by parents (E2Dp10).

E2 experienced success at extra-curricular competition, athletics for example, but struggled to encourage pupils to join clubs and participate in training outside of school (E2Ap5). The young female teacher found that the school's success was limited as a result. The school had 'some really naturally talented athletes, and we always get to, we win lots of the local area, but when you go to the next stage they're completely outshone, because they are naturally talented, but they don't train, not particularly' (E2Bp8). This was despite PE staff going to every effort to provide pupils with information about local clubs (E2Bp8). Pupils seemed to much prefer recreational activity as 'they love taking part in sport outside, but they're not, the competitive side of it and the training, is short lived' (E2Bp8). The department itself appeared to be concerned far more with competition. In addition to this disappointment that pupils did not train for competition was the use of curricular PE time to train and select teams, such as the structured unit of work on running which 'partly helps us get a cross country team and it also gives them some fitness and an experience of running for more than 30 seconds which not many of them seem to be able to' (E2Cp3).

The department was supported in its extra-curricular competition by being 'allowed to go off for tournaments in school time' (E2Bp4). The department also had 'a substantial budget' (E2Bp4). PE staff did not feel supported in the actual running of teams though. The department did not receive help from other staff, but felt that when appointments were made 'it would be nice to say well extra curricular, would you help with extra curricular and it seems to be not one of the head's priorities at all' (E2Cp5). Staff felt overworked in terms of extra-curricular. The male teacher

gave the example of 'this year I had the year 8 team and the year 11 team to run for league games, cup games and obviously it would be much better with 2 people doing it, but you have to, have to cope' (E2Cp5).

PSE Delivery

The school did not have a PSE or health co-ordinator. The Male PET believed that this role was undertaken by the HoD as he supposes it 'would fall under [the HoD]'s sort of er umbrella really as sort of head of PE' (E2Cp2). The school's version of PSE was titled 'Complimentary Studies' which pupils studied for one hour per week. This subject was taught in form groups and did include work on 'health related education' (E2Dp2). Topics included diet, drugs and smoking.

The CS course did include some practical work. One lesson required pupils to do steps using a bench and stairs (E2Cp2). Diet and nutrition was also covered. In the example lesson summarised by the Male PE teacher pupils were introduced to different foods that they were not familiar with, such as Kiwi fruit and given the opportunity to try new foods (E2Cp2).

E3

Title

The Head of Department referred to the teaching of health in both the PE and Games curricula as 'health related fitness' (E3Ap4).

Structure

Physical Education at E3 was split into a PE and a Games curriculum. The HoD intended that pupils do Health Related Fitness as a separate block as part of the PE curriculum. This year it had been taught in the games side of the curriculum. Members of the department felt that this had meant it had not really been delivered as a successful discrete unit of work (E3Cp1). This was because for PE each group has the same teacher for every lesson, whereas for Games groups moved around different teachers. They also had 'health related fitness in the games lesson as well' (E3Ap4). It seemed that during this academic year, HRF was mainly taught through a game (such as rugby or football) which varied according to the expertise of the teacher and what

activities they were timetabled for (E3Cp2).

Block:
The HRF block lasted for 6 to 8 weeks. This year blocks had been extended to allow equity of time throughout the year, but they would return to a half term in the next academic year. Pupils were in single gender groups for the HRF block, as they were for all core PE. The groups were determined by the two form groups that were together for PE. All PE teachers delivered the block. There was a 'normal' HRF block that all pupils in Years 7 through to 11 did, plus an additional 'health related fitness option' that pupils could choose when given the opportunity in Years 9 to 11 (E3Ap6). The block was timetabled for Years 7-9. In Year 10 HRF was taught through GCSE or the Certificate of Education (E3Cp1).

Permeation:
Certain aspects of health and fitness were delivered through permeation. The 'aim' was to teach through all the activity areas, however this may not have always happene in practice (E3Ap7). In games and PE lessons teachers talked to pupils using the 'terminology' of fitness (such as muscle groups, aerobic and anaerobic fitness) (E3Ap7). The quality and quantity of delivery through permeation may have varied greatly as some games lessons were taught by non-specialists (E3Cp1) or by staff that did not appear to teach HRF outside of the timetabled block (E3Cp3).

In the Phase 2 interview the following academic year, the HoD said that the department's policy was now to deliver HRF 'through all areas' but that they have an 'emphasis on delivering it through athletics' (E3Dp12). No mention was made of delivery via a discrete unit that year.

Activities
The emphasis of the block was 'on the practical rather than the theory' (E3Ap7). The block was, according to the HoD, 'testing…and a theoretical chat basically' (E3Ap7). The testing was 'some kind of sort of VO2 sort of testing, we then have, as in the bleep test or whatever' (E3Ap7) the step test and strength testing. Skipping was also used (E3Bp2). Overall girls and boys did the same activities, except that girls did orienteering and boys did cross country and circuits (E3Ap13). The HRF block also used 'relay type activities' and in Year 9 required pupils to devise their own 'fitness

programme' in the form of a 6 week 'PEP' that they hand in to their teacher (E3Ap9).

In Year 8 the focus of the block was the heart, using games to look at the changes in pulse rate (E3Cp1). In Year 9 pupils learned about the main components of fitness. Games were used to highlight speed, power and agility (E3Cp1).
The HRF teaching should have included diet and nutrition and other issues, but the feeling was that those 'things have been neglected' that year, with HRF being taught through games (E3Cp9). Via permeation through games and through PE lessons all Year 7 pupils were expected 'to know the superficial muscles of the body' and also 'simple things like heart rate, and where do you find you pulse and so on' (E3Dp12). In terms of facilities for HRE, the school had a fitness suite which, though 'old' was used 'for our health related fitness' (E3Ap1).

The PE department tried to put on a module of 'jogging and running into an orienteering type circuit' particularly for girls (E3Ap7). This orienteering used key words that were based on 'contraction of muscle or whatever so again it's relating it to um the body and health and also fitness' (E3Ap7). The female FT teacher considered the orienteering to be one of the main activities in the department's HRE delivery. She highlighted that pupils enjoyment of working in groups for this activity, using teamwork (E3Bp2) and the fact that pupils would run for 'miles' without realising it, enjoying this activity much more that if they were told to do a two mile cross country run (E3Bp3). The HoD at the time of the phase two interview was liaising with the British Orienteering Federation in order to get his school and the primary feeder schools properly mapped. He sees orienteering as 'a good route for cross curricular activity, and also increasing participation' (E3Dp12).

Teaching/Learning Styles

The block was taught practically, with a 'theoretical chat' (E3Ap7). The HoD felt that most of his staff attempted to 'get pupils involved in what, what they're doing er, trying to learn through experience basically' (E3Ap8). The male PET interviewed stated that all of his teaching was based on self or guided discovery. This was due to his belief that pupils would 'remember much more if they find things out for themselves' (E3Cp3).

The HoD had been concerned that (due to the HRF being in games lessons) members

of staff had had ‘an individual kind of impact on pupils’ (E3Ap12). This may have been because some staff could deliver HRF to many groups, rather than if HRF was in the PE curriculum where each group has an assigned teacher.

Reporting and Assessment

Pupils received an end of year assessment in PE. This involved a key stage 3 descriptor and ‘some kind of assessment of effort or, and attitude’ (E3Ap8). There was ‘no specific mention of health related fitness in the report’, but effort and attitude in the HRF block and others was reported to parents (E3Ap8). Pupils were also assessed using the bleep test and other tests (E3Ap8). These scores were not reported to parents (E3Cp4).

Policy – Scheme of Work

Planning for the scheme of work was done by all members of the department. They each planned one lesson and then ‘sort of rotate it round’ (E3Bp2). There was a set of lesson plans for each year (7-11).

Extra-curricular Activities

The ‘good reputation’ of the school in the area was to a large degree based on its ‘good reputation for extra-curricular activities like expeditions and sport and music and drama’ (E3Ap2). E3 performed well in local competition, they ‘tend to be at the top’ and in ‘some competitions we do well nationally’, particularly tennis (E3Ap2).

Activities on offer at E3 were ‘football, hockey korfball, table tennis, swimming, athletics, rounders’ (E3Ap6). These were ‘generally single sex’ clubs, korfball however is mixed (E3Ap6). Korfball was started in September 2000 in response to demand from parents who were ‘saying it’s a shame it’s not being continued’ after their children had played at primary school (E3Ap6). It was played competitively by two or three local schools. The school’s table tennis team now played in a local league. This was unusual as it was the county and district league, open to all, rather than just a league of local schools. Pupils were therefore playing against people of up to seventy years of age, which the Head of PE believed was ‘actually very good for them’ (E3Dp10).

The school as a whole was very supportive of extra-curricular activity. They held

‘inter-form competitions’ and ‘try and encourage sport’ (E3Ap10). One way this was done was ‘if pupils are involved in county or representative sport then they, the timetable is dropped for them and they’re encouraged to go out and do the sport’ (E3Ap10).

Extra-curricular competition is considered important by other local schools. There was no focus group on National Curriculum matters for PE, instead a local group of PE teachers discussed ‘sport in the county, how that will go forward’ (E3Dp5). Many of E3’s staff were involved in the ‘organising of local events’ (E3Dp10). Staff members were the ‘secretary for the athletics…county athletics, then we’ve also got the secretary for county badminton, and county cricket, um, cross country’ (E3Dp10).

PSE Delivery

No information was provided by interviewees regarding the delivery of PSE at E3.

W1

Title

The HoD at W1 referred to the activity area as ‘health related fitness’ (W1Ap3). He later mentioned HRE and health-related education when talking about the block. The HoD really saw the teaching of health and fitness as being about ‘conditioning’. He stated that this was the term he used; ‘you call it health related education or fitness, really I call it conditioning which I think they’re the same, aren’t they, really’ (W1Bp8).

Structure

At W1 health and fitness was taught in a block but the onus was on HRE throughout all the skill areas, though it related particularly well to athletics (Female FT PET). The part time female PET highlighted a link between HRF and swimming at W1.

Block:

The Health Related Fitness block was taught in mixed sex groups. These groups were ‘set’ by the PE department (W1Ap3). This was done on the basis of physical ability (W1Bp1), possibly using the results from the 1km time trial (W1Cp1). The block was delivered to Years 7-9. All PE teachers were involved in the delivery of the block,

often in the form of team teaching. It was the first unit of work taught in September (W1Bp1). At KS3 this block lasted for 8 weeks (the first half term). The first block of HRF 'consists of a six week block of continuous training' with a 1km time trial at the beginning and end (W1Cp1). At Key Stage Four pupils did 'circuit training' (W1Cp2) in two units that lasted six weeks (W1Bp2).

Permeation:
Fitness was also taught in other activities. The HoD included 'little circuits' in his lessons, these were small circuits based on the components of strength or flexibility (W1Bp2). Gymnastics was a particular area for the inclusion of fitness. The HoD included 'a lot of flexibility routines and a lot of strength routines with body weight'. These were done in every gymnastics lesson (W1Bp2). This focus on 'conditioning' was also adopted in gymnastics by the male PET. He described the purpose of this conditioning as 'handling bodyweight' (W1Cp1). Other activities were used to discuss aspects of fitness. The HoD gave the example of using a rugby lesson to teach the importance of flexibility (W1Bp3).

Five to ten minutes of every lesson was, according to the HoD, devoted to warming up. These warm ups were apparently 'geared to flexibility/strength' and required pupils to run 'for a certain period of time' and then stretch (W1Bp2). The male PET also always included a warm up, and discussed why it is necessary. He also talked to pupils 'about the benefits' whilst teaching other activities (W1Cp3). This was done particularly when team teaching with the HoD, as he 'can't stop speaking about it anyway' (W1Cp3).

The HoD saw HRF as being more concerned with 'conditioning'. He introduced pupils to 'call the 5 Ss you know, suppleness, skill, speed, strength, stamina' (W1Bp8). This may have been done through circuits, a walking exercise, range of movement work or aerobic work. These were the type of things they were 'trying to incorporate that in every lesson if possible' (W1Bp4).

This year the department had introduced an athletics block that focused on running technique. The male PET was unsure if this 'counts… in terms of health related fitness' (W1Cp1). He saw this approach as being unique to his school, and the

influence of his HoD (W1Cp3). Pupils were videoed and then given feedback on their running technique, particularly at the beginning and end of a run. This took two lessons from the block (W1Cp5).

Activities

At Key Stage three the focus of the HRF was 'mainly aerobic exercise', at Key Stage 4 pupils did 'mainly strength work' through 'a lot of circuit training type work' (W1Bp2) and using body weight for resistance (rather than weight training) (W1Bp1). Team teaching in the block allowed differentiation. Groups were set by ability, and those in the higher ability sets were expected to do 'different programmes or different…targets or tasks' (W1Bp4). Higher ability groups tended to be taught by the HoD, and the lowest group by the part time female PET (W1Cp2).

The first (of two) HRF units of work, delivered in September, consisted of a 1km time trial then 6 weeks of continuous training ending with another 1km time trial (W1Cp1). This was intended to show pupils the improvement in their performance as a result of the training (W1Cp1).

Pupils did running based training activities. These would often be differentiated tasks so pupils were all 'taught their level' (W1Cp1). The top group may have done fifteen to twenty minutes of continuous training in a lesson, the bottom group would do interval training with rest in between three blocks of activity (W1Cp1). The HoD described an independent learning activity where pupils timed themselves running for 5 minutes, walking for 30 seconds (W1Bp4). The HoD also stressed that the emphasis when running was on maintaining a steady pace, being 'able to talk and run at the same time' (W1Bp6). Some lessons involved the measuring and recording of heart rate and using this information to allow pupils to be 'trying to work in their heart rate zones' (W1Bp4). Heart rate monitors were used with the older pupils (W1Bp5). The female PT PET criticised the lack of variety in activities included in the KS3 HRF block, believing that the pupils get bored of just running and that there should be more circuits or aerobics or something different. The block in Key Stage 4 was circuit based. It 'probably consists of about eighteen or nineteen stations' in the gymnasium where pupils work for thirty seconds, rest for thirty' (W1Cp2).

Teaching/Learning Styles

The HoD listed didactic, reciprocal and independent teaching and learning styles as ones he used for the teaching of health. The full time female PET answered that she used command, question and answer, reciprocal and small group work. She also described the involvement of excused (injured or unwell) pupils in HRF lessons. They were still required to do what they could and to get involved in the lesson. They were expected to still learn 'what was required that lesson' and were used as 'motivators' for the other pupils.

Reporting and Assessment

HRF was assessed, and pupils were 'graded…mainly on effort, so that's a very important thing the effort' (W1Bp5). The male PET stated that assessment in terms of HRF at his school was the 1km time trial carried out at the start and end of the block of continuous training. This was because 'the aim of health related fitness is to get a person fitter, and understand why, and know how to improve, well, then you do a time trial at the end that's gonna show isn't it (W1Cp5). The FT female teacher also described the use of this timed run to assess relative improvement and to help the pupils set personal targets. She also confirmed the use of subjective opinion of pupils' effort in reports. National curriculum levels were mentioned by the part time female PET as being part of the assessment procedure at W1. She also spoke about pupils measuring and recording performance and heart rate data in HRF lessons (particularly circuits), and the use of these results in reports.

Extra-curricular Activities

If the words of the Head of PE are to be taken literally W1 as a whole school was defined by its extra-curricular activities. He said that 'traditionally the school has been quite a strong rugby school' (W1Ap1) and went on to explain about the rise of soccer at the school over the last few years. This was because of 'the other er male member of dept has been here what, I dunno, 5 years now and has really been very enthusiastic with the soccer, and I think the soccer standard is improving considerably, he gets them to play a nice style of soccer, um, they play some, um, Total Football if you like a bit like the way I try and teach rugby' (W1Ap1).

The department offered 'rugby, soccer…..that's boys and girls soccer, um, hockey netball, um cross country, gymnastics, dance, trampolining, um athletics…' (W1Ap4)

as extra-curricular activities. They also did ‘conditioning work’ outside of curricular PE (W1Ap4). This was an area the HoD wished to extend by producing a booklet where pupils ‘have got a program to follow, extra-curricularly, and by the time they get to sort of years 10 and 11 they are well the way to Olympic lifting’ (W1Bp2).

The PE department did not see success with extra-curricular sport as their reason for being. The Head of Department claimed not to ‘go pot hunting I think, is what we’d call it’ (W1Ap2). Instead teaching was ‘geared to the individual, as opposed to the team’ (W1Ap2).

Recent staff appointments had been beneficial to the provision of extra-curricular activities. The problem of the female PET ‘trying to do all the netball, all the hockey, everything for the girls’ was alleviated by the appointment of an ‘extra teacher for half a timetable’ (W1Ap3). The only other support mentioned was that ‘a few teachers actually referee games’ (W1Cp3).

Input from outside agencies had also enhanced extra-curricular provision at W1. Two outdoor basketball courts had been installed at the school by the Welsh Basketball Association. The local women’s professional basketball club ‘come and coach on a Thursday afternoon um just to basically sell the game, you know’ (W1Ap4). They were also doing coaching out of term time, during the summer holidays (W1Ap4).

PSE

No information on PSE delivery was provided.

W2

Title

The HoD used the term ‘health related fitness’ when describing the elements of lessons that were focused on the delivery of health and/or fitness (W2Bp1). The male PET referred to the module as ‘health related exercise, or fitness’ (W2Dp1).

Structure

The intention at W2 was for HRF to be involved in every lesson. There was also a unit of work on circuit training, which the HoD viewed as part of their HRF delivery.

There was also a focus on HRF in athletics.

Block:
The health and fitness focus at W2 took the form of a 'unit of work where we do circuit training' (W2Bp1). This appeared to be mainly in Years 7 and 8, although Year 9 'also will tend to do more HRF if the weather is bad', this was to make full use of the indoor facilities, rather than being a timetabled block (W2Cp1). The block was practical in nature, particularly with lower ability groups (W2Cp2). There was no timetabled block of HRF for KS4 Core PE pupils (1 hour of PE per week), but 'we'll still do a lot of fitness, we do a lot of circuit training with them' (W2Dp1).

According to the HoD and the male PET at W2 all staff taught HRF and there was no difference between the provision for boys and girls as the unit was taught to mixed classes (W2Bp1, W2Dp2). This mixed activity was introduced from Year 7 onwards, with the intention that girls and boys got used to performing in front of each other, and this would help in other activities as well (W2Bp9). The female part-time PE teacher contradicted this by informing me that HRF was taught in single sex classes for sets 1-4, with the male teacher taking the boys groups and vice versa). As the numbers were so small for sets 5 and 6 (lower ability) these groups were team taught in mixed classes (W2Cp4). It is not known on what basis the groups were set, or by who.

The department was very flexible regarding the timetabling of HRF as 'it lends itself to being taught, um any time of the year' (W2Bp4). This year it was delivered in the Autumn term, but may well have been moved the following year. The block lasted for a half term (5 or 6 weeks) but could go up to ten lessons (W2Cp2).

Permeation:
Staff at W2 'try to involve it in every lesson' (W2Bp1). The HoD said that there 'should be some section of the lesson where you, um there's health related fitness, you know raising the heart and lung basically, that's it'. This probably meant that there was a section of each lesson that aimed to raise pupils heart rate. This was part of the warm up, which along with stretching appeaeds to be the only element of HRF delivered through permeation (W2Bp2). This was confirmed by the PT female PET

who said that they did not teach HRF through any other activities, but also said that they did a warm up and stretching 'every single lesson' and explained why this was necessary (W2Cp3). Delivery for the boys appeared to be somewhat different. At KS3 in addition to the HRE module the male PET said that 'we would also do health related exercise throughout other areas like rubgy, football and things like that' (W2Dp1). This inclusion of an element of HRE into every PE lesson was because 'its obviously a common requirement' (W2Dp1). The male teacher looked at stretching, the body, the effects of exercise and 'those sorts of things' within all lessons, then within the HRE module 'we look at it a little bit more in depth' (W2Dp1). Whilst teaching other activities, such as rugby, HRF was something 'you're talking about all the time' and 'you're talking about speed, agility and things like this, in the context of playing rugby' (W2Dp6). The bleep test and various circuits were often done outside of the HRF block in order to accommodate large numbers of pupils in the limited indoor facilities in the case of bad weather (W2Dp6).

Activities

The unit in Years 7 and 8 was based on circuit training and included warm ups and 'looking at specific muscles'. The intention of this was that learning muscle names in Year 7 would help pupils that later chose to take GCSE PE (W2Cp1). Activities were generally the same in the Year 7 and the Year 8 block, and for all six sets (W2Cp13). The PT female teacher also mentioned weight training when talking about her HRE delivery, along with circuits (W2Cp1). The male PET included the bleep test when teaching the block at KS3. Circuit training at W2 made use of training cards made by the male PET. These were organised so that pupils alternated between an exercise for different body parts. Each exercise was done for thirty seconds (W2Cp2) and pupils rested while moving onto the next station. The cards featured a picture of the exercise, a description of how to do the exercise and any necessary safety precautions. The back of the card showed what muscles were being used for that exercise (W2Dp3). The circuits made use of weights, dumbbells, resistance ropes and skipping ropes (W2Cp13). Relay races with 'press ups and star jumps things like that' and other 'little competitions' were often used with lower ability classes instead of circuit training in order to make it 'a little bit more fun for them' (W2Dp4). The department had some exercise bikes that it could use for PE, but due to storage problems these were frequently damaged by after hours users and not used a great deal in curriculum time (W2Cp13). The HoD intended to introduce some aerobics work into the PE

curriculum (W2Bp1).

Teaching/Learning Styles

The HoD at W2 used 'teacher er expo first to explain how everything is done' thereafter pupils worked individually, in pairs or in groups (W2Bp3). Most teaching was done through practical activities, although some question and answer teaching was used, particularly during the lesson plenary (W2Cp2). The same applied for the female PT teacher, who always adopted a 'hands on' approach, along with question and answer and also some 'trial and error' (W2Cp3).

Excused pupils (ill/injured or without kit) had to complete a worksheet during the lesson that recorded everything the other pupils had done in the lesson, including all the question/answer work (W2Cp3).

Reporting and Assessment

Pupil performance in HRF was not assessed in any way at W2 according to the HoD. This was an area that the HoD identified as one 'which we need to sort of work on really' (W2Bp3). Physical fitness was measured as part of the GCSE course, and the department had done this measuring with Year 8 classes on a few occasions (W2Bp3).

The male PET stated that the department did assess HRF. It was assessed in the same ways as all the other activities in PE. This was done on an assessment sheet that each pupil got in Year 7, which recorded behaviour, attitude and performance in all the national curriculum areas (invasion/striking games, gymnastics and HRE). Pupils were given a level from 1-5 for planning, performing and evaluating in each activity including HRF. At levels one and two the child was working towards the expected standards, at level 3 they were working at that standard, and beyond at levels four and five (W2Dp5).

Policy

The PE department at W2 often used HRE as a way of accommodating large numbers of pupils in limited indoor facilities in the case of bad weather. The department's Year Plan that set out what activities pupils would do throughout the year contained a statement to the effect that in the case of bad weather pupils would be doing either team games in the sports hall, or health related exercise (W2Dp6).

Extra-curricular Activities

The Head of PE spoke of the school's reputation in terms of extra-curricular sport. She defined W2 as a 'netball and er rugby school' (W2Ap2). According to her the school had 'quite a good reputation as far as um netball and rugby is concerned'. The school competed in 'all the events that are organised', to varying degrees of success each year (W2Ap2). Representation of the school teams was recorded on pupils assessment sheets (W2Dp5).

Extra-curricular opportunities appeared to be limited to the 'full range of netball teams, full range of um rugby teams' (W2Ap6). This was netball for girls only, rugby for boys only as 'we don't have mixed' (W2Ap6). Key stage three basketball however was sometimes mixed. The school also ran athletics and tennis teams in the summer (W2Ap6). The male teacher ran a lunchtime activity for boys in the sixth form where they 'use the weights together' (W2Dp4). An external instructor ran a cheerleading group. This had been running since Christmas, and had ten to fifteen pupils attending. One off extra-curricular events were also held from time to time. Recently one of the heads of year had organised a charity 'assault course thing' (W2Ep2).

There was a 'homework club' at the school that was not run by the PE department. This sometimes involved pupils in activities such as roller hockey and mixed football. This was intended to be for 'fun rather than be forced to do it. You get a bit, kind of a different mixture, different response then' (W2Ep2).

Lunchtime activities had been seriously affected by the recent changes to the timing of the school day. Lunchtime was reduced to 45 minutes, which 'has had a real devastating effect on our lunchtime extra-curricular' (W2Ap7). Pupils no longer attended lunchtime practices as there was not enough for them to have their lunch and do the activity in that time. In response the HoD was 'going to have to finish doing netball lunchtime because its just not worth it and do, arrange things for after school' (W2Ap7).

Another alternative suggested by the male PE teacher was that schools adopt the 'Wednesday afternoon as a sports day' system found in universities (W2Dp17). All

normal lessons would be cancelled on a Wednesday afternoon, so that 'other teaching staff would be freed up and that's where you concentrate on whatever activity you want to do' (W2Dp17). If other schools adopted the same system fixtures could all take place on Wednesday afternoons.

PSE Delivery

Health education (non practical) was taught in W2 through the 'PSE element'. This was one lesson per week for all pupils at the same time, the last lesson each Monday. This lesson was classroom based and taught to form groups. The PSE curriculum was mainly delivered to Year 7-10. In Year 11 this time was 'pupils preparing their records of achievement for when they leave school' (W2Ep3).

PSE was divided into ten areas that were all mapped by the PSE co-ordinator. Topics included First Aid, healthy eating, smoking, alcohol, drugs, drink drive, 'how people use their leisure time, the importance of exercise, the importance of fitness' (W2Ep1). The Scheme of Work for PSE outlined the outcomes for each topic in terms of values, skills, knowledge and attitude (W2Ep4). Lesson plans and materials were prepared by the PSE co-ordinator. The school did experiment with a system of tutors 'carouselling' a topic, but the results of this were poor (W2Ep4).

The PSE programme was taught primarily by form tutors. The school hoped that by using form tutors, rather than PSE specialists tutors would be able to build up a good rapport with the pupils, and pupils would relax and develop group and social skills in a familiar environment (W2Ep3). Additional input into the programme from people 'outside the school' took place 'when we can get hold of them' (W2Ep1). Examples of this included the Youth Award programme taught by a qualified First Aider, for which pupils received a certificate.

The Youth Awards also provided an avenue for pupils to visit a leisure centre outside of PE. The programme was run in Years 10 and 11, for a 'small portion of the school population' (W2Ep3). This amounted to thirty to forty pupils per year. Pupils did various activities in their spare time, these ranged from football and other traditional outdoor games to snooker and card games. Pupils collected evidence of these activities and the personal skills they were developing for their folder.

Section 4: Summary of HRE delivery

The following table shows the above data in a compressed format that allows comparisons to be made between the case study schools themselves and to the other schools in their Local Education Authority.

Case Study School	Titles used for delivery of HE	Structure	Activities	Teaching Learning styles	Assessment	Policy
E1	HoD = HRE Female = HRF Male = HRE and Fitness	6-10 wk block Mixed sex 8+9 comp KS4 option WU+F perm	Fitness tests X country Circuits	Command Exploratory	Formative Verbal feedback Test scores not reported	HRE unit SoW HRE in other units
E2	HoD = HRF and Fitness Female = Fitness Male = HRF and Fitness Older female = fitness Block = Fitness	6 week block in Year 8 Mixed sex WU perm Separate X country unit	Defining fitness Heart rate measure-ment Circuits Fitness Testing Personal Programme	Command Reciprocal Discussion	No formal assessment Test scores not reported	Fitness pupil booklets
E3	HoD = HRF Female = HRE	Permeated thru games (6 wk block intended) Separate orienteering unit	Block fitness testing personal programme in Yr 9	Practical with theoretical chat Guided and self discovery	No formal assessment Test scores not reported	Shared lesson planning
W1	HoD = health related education health related fitness activity, conditioning	2 x 6 week block Year 7-9 Mixed sex Ability streamed Fitness circuits permeated	Fitness testing Running based training Circuits	Didactic Reciprocal Independent	Graded by effort Assessment through improved performance in 1km time trial Test scores reported	No explicit mention
W2	HoD = HRF female HRF. Male = health related exercise, or fitness	6 week block in Year 7&8 Also used in Yr 9 Some groups mixed sex others single WU and raising HR permeated	Circuits Bleep test Introducing aerobics	Teacher 'expo' Q & A	Not assessed by HoD Assessed as other activities by male teacher	Poor weather statement on year plan.

Table 5.1: The delivery of HRE in the case study schools

Table 5.1 shows many similarities in HRE delivery across the five case study schools. The title given to HRE teaching was rarely consistent between all staff members in a school. The titles most favoured were HRE, HRF and Fitness. Only one school used the term conditioning. This showed a lack of take up amongst PE teachers of the term most recently favoured in policy, resources and guidance, namely HRE. Only one school of the five did not teach HRE in a discrete unit of work. The other four all included at least one six week block in their PE curriculum. These blocks included similar activities, with schools utilising mainly fitness testing and training based activities. Circuits were commonly used as fitness training, some schools also used running based training. All schools permeated some aspect of HRE delivery through other areas of activity. The extent of this permeation varied greatly, from including a warm up in other lessons to including fitness training circuits in other activities (W1), to delivering HRE completely through permeation (E3). Teaching styles used for delivering HRE were commonly command or didactic, with questioning and discussion also used. HRE was not usually formally assessed or reported on in the case study schools, although one school did use fitness test scores in pupil reports.

Section 5: HRE delivery in the case study LEAs

This section considers the case study schools delivery of HRE in the context of their LEAs. The data used to makes these comparisons, elicited from the postal questionnaire, are given in section 6 of this chapter.

There appeared to be a lack of consensus across the two LEAs as to the term used to describe that area of health within PE. Most schools did not use any term, the remainder were similar to the case study schools, in that the terms Health-related Fitness, Health-related Exercise and Fitness (England only) were used.

The structure of HRE delivery in four of the case study schools was in line with the most common approach adopted by other schools in the LEAs. Most schools in both the LEAs (59% England and 86% Wales) taught HRE through a combination of units of work and permeation. E3 was one of only two schools in the English LEA that taught HRE through permeation only. The five case study schools were also very similar to their local colleagues in terms of the activities used to deliver HRE. Circuit training was used in over three quarters of English schools and almost all the schools

in the Welsh LEA. Running or jogging, and cross country running was also used in many schools in the two authorities. Likewise, fitness testing was used in the majority of schools in the two LEAs (75% in England and 90.5% in Wales). On the basis of this basic data regarding the delivery of HRE, four of the case study schools were broadly similar to other schools in their Local Education Authority. E3 differed in that it was unusual for HRE to be taught through permeation only.

Section 6: A changing picture of health?

The survey section of the research presented in this chapter indicates the wider picture of health portrayed in those schools surrounding the case study schools. This provides a context in which the data from the sample schools can be explored. The relative significance of various factors behind teachers' decisions regarding changes to policy and practice can be examined by studying the variation and commonality within each LEA. The inclusion of two Local Education Authorities (LEA), one from England and one from Wales, also allows for an element of comparison in relation to the teaching of health issues. Conclusions, however, will be limited to those areas sampled, rather than providing a national picture.

The questionnaire holds much in common with the national survey carried out by Harris (1997) with the intention of comparing the 'Picture of Health' taken in 1993 with that of 2001. These comparisons will also be limited, as Harris' data is from a national survey, as opposed to a single (English) LEA. The aims of this section are therefore:

- To compare the policy and practice regarding the teaching of health in schools in one English LEA and one Welsh LEA
- To draw comparisons between this 'picture of health' taken in 2001, with the national survey data collected by Harris (1997) in 1993.

This section follows the sequence of sections and questions in Harris' (1997) questionnaire. This leads the analysis from the general background of schools, through how HRE is delivered, to specific changes that schools have made to their practice. The questionnaire itself can be found in appendix A.2.
The first section of the results from the questionnaire explores the background of the PE department in each school, including the staffing of the department (particularly

the Head of Department) and the facilities available to it. Curricular PE time is reported as is the amount of time devoted to HRE. Section 6.2 focuses on HRE itself. The approach the department takes to the delivery of HRE is examined in some detail, ranging from the terms used for the area and the method of delivery employed to the activities used to teach health and fitness. Particular elements of HRE delivery, such as fitness testing and activity level monitoring are then examined in more depth. The final part of section 6.2 looks at the changes made by departments to their HRE policy and practice, and the reasons for these changes. Training and resources relating to HRE are discussed in section 6.3 of the questionnaire results. Included under training is initial teacher training, inset and HRE specific qualifications. This section then moves on to look at activity promotion within the whole school and extra-curricular activity provision. Lastly within this section are questions pertaining to the link between PE and Personal and Social Education (PSE or PSHE). The final section (6.4) is concerned with the National Curriculum for Physical Education, focussing on the views that respondents had of the NCPE, and of how revisions to the NCPE have affected policy and practice in schools.

5.6.1 General information about the PE department

In general schools in the 2001 sample had two, three or four full time specialist PE teachers. In Wales there were no schools that had one or no full time staff, probably due to the absence of small schools (under 500 pupils) in that LEA. The majority of Welsh schools had three full time members of staff. In England staff numbers were more evenly spread, but two full time staff was most common. To have part time staff teaching PE was more common in English schools, with almost a third having one part time teacher and a further third altogether having two or three. Two thirds of schools in the Welsh LEA did not have any part time PE specialists. Almost a quarter had only one member of staff on a part time basis, and one school had two part time staff and another three. Slightly more schools in Wales than England had non-specialists taking on some of the PE teaching load. Just over a fifth of English schools had one or more non-specialists teaching PE, whereas in Wales almost a quarter of schools had one non-specialist and almost a fifth had two or more. Just under half of schools thought that the number of staff they had was adequate for their department's needs (46.9% in England and 42.9% in Wales). It is not possible to compare data on

the staffing of PE departments with the 1993 sample, as the data were presented differently, in the form of mean numbers of full or part time staff and specialists/non-specialists per department.

	England			Wales		
Number of Staff	**Full Time**	**Part Time**	**Non Specialist**	**Full Time**	**Part Time**	**Non Specialist**
0	3.1	37.5	65.6	0	66.7	57.1
1	3.1	31.3	21.9	0	23.8	23.8
2	34.4	18.8	3.1	19.0	4.8	14.3
3	15.6	12.5	3.1	42.9	4.8	0
4	18.8	0	3.1	19.0	0	4.8
5	12.5	0	0	0	0	0
6	12.5	0	0	14.3	0	0
7	0	0	0	4.8	0	0
8	0	0	3.1	0	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 5.2: The number of full and part time specialists/non specialists in departments

	England			Wales		
Facility	**On site**	**Off Site**	**No Access**	**On site**	**Off Site**	**No Access**
School Hall	80.6	0	19.4	66.7	0	33.3
Gymnasium	100.0	0		81.0	0	19.0
Second Hall/ Gym	22.6	0	77.4	42.9	0	57.1
Swimming Pool	45.2	22.6	32.3	28.6	52.4	19.0
Sports Hall	61.3	3.2	35.5	57.1	19.0	23.8
Fitness Centre	32.3	12.9	54.8	23.8	14.3	61.9
Dance Studio	9.7	9.7	80.6	19.0	4.8	76.2
Squash Court	12.9	22.6	64.5		19.0	81.0
Playing Field	100.0	0		90.5	4.8	4.8
Hard Play Area	93.5	0	6.5	85.7	4.8	9.5
Astroturf	9.7	12.9	77.4	23.8	19.0	57.1
Athletics Area	67.7	9.7	22.6	52.4	23.8	23.8
Tennis Courts	9.4	0	90.6	9.4	0	90.6
Weights Area	0	0	0	4.8	0	95.2

Table 5.3: Facilities available

In general schools in the English LEA were more likely to have access to the basic facilities required for teaching PE. All schools there had a gymnasium and playing fields and almost all had a school hall and an outdoor hard play area. Access to these facilities was not as guaranteed in the Welsh LEA. There 19% did not have access to a gymnasium, and one school did not have the use of a playing field. Two thirds of the Welsh schools that responded had a school hall, and access to an outdoor hard play area was similar to that in England. Access to other facilities varied across the two LEAs. The biggest differences in access were in terms of whether facilities were on or off site. Schools in the English LEA, for example, more often had a swimming pool on site, but overall more Welsh schools had access to a pool, as over half used one off site. A greater percentage of the Welsh schools had access to an Astroturf on site, but this situation was reversed with access to a dedicated Athletics Area. Overall (apart from in the case of a weights area) access to any facility (either on or off site) was

different by no more than a fifth (20%), showing that in general access to facilities for PE showed variation across the two LEAs, but in no way was one group of schools vastly better off for facilities than the other.

The length of physical education lessons was most commonly one hour in both England and Wales (modal value 60 minutes, 57.1% of Welsh schools, 56.3% of English). A quarter of the English schools had 50 minute lessons, as did 14.3% of the schools in the Welsh LEA. Variation in lesson length was greatest in the Welsh schools, with time ranging from 30 to 110 minutes. The range in England was from 40 to 75 minutes.

Minutes	Yr 7 %	Yr 8%	Yr 9%	Yr 10%	Yr 11%
0	18.8	3.1	3.1	3.1	3.1
50	0	0	0	6.3	6.3
60	0	0	0	34.4	28.1
70-80	0	0	0	9.3	12.5
90	3.1	3.1	3.1	9.4	9.4
100	9.4	18.8	21.9	15.6	15.6
120	46.9	53.1	50.0	9.4	12.5
140-145	12.5	12.5	9.4	6.3	3.1
150	6.3	9.4	9.4	6.3	6.3
160-180	3.1	0	3.1	0	3.1
Total	100.0	100.0	100.0	100.0	100.0

Table 5.4: PE time in schools in the English LEA

Minutes	Yr 7%	Yr 8%	Yr 9%	Yr 10%	Yr 11%
50	0	0	0	14.3	19.0
60	4.8	4.8	9.5	61.9	61.9
65-70	0	4.8	4.8	9.5	9.5
75	0	4.8	4.8	4.8	4.8
90	33.3	33.3	28.6	4.8	4.8
100	9.5	9.5	9.5	4.8	0
101-119	19.1	14.3	14.3	0	0
120	28.6	28.6	28.6	0	0
130-135	4.8	0	0	0	0
Total	100.0	100.0	100.0	100.0	100.0

Table 5.5: PE time in school in the Welsh LEA

Time per Year	Median England	Median Wales	Mean England	Mean Wales	Mode England	Mode Wales

Group						
7	120	107	124	104	120	90
8	120	100	121	99	120	90
9	120	100	122	98	120	90
10	80	60	87	63	60	60
11	90	60	90	61	60	60

Table 5.6: PE time per year group

Tables 4.4 and 4.5 show the amount of curriculum time that was devoted to physical education in the schools surveyed. Table 4.6 shows that there was generally consistency within schools for the PE time for Key Stage Three school years (7-9) and Key Stage Four (Years 10 and 11). Core PE time was generally much greater at KS3, often by around a third. The same trend was shown in the National survey of English secondary schools taken in 1993. Harris showed that mean PE time in Key Stage Three was between 121 and 133 minutes, falling to around 90 minutes at KS4. The amount of curriculum time allotted to PE appears then to have remained constant in English schools.

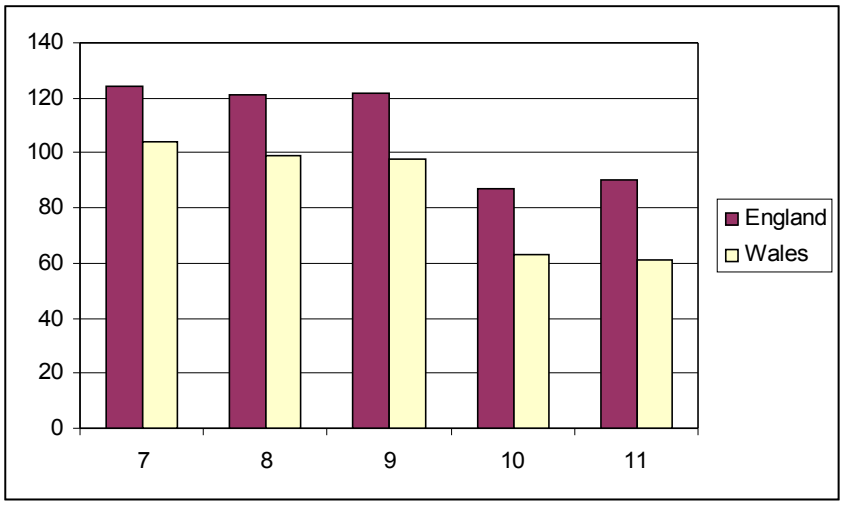


Figure 5.1: Mean core PE time per week for Years 7-11

The above table shows that PE time in all years was greater in English schools. The difference in mean PE time of around 15 to 20 minutes per week remained consistent across all five school years.

Adequacy	Eng KS3	Wales KS3	Eng KS4	Wales KS4

Inadequate	25.8	33.3	45.2	57.1
Adequate	67.7	66.7	45.2	42.9
More than adequate	6.5	0	9.7	0
Total	100.0	100.0	100.0	100.0

Table 5.7: Adequacy of PE time for each Key Stage

PE time for pupils in Key Stage Three was thought to be adequate by two thirds of HoDs questioned in both England and Wales. This dropped to less than half for Key Stage Four time. Given that the amount of PE time was less, by up to a third, for KS4 this result is hardly surprising. Opinions about the adequacy of curriculum time were consistent across the two LEAs, the only difference being that a few schools in the English LEA thought that the time was more than adequate.

Accredited courses in Physical Education were offered by every school which responded to the questionnaire.

Courses Offered	Eng %	Wales%
GSCE PE/Games	96.9	95.2
CLSA/JSLA	25.0	4.8
AS Level PE	9.4	57.2
A Level PE	25.0	71.4

Table 5.8: Accredited courses offered

Almost all schools offered GCSE PE, but there was a great deal of variation between the two LEAs in terms of the other courses offered. The Community or Junior Sports Leader Award was offered in a quarter of English schools yet only 4.8% of Welsh schools. Examination courses at the post 16 level were much more commonly provided by schools in the Welsh LEA, with almost three quarters taking pupils to A level standard in PE. This may be because a greater proportion of the schools in Wales incorporated Years 12 and 13 into the main school, rather than pupils moving to a separate Sixth Form Centre or equivalent.

The next section of questions was concerned with the Head of Department. In the English LEA all but one school had an overall Head of PE (in the exception there was also a Head of Girls PE). In the Welsh LEA there was more of a gender split in PE departments with nearly a fifth having a Head of Boys PE, and 9.5% with a Head of Girls PE.

Heads of PE were predominantly male in both LEAs, almost two thirds (63.3%) were male in the English schools and this was a similar proportion in Welsh schools (61.9%). This is almost exactly the same as was the case in 1997, when 61.1% of the Heads of PE in state secondary schools were male. The experience of Heads of PE was similar amongst schools in both LEAs, and also to the situation in 1997. Most HoDs (84.4% in England and 85.7%) had more than ten years of PE teaching experience. The survey in 1997 reported that on average Heads of PE had sixteen years of experience. The only difference in level of experience was that the English LEA contained schools in which the HoD for PE had less than five years of teaching experience (6.3%). The Welsh LEA had slightly more HoDs with between five and ten years experience (14.3% to England's 9.4%).

5.6.2 Health Related Exercise

Section C of the questionnaire focused on the teaching of health related exercise within the sample schools. To begin with questions were aimed at building a basic picture of how this area of the curriculum was approached by each department. The first piece of information sought was the title given to this area of the curriculum by the PE department.

Term used to describe the area of health	England %	Wales %
No Term Given	43.8	42.9
Health-related Fitness	34.4	19.0
Health-related Exercise	12.5	33.3
Fitness	6.3	0.0
Fitness and Exercise related activities	3.1	0.0
Health and Fitness	0.0	4.8
Total	100.0	100.0

Table 5.9: Terms used to describe the area of health

The above table shows a general lack of consistency across schools over how this area of PE was referred to. Most often it was not given any specific title, which may indicate a lack of status for health and fitness topics within the curriculum. This may also relate to the approach taken to teaching, where this area was not separated from

other activities. A third of schools in each LEA used the same term to describe the area of health within PE. This term was different, however, as schools in the English LEA used the term Health-related Fitness most frequently, whilst the Welsh schools surveyed describe this area using the term Health-related Exercise. The latter phrase can be considered the more modern accepted term for this area, used in much of the recent literature. Health-related Fitness was a term more commonly used when this area of the curriculum came to the forefront during the 1980s (Almond, 1997).

Organisation	**England %**	**Wales %**
Fully structured	46.9	38.1
Partially structured	37.5	57.1
Relatively unstructured	15.6	4.8
Total	100.0	100.0

Table 5.10: Organisation of the teaching of health

The above table shows that the teaching of health was most often fully structured in English schools, and most commonly partially structured in Wales. In only a few schools (10.2% of the total) across both LEAs was the teaching of health and fitness done in a relatively unstructured way. Structured may mean that HRE was written into department schemes of work, so that it was taught at specific times through specific activities in an organised and planned way, or that it had its own unit of work within the PE curriculum. Unstructured HRE teaching may be done by individual teachers as and when they felt that lesson content easily applied itself to health or fitness. Overall the degree of organisation of HRE was comparable to the situation evident in the 1993 survey. Schools did seem to have moved towards fully structured delivery, however, as in 1993 only 28.6% of schools described their delivery of HRE as being fully structured. A similar proportion to that found in the Welsh LEA thought their practice was partially structured (55.0%), and the percentage of schools in the English sample whose HRE delivery was relatively unstructured had remained the same (16.4% in 1993).

Method of Delivery	**England %**	**Wales %**

Combination	59.4	85.7
Through specific units of work	21.9	9.5
Partly in PE, partly in other curriculum areas	12.5	0.0
Permeation	6.3	4.8
Total	100.0	100.0

Table 5.11: Method of HRE delivery

The above table shows how HRE was organised in school's PE curricula. The majority of schools taught HRE through a combination of a discrete unit of work in HRE and permeation. This means that in most cases health topics were covered in at least one block or unit of work devoted solely to HRE and also referred to during the teaching of other areas of activity. Only a fifth of schools in the English LEA and less than 10% of those in the Welsh chose to deliver HRE solely through a specific unit of work. Even less schools used only permeation to deliver health topics through other areas of the curriculum. Cross curricular teaching of health and fitness was infrequent, and then only in the English LEA. The combination of specific units and permeation through other activities was also the most common approach to delivery in the 1993 survey. The most notable change occurring between the two surveys was the fall in the reported involvement of other curriculum areas in the delivery of HRE. This formed part of the teaching of HRE in 59.3% of schools surveyed in 1993.

The following table shows the number of periods per school year that were committed to HRE units of work. The figures shown are valid percent, so show the proportion from those schools who teach units, rather than the percentage of the sample as a whole.

No. of periods	Yr 7 %	Yr 8 %	Yr 9 %	Yr 10 %	Yr 11 %
3	7.7	5.9	0	0	0
6	15.4	29.4	35.3	47.4	35.7
7	23.1	17.6	23.5	15.8	21.4
8	15.4	17.6	11.8	15.8	14.3
9	7.7	5.9	5.9	10.5	7.1
10	7.7	5.9	5.9	0	7.1
12	7.7	11.8	11.8	10.5	14.3
18	7.7	5.9	5.9	0	0
24	7.7	0	0	0	0
Total	100.0	100.0	100.0	100.0	100.0

Table 5.12: Periods of HRE (in units) per year – England

No. of periods	Yr 7 %	Yr 8 %	Yr 9 %	Yr 10 %	Yr 11 %
3	0	0	0	0	0
5	10.0	10.0	9.1	0	0
6	0	0	18.2	33.3	33.3
7	10.0	10.0	9.1	0	0
8	20.0	20.0	9.1	0	11.1
9	0	10.0	9.1	0	0
10	10.0	20.0	9.1	11.1	11.1
12	40.0	20.0	27.3	11.1	11.1
16	0	0	0	11.1	0
20	10.0	10.0	9.1	33.3	33.3
Total	100.0	100.0	100.0	100.0	100.0

Table 5.13: Periods of HRE (in units) per year – Wales

The two tables above show more clearly the trends in unit length across the different school years. In the English schools HRE units of work were most commonly 6 periods in length. This may be considered by many teachers to be a standard length for all units of work, most probably using one PE lesson per week for HRE, whilst teaching other units in the remaining lessons each week, for a total of six weeks before changing to a different combination of two or more blocks simultaneously. Many schools taught HRE units lasting for seven or eight lessons. This may have been done in order to mesh in with the school's calendar, so that each block is taught for a complete half term.

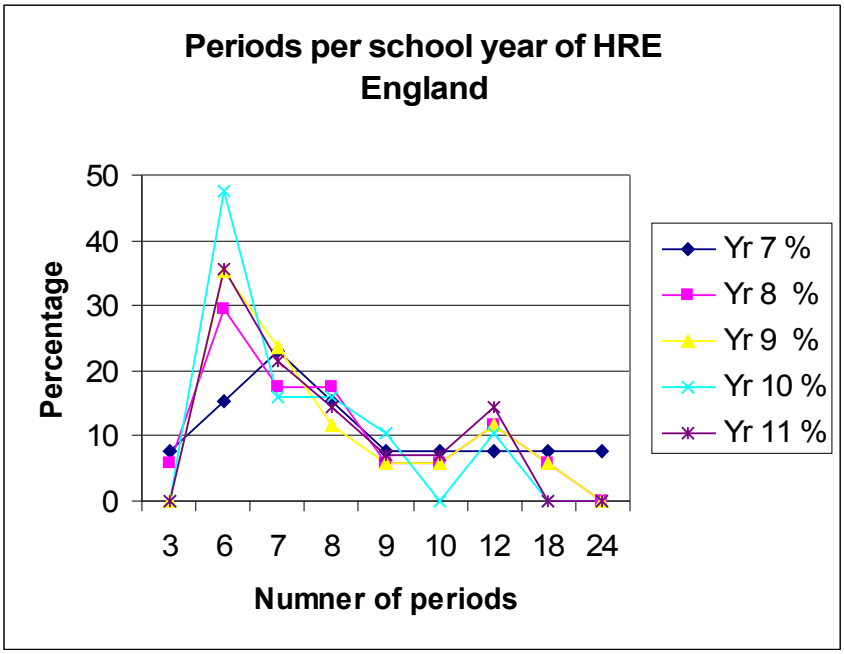


Figure 5.2: Periods of HRE per school year in the English LEA

Years Seven and Eight appeared to have the most HRE teaching overall. One possible reason for this is that this is the year at which pupils enter the school (some secondary schools in this LEA begin at Year 8). Departments may want to do the bulk of their HRE teaching at the start of pupils' time at their school, which would facilitate teaching through permeation in later areas of the curriculum. Year 7 certainly had the most number of lessons of HRE, with a few schools teaching between nine and twenty four lessons of HRE. This may have been in the form of two or more units of work spread throughout the year, or it may be that one PE lesson out of the two or three that students had in a week (or fortnight if on a two week timetable) was dedicated to HRE for much of the school year.

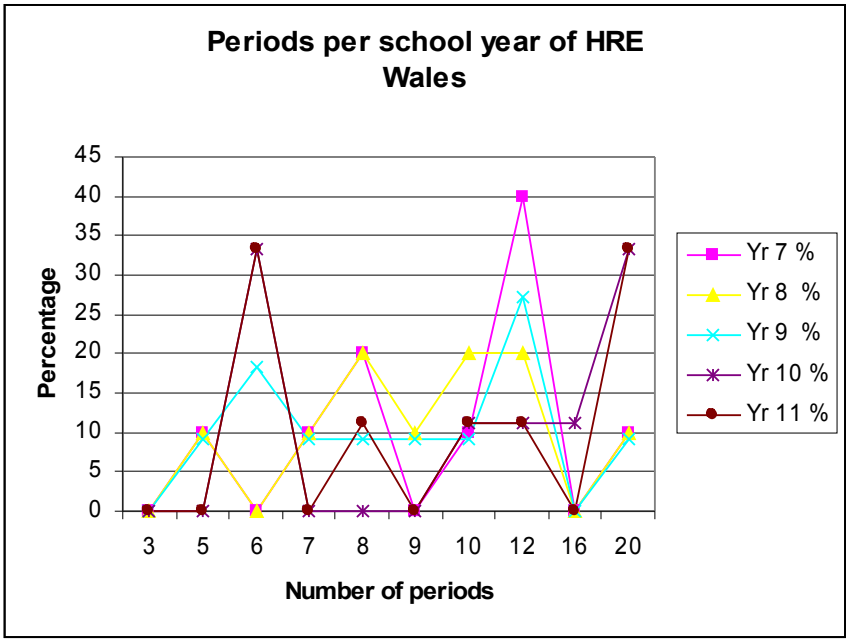


Figure 5.3: Periods of HRE per school year in the Welsh LEA

The graph for Wales shows much greater variation in the number of periods of HRE across the school years. A six lesson unit was common in Year 11, and to a lesser extent in Year 9, however twelve lessons across the year was also the case in many schools. This was frequently the case for Year 7 as nearly half the schools teaching units of HRE did this over 12 lessons. The graph also shows a trend in Key Stage Four for schools in Wales to devote 20 lessons over each school year (10 and 11) to HRE. This was not the case in the English LEA, as KS4 pupils received no more than 12 lessons of HRE.

Groups	Eng Yr7 %	Wales Yr 7 %	Eng Yr 8 %	Wales Yr 8 %	Eng Yr 9 %	Wales Yr 9 %	Eng Yr 10 %	Wales Yr 10 %	Eng Yr 11 %	Wales Yr 11 %
Mixed classes	61.5	60.0	55.6	60.0	50.0	50.0	55.0	70.0	53.3	70.0
Single sex classes	38.5	40.0	44.4	40.0	50.0	50.0	45.0	30.0	46.7	30.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5.14: Gender grouping for HRE classes

The above table and the accompanying graph below show that gender grouping used for PE was fairly consistent across year groups and across the two LEAs. In general half the schools (with an 11.5 % variation either way) in total taught HRE in mixed sex groupings and the other half taught it in single sex groups (i.e. boys or girls only).

This was true at least for Key Stage Three. At the next Key stage there was more of a trend to teach HRE one way or the other. In England the pattern was for HRE to be taught in mixed classes in a few more cases. In Wales this trend was more pronounced, with 70% of HRE classes in Years 10 and 11 being taught mixed sex.

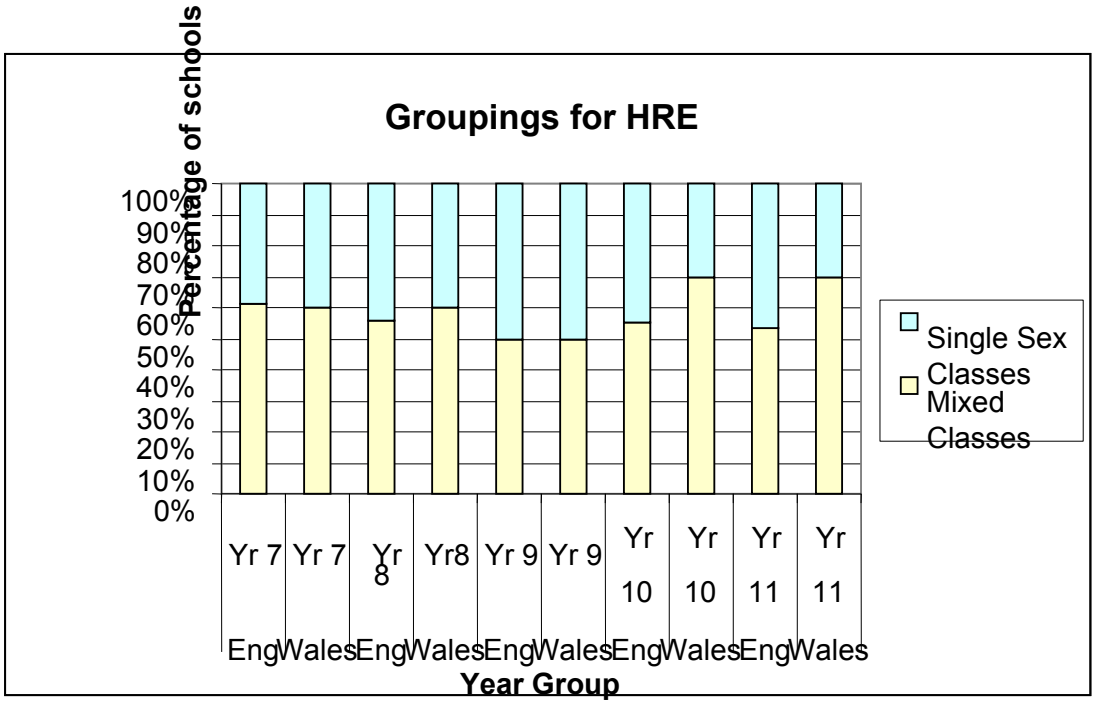


Figure 5.4: Gender groupings for HRE classes

Units of work in HRE were compulsory in Key Stage Three in all the surveyed schools. At Key Stage Four HRE units became optional in half the schools in the Welsh LEA. In the English LEA this proportion was only 10% in Year 10, rising to a third in Year 11. This may be in line with other units of work in schools. The PE curriculum is likely to be set by teachers at KS3, but with options at KS4 allowing pupils to have a choice in the activities they do in PE.

The table below shows the focus of units in those schools that taught HRE in units. In two thirds of the English schools the units used a mixture of activity and theme based teaching. In the Welsh LEA more schools chose to base their HRE units on activities only. This might mean that lessons were based on an activity, such as a circuit or a fitness test, or a type of exercise (skipping for example) rather than being based on a theme, such as the long term effects of exercise, or heart rate training zones.

Focus of Units	England Valid Percent	Wales Valid Percent
Mixture of activity and theme based	68.0	52.9
Activity based	24.0	41.2
Theme based	8.0	5.9
Total	100.0	100.0

Table 5.15: Focus of HRE units

Units of work were predominantly practically based (92% in England and 81.3% in Wales). Theoretical teaching was used more in schools in the Welsh LEA (12.5%). Very few schools (4.0 and 6.3% in England and Wales) used a combination of practical and theoretical teaching. If the LEAs are combined these data do not show any major change in the focus of HRE units since the 1993 survey. At that time 55% of schools taught HRE in units that were a mixture of activity and theme based, and 35.3% taught units that were solely activity based, 6.4% theme based.

The following table show the Areas of Activity that PE departments offered, and Areas through which departments permeated delivery of HRE.

Area of Activity	Dept Offers	Does NOT Offer	Dept Offers	Does NOT Offer	HRE Delivery	NOT used for HRE	HRE Delivery	NOT used for HRE
	England		Wales		England		Wales	
OAA	38.7	61.3	47.4	52.6	9.7	90.3	31.6	68.4
Games	100	0	100	0	74.2	25.8	89.5	10.5
Athletic	96.7	3.3	100	0	74.2	25.8	89.5	10.5
Swimming	58.1	41.9	73.7	26.3	29	71	57.9	42.1
Dance	41.9	58.1	42.1	57.9	25.8	74.2	31.6	68.4
Gymnastic	93.5	6.5	94.7	5.3	54.8	45.2	84.2	15.8

Table 5.16: Areas of Activity used for HRE permeation

The vast majority of schools in both the English and Welsh LEAs offered Games, Athletic Activities and Gymnastics. This situation was the same in 1993 when these three areas were taught in around 96% of state schools. The rest of the national curriculum activity areas were not offered so consistently. Dance was part of the PE curriculum in around 40% of all schools. Outdoor and adventurous activities were offered in almost half the Welsh schools and only around a third of English schools in the sample. Swimming was again more commonly offered in the Welsh schools, being taught in almost three quarters of them, whilst 58.1% of the English schools

were able to provide swimming as part of PE. This was a significant increase since 1993, when only 39.7 of state schools in England offered swimming at KS3.

In general it follows that the areas of activity most commonly offered were also those that were most often used for HRE delivery. Games and Athletics were used most often in both LEAs, and Gymnastics was routinely used (by 84.2% of schools) in the Welsh LEA. The data suggest that in the case of the remaining three areas of activity departments often did not use these areas to deliver HRE. This was particularly the case in the English LEA, as schools seemed reluctant to permeate HRE delivery through OAA and gymnastics (in comparison to how many schools actually offered these areas). It seems that the use of permeation in English schools had become more narrow in focus since 1993. All areas were used less now, but the most striking drop was for OAA, which was used for HRE delivery in only 9.7% of the sample schools, but was used in two thirds of state schools in the 1993 survey.

The next question in the survey asked schools to detail the activities used in their HRE programme, on a compulsory or optional basis within the PE curriculum, or as an extra-curricular activity (numbers are percentages).

Activity	Compulsory	Optional	XC	Both	N.O.
Circuit Training	68.8	9.4	0	15.6	6.3
Aerobics	21.9	34.4	9.4	12.5	21.9
Multigym	9.4	12.5	0	12.5	65.6
Weight Training	6.3	12.5	3.1	6.3	71.9
Run/Jog	50	3.1	0	18.8	28.1
Cross Country	56.3	9.4	0	21.9	12.5
Water Exercises	6.3	9.4	0	3.1	81.3
Step	9.4	18.8	0	0	71.9
Other Aerobics	3.1	6.3	0	0	90.6
Skipping	37.5	3.1	0	0	59.4
Swimming	21.9	3.1	0	25	50
Cycling	0	0	0	3.1	96.9
Skating	0	0	3.1	0	96.9
Exercise Machines	3.1	0	3.1	0	93.8

Table 5.17: Activities used in the HRE programme – England

Activity	Compulsory	Optional	XC	Both	N.O.
Circuit Training	42.9	33.3	0	23.8	0
Aerobics	33.3	23.8		23.8	19.0

Multigym	14.3	14.3	9.5	23.8	38.1
Weight Training	4.8	14.3	4.8	9.5	66.7
Run/Jog	52.4	19.0	4.8	9.5	14.3
Cross Country	38.1	14.3	9.5	14.3	23.8
Water Exercises	9.5	19.0	0	4.8	66.7
Step	4.8	19.0	0	0	76.2
Other Aerobics	0	19.0	0	9.5	71.4
Skipping	14.3	14.3	0	4.8	66.7
Swimming	42.9	14.3	0	9.5	33.3
Cycling	0	0	0	0	100
Skating	0	0	0	0	100
Power Walking	4.8	0	0	0	0

Table 5.18: Activities used in the HRE programme – Wales

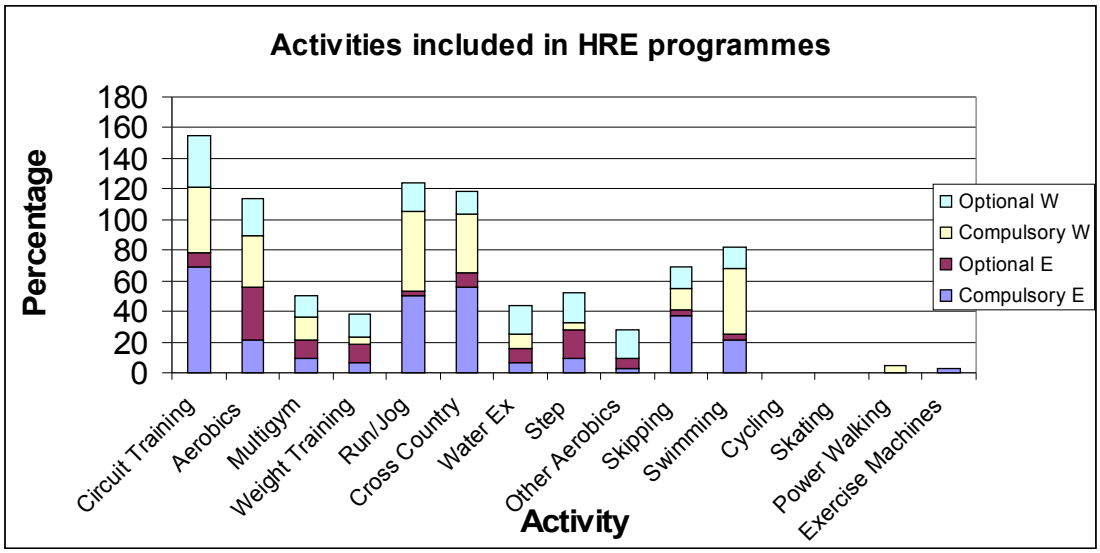


Figure 5.5: Activities included in HRE programmes

The above graph shows that circuit training, aerobics, jogging and cross country running were the activities most commonly used to teach HRE. There was a wide range of activities used, with swimming and skipping also being popular in schools. The popularity of these activities may have been due to their ease of use, and the availability of the necessary facilities and resources in schools. Cross country running and circuit training were the most commonly used activities in the 1993 survey, so these activities had remained popular. The use of aerobics appears to have diminished over the years however, as in 1993 it was used on a compulsory basis in 40.5% of schools and optional in 49.5%. In the English LEA this had fallen to 21.9% and 34.4% respectively. This may be following a general trend in wider society, which may have seen a decline in the popularity of aerobics, and a rise in the use of gyms or of participation in other lifestyle activities.

In the English LEA particularly most activities were taught on a compulsory basis, aside from aerobics and step aerobics which enjoyed optional status in many schools. This situation was similar in the Welsh LEA where water, step and other forms of aerobics were taught mainly on an optional basis. Teaching aerobics as an option rather than including it as a compulsory part of the HRE programme may have been due to the groupings used for HRE units. Staff in some schools may have felt that aerobics was not a suitable activity, or one that would be readily accepted, for teaching mixed gender groups. Optional status may mean that it was an activity that girls could choose to do, particularly if timetabled against a traditionally male activity.

Topic	England Covered	Wales Covered
Flexibility/Stretching	100.0	100.0
CV/Aerobic/Heart Health	100.0	95.2
Muscular Strength and Endurance	96.9	100.0
Planning/designing exercise programmes	53.1	42.9
Fitness Testing	75.0	90.5
Active for Life/Lifelong Participation	62.5	57.1
Activity Level monitoring	40.6	28.6
Weight Measurement	18.8	23.8
Relaxation/Stress Management	28.1	14.3
Opportunity Awareness/Local Provision	43.8	38.1
Mental Health/Well Being	34.4	23.8
Social and Emotional Health and well-being	43.8	23.8
Other	0	0

Table 5.19: Topics included in HRE delivery

The preceding table shows the topics that were taught as part of HRE delivery (through units, permeation or a combination) in the surveyed schools. Flexibility and stretching was taught in all schools. It may be presumed that this was because stretching formed part of a proper 'warm up' for all activities, and so may potentially be included in every PE lesson. Cardio-vascular fitness (or Heart Health) and muscular strength and endurance were taught in almost all schools. These two topics may be considered to form the core of all HRE teaching, the theoretical side at least. This did not appear to have changed in recent years, as these same three topics were the most popular (taught in 84.2 to 92% of schools) in the 1993 survey.

Fitness testing and weight measurement were more often taught in Welsh schools than

within the English LEA, but the remainder of topics were most frequently covered in HRE delivery in the English schools. This may indicate that schools in the English LEA generally had a wider knowledge base upon which delivery was based, including more topics in the HRE programme.

Whilst the above table shows that fitness testing was more often included in HRE delivery in schools in the Welsh LEA (90.5 versus 75.0%) the following data indicates a vast difference in the nature of the inclusion of this topic. Fitness testing in the English schools surveyed was predominantly compulsory (84.4%), whereas in the Welsh LEA testing was optional in almost half of the schools. The inclusion of fitness testing on a compulsory basis had actually increased since the time of the survey carried out by Harris (1997), as at that time 62.6% of schools in England tested pupils as a compulsory component of the PE curriculum.

Testing	**England %**	**Wales %**
Compulsory	84.4	52.4
None	12.5	4.8
Optional	3.1	42.9
Total	100.0	100.0

Table 5.20: Inclusion of fitness testing in the PE curriculum

Those schools that did include fitness testing in HRE delivery (whether compulsory or optional) were asked to list those specific tests that they used.

Test	England %	Wales %
Mulitstage Fitness test	78.1	85.7
Sit and Reach Test	25.0	61.9
12 min/Cooper Run	34.4	42.8
Muscular Strength/Endurance Test	15.7	57.2
Swimming Distance Test	3.1	0
Body Fat Measurement	3.1	14.3
Other Aerobic Test	40.6	47.6

Table 5.21: Fitness tests used

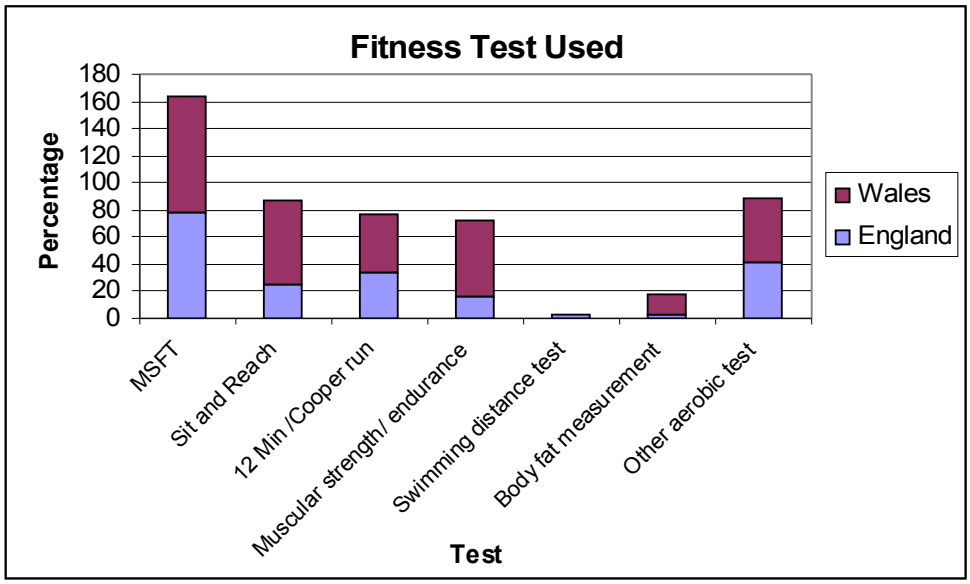


Figure 5.6: Fitness tests used

The multistage fitness test (MSFT) or bleep test as it is more commonly known was by far the most widely used, in 78.1% of English and 85.7% of Welsh schools. Other aerobic tests were also used in 40.6% of schools in the English LEA and 47.6% in the Welsh. Along with the use of the Cooper run in over a third of schools it appears that most testing focussed on pupils' aerobic fitness, on their ability to show good overall cardio-vascular endurance (or stamina as it may previously have been known). This ties in with the widespread inclusion of cardio-vascular or heart health as a topic within HRE teaching. Many schools seemed to place a high status on this area of HRE and used it as a focus for theoretical knowledge, activity and testing.

Schools in the Welsh LEA used more tests overall. This may be due to the optional nature of testing in nearly half the schools, possibly allowing more time and

availability of facilities and resources for completing a wider variety of tests.

Reporting of test results to parents was very rarely always done in either LEA. Of those schools that actually did testing, half of the English schools (50%) and 45% of the Welsh schools sometimes reported results whilst around the same proportion (46.4% and 50% respectively) never reported pupils' fitness test results to parents. This may indicate that in many schools test results did not form part of children's written formal subject reports for PE, and that test scores may have been reported verbally (such as at parents evenings), or through the pupil themselves.

The monitoring of pupils' activity levels and/or participation rates in physical activity was compulsory in over half the schools questioned. In the English LEA 51.6% of schools measured and recorded pupils' activity levels. This proportion was greater in the Welsh LEA where 68.4% of schools carried out this practice. The optional monitoring of pupils' participation in physical activity was comparatively rare, occurring in only around 16% of schools overall. Monitoring of activity levels was carried out by PE departments far less frequently than monitoring of pupils' fitness levels. This may have been for practical reasons, as staff may have found the former more manageable with large numbers of pupils, or it may have been due to the status afforded to activity and fitness levels by staff. It could be argued that with children particularly activity levels may give a better indication of health than performance in a fitness test (Armstrong and Welsman, 1990).

Method Used	England %	Wales %
Class register	31.3	42.9
In pupil profiles	12.5	9.5
Pupil diary	6.3	0
Individual assessments	6.3	4.8
Pastoral/Mentoring	3.1	0
End of each unit	3.1	0

Table 5.22: Methods used to monitor pupils activity levels and participation rates

The above table shows the methods that PE departments used to monitor pupils activity levels and participation rates. The most commonly used method in both LEAs was the class register. It may well be that this method simply kept track of pupils participation rates in curriculum PE, rather than physical activity in total, by noting

when pupils were absent or excused from a lesson. Some schools used individual pupil based methods to monitor activity. These took the form of pupil profiles in around a tenth of schools, and pupil diaries or individual assessments in a few schools.

Activity levels were always (27.3%) or sometimes (50%) reported to parents by three quarters of the English schools who monitored these levels, and by nearly all the schools in Wales (always by 16.7% and sometimes by 66.7%). This means that activity levels were reported to parents in more cases than fitness test results were reported. Staff may have felt that this information was more useful or relevant to parents, or the method of recording may make this data more readily included in reports.

The next group of questions from the survey looked specifically at the formal organisation of HRE delivery, in particular the written policy and schemes of work concerned with this area.

The majority of schools questioned did have a written scheme of work for HRE (84.4% in the English LEA and 85.7% in the Welsh LEA). This means that most departments had a formal arrangement for the delivery of HRE, either with a discrete unit for HRE included in the department's curriculum layout, or with aspects of HRE clearly written into the schemes of work for other activities, or a combination of both.

Schemes of work for HRE were written or updated more recently in schools in the Welsh LEA. Around half (55.6%) of the Welsh schools had updated their scheme during the current school year and the remainder (44.4%) had done this within the last three years. In the English LEA less schools had updated their scheme of work in that school year, and over a fifth (21.4%) had written or last updated their scheme more than three years ago. The more recent updating of schemes in Wales may be coincidence, or it may have been prompted by policy change, or local innovation. The case study section of this research looks more closely at the reasons teachers have for making changes.

Some PE departments did not have a written scheme of work for HRE. In the Welsh LEA half of these schools (50%) were planning to write a scheme of work during the

current school year and the other half within the next three years. In the English LEA 60% of those schools without an HRE scheme of work were planning to introduce one within the current school year. A fifth of those schools with no HRE SoW however, had no plans to produce a scheme of work. In general then HRE seemed to be more of a priority for planning in the Welsh LEA, possibly enjoying higher status within department policy.

PE departments were also asked about when they had made changes to HRE practice, as opposed to written policy. As can be seen in the table below, a third of schools in both LEAs had made changes to their HRE practice during the current school year. A tenth more schools in the Welsh than the English LEA had made changes to practice within the last three years, this was again around a third of the English schools (31.3%) and 42.9% of the Welsh. Approximately a fifth of schools in both LEAs had not made any changes at all, or in the last six years. This lack of change may indicate limitations in the impact of changes to policy and guidance affecting schools, either on a national or local level. Change may instead be due to staff interest and personal philosophy regarding areas of the curriculum.

Date changes made	England %	Wales %
Changes made during the current school year	37.5	33.3
Changed within the last 3 years	31.3	42.9
No changes made	12.5	14.3
Changed within the last 6 years	9.4	4.8
Missing Data	9.4	4.8
Total	100.0	100.0

Table 5.23: Date of changes to HRE practice

The following table describes the nature of the changes made by departments to their HRE practice. A wide range of changes were made, often with only one or two schools introducing a particular change. The most frequently occurring change was the introduction of a unit of work in HRE, in 12.5% of schools in the English LEA, and 14.3% of the Welsh schools. However, in the case of the English LEA, almost as many schools changed to a permeation approach to the delivery of HRE. This may indicate a continued lack of consensus on the best way to teach HRE, or it may be that pressure on curriculum time had forced some schools to remove units of work on

HRE to make room for other areas of activity.

Changes Made	England %	Wales %
Introduced a unit of HRE	12.5	14.3
Increased importance given to HRE	9.4	4.8
Changed to a permeation approach	9.4	0.0
Changes made to the activities used	9.4	9.5
Increase in fitness testing	6.3	0.0
Timetable changes	6.3	0.0
Used QCA schemes of work	6.3	0.0
Changes made to the theory content	6.3	9.5
Increased pupil responsibility	6.3	0.0
Increased pupil responsibility	6.3	0.0
More practical activity	3.1	4.8
Increased use of ICT	3.1	4.8
Introduced a SoW/formal inclusion	0.0	4.8
Changed to a permeation approach	3.1	0.0
Changed to mixed sex lessons	0.0	9.5
Changed to single sex lessons	3.1	0.0

Table 5.24: Changes made to HRE practice

Heads of Department were asked to give their reasons why the most recent changes to HRE policy and practice were made. The most cited reason was the National Curriculum, with a quarter of schools in the English LEA stating that this was the cause of changes to HRE delivery. This was not as often the case in Wales, only 14.3% of schools gave the NC as their reason. Practicality was also the main reason in a greater number of English schools to Welsh (18.7% to 4.8%). Catalysts for change in Wales (aside from the NC) were most often related to the needs of pupils. Staff in 14.3% of schools in the Welsh LEA had changed their practice in order to increase pupils' fitness, or to improve their knowledge and understanding.

Reasons for Changes	England %	Wales %
National Curriculum	25.1	14.3
Practicality	18.7	4.8
To increase pupils' fitness	12.5	14.3
To increase pupil motivation	9.4	9.5
New HoD/staff	6.2	4.8
Differentiation	6.3	0.0
Accredited courses	3.1	0.0
New resources/facilities	3.1	0.0
To increase pupils knowledge and understanding	3.1	14.3

Table 5.25: Reasons for changes to HRE practice

In addition to the reasons for changing practice, HoDs were also asked what were the most important influences on the teaching of HRE in their school. Again the main influence on practice appeared to be pupil related. Almost half the HoDs in the English LEA (43.8%) were aware of the importance of pupils' health needs, and this was the main influence on their practice. Almost a third organised their HRE delivery around a concern for pupils' poor fitness or activity levels (something that a vast majority of schools were aware of, given the prevalence of fitness testing and activity level monitoring). These two influencing factors affected many of the schools in Wales (28.8% and 33.7% respectively). Also affecting practice in the Welsh LEA was a perceived need to make PE fun and to raise pupils' enthusiasm for the subject. Practical factors, such as facilities and staff, or time, influenced more schools in the English LEA than those in the Welsh LEA. HoDs in the Welsh LEA were more keen to provide a curriculum that reflected pupils' interests (19.0% as opposed to 3.1% in the English LEA), or even one that reflected their own interests in health and fitness (14.3% of Welsh schools). The National Curriculum itself influenced less than a fifth of schools in the English LEA (18.9%) and only a tenth (9.5%) of those in the Welsh LEA. The philosophy of the NCPE is that it sets out and standardises (to a certain extent) practice within schools. As the NCPE does specifically advise on HRE delivery it may have been expected that it would be more of an influence on schools.

Influence	England %	Wales %
Awareness/Importance of pupils' health needs	43.8	28.8
Poor pupil fitness/activity levels	31.3	33.7
National Curriculum	18.9	9.5
Facilities/Staff	15.7	4.8
Time	12.5	0.0
Need to make PE fun/raise enthusiasm	12.5	28.8
GCSE/A Level courses	12.5	9.5
Fitness for sport	9.4	0.0
Current safety issues	3.1	0.0
Personal interest in health and fitness	3.1	14.3
Understandable content	3.1	4.8
Other curriculum requirements	3.1	4.8
Overweight/obesity levels	3.1	4.8
Reflects pupils' interests	3.1	19.0
Canteen food	3.1	0.0
Weather	3.1	0.0
Caters for all abilities	3.1	0.0
Other	0.0	19.0

Table 5.26: Influences on the teaching of HRE

5.6.3 Training and resources

The next section of the questionnaire examined the HRE content of training and resources received and used by schools. The first question in this section established whether an HRE input was present during the HoDs' Initial Teacher Training. HRE was included in the 'teacher training' received by a third of HoDs in the English LEA (37.5%) and less than a fifth of that completed by HoDs in the Welsh LEA (14.3%). This may be related to the fact that the majority of HoDs have more than ten years teaching experience and so would have completed their training at least ten years ago. HRE may well not have been a standard component of initial teacher training courses at that time. The geographical difference between the two LEAs may mean that there were also differences in the courses taught by different providers at that time. If it is assumed that HoDs in the Welsh LEA may have tended to have completed their training in Wales then it might be concluded that HRE was not as commonly included in Welsh institutions for teacher training as those situated in England.

Those teachers that did have an HRE input during their teacher training were of divided opinion about how useful this input was. In the English LEA, roughly half of the HoDs who had an input in their training felt that this had been 'inadequate' (53.3%), and the rest thought that it had been 'adequate' (46.7%). In the Welsh LEA, two thirds (66.7%) of HoDs felt the HRE input to be adequate (where present) and one third (33.3%) thought it was inadequate. No HoDs felt that the HRE input was 'more than adequate'. Thus in the relatively few cases where HRE had been included as part of initial teacher training, it was often thought to be inadequate, particularly by HoDs working in the English LEA.

Heads of PE had not often attempted to remedy this lack of HRE specific training by attending HRE inset within the last three years. Heads in the English LEA showed this more strongly, as 71.9% of them had not recently attended any HRE Inset. The situation was less pronounced in the Welsh LEA, as just over half (52.4%) of the HoDs responding had attended HRE Inset. This situation may have been due to staff themselves having other priorities for Inset, or it may have been that local provision was unable to meet their needs. The next set of data from the questionnaire results implies that many HoDs, particularly in the Welsh LEA, did not feel that they needed further training in the area of HRE. In the Welsh LEA 85.7% of HoDs felt that their HRE Inset needs were adequately addressed (and a further 4.8% felt they were more than adequately addressed). In the English LEA, where HoDs had received much less HRE input into their initial training and continuing professional development, more than half felt their Inset needs in this area to be inadequately addressed. It may be the case that HRE inset was not regularly provided in this LEA, or that circumstances in many of these schools prevent HoDs from taking up HRE inset. Unfortunately few of the HoDs in the English LEA answered the follow up question that asked them to identify their Inset needs (65.5% missing data). Just over a tenth of HoDs required plans for the implementation of HRE delivery (12.5%) or claimed that a lack of time and/or money prevented them from taking up HRE Inset (12.5%). Only 6.3% stated that there was no local access to or provision of HRE inset. The response rate to this question was even less for the Welsh LEA, with only 4.8% citing the lack of time and/ or money as the problem (95.2% missing data).

Contrary to the trend for HRE related training to have been more widely received in the Welsh LEA, qualifications related to health and fitness were held by members of the PE Department in a greater proportion of English schools. A third of departments (34.4%) in the English LEA had a member of staff holding an HRE related qualification (such as aerobics instruction), whilst only less than a fifth (19.0%) of departments in the Welsh LEA held any qualifications. The actual qualifications held by PE staff were the BAWLA coach award (12.5% England, 9.5% Wales), Fitness Instructor (12.5% England), RSA Exercise to music (12.5% England and 4.8% Wales) and Step Instructor (4.8% Wales).

Moving on from training and experience, Heads of PE were then asked to consider the resources that they used in the delivery of HRE. Firstly they listed the HRE resources that were used on a regular basis in their department.

Resource	England %	Wales %
Multistage Fitness test tape	34.4	9.5
CD/Tape/Video	25.0	19.0
Exercise equipment	15.6	14.3
Teacher produced worksheets/booklets	12.5	14.3
Heart rate monitors	6.3	9.5
Other fitness test equipment	6.2	24.0
Bodyworks	3.1	0.0
GCSE textbooks	3.1	33.7

Table 5.27: Resources used in the delivery of HRE

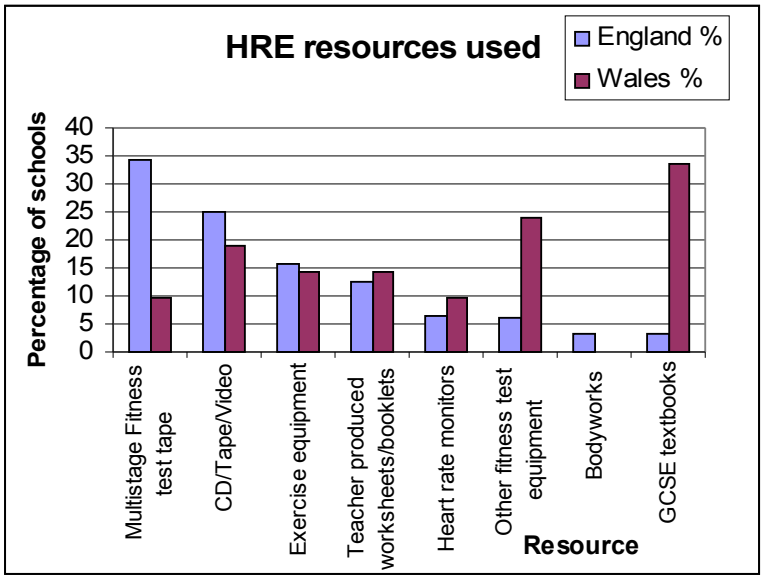


Figure 5.7: Resources used for HRE delivery

The graph shows a marked difference in the utilisation of resources between the two LEAs. A third of the English schools used the bleep test tape as one of their main resources for HRE delivery, but less than 10% in Wales did this. Likewise a third of Welsh schools used GCSE textbooks as an HRE resource, but only 3.1% of schools in the English LEA used them for this purpose. Fitness test equipment (other than the bleep test tape) was also used more widely in the Welsh LEA (24% versus 6.2%) this may be because, as was shown earlier, schools in the Welsh LEA used a wider variety of tests in their HRE delivery. Other resources enjoyed similar usage in the two LEAs. The resources used for HRE delivery seemed to have changed somewhat since the 1993 national survey. The most commonly used resources at that time were commercially produced posters/charts (62.8%). These were not mentioned by any of the schools in this survey. The use of teacher produced resources such as worksheets and booklets had also seen a significant decline, being used in 50.4% of schools in 1993, and only 12.5% of the English schools surveyed more recently. Measurement of physiological qualities, such as heart rate and body fat, was no longer carried out in many schools, as indicated by the fall in the use of heart rate monitors (from 42.7% to 6.3%) and skinfold callipers (from 40.8% to possibly 0%).

Heads of PE in the two LEAs gave similar assessments of how adequately resourced for the delivery of HRE they felt they were. Just less than half of schools said that their resources were adequate (46.9% in England, 42.9% in Wales).

Physical activity appeared to enjoy high status in most of the schools surveyed. HoDs reported whether their department, or whole school, had a written policy for activity promotion. Almost all the schools in the English LEA (90.6%) did have such a policy. Only three quarters of the schools in the Welsh LEA had a written policy for activity promotion (76.2%). This was a far greater proportion of schools than were found to have such a policy in the 1993 survey. The rise from 40.4% to 90.6% in the English schools surveyed shows a rise in the considered importance of physical activity promotion in schools, and a formalisation (into written policies) of schools' responses to concerns over children's participation rates.

Many schools, particularly in the English LEA were aware of initiatives that are aimed at, or incorporate, raising pupils' levels of physical activity. In the English LEA nearly all schools (93.8%) were aware of the Sportsmark and Sportsmark Gold initiatives. This fell to only 51.9% in Wales. Participation in this scheme was at a rate of 43.8% in the English LEA, and one school in the Welsh LEA. Less schools were aware of the Healthy Schools initiative (78.1% in England and 47.6% in Wales). Participation in this scheme was limited, a quarter (25%) of English schools questioned were involved with it, but none of the schools in the Welsh LEA.

Schools were asked if they had recently (within the last three years) held or organised any special events that involved the promotion of physical activity. More schools in the Welsh LEA had held these kind of events, 61.9% of schools as opposed to 46.9% of the English schools. This is a fairly high proportion of schools, and indicates that schools' concern for pupils' activity levels extends beyond the PE curriculum.

Special Event	England %	Wales %
None held/Specified	56.3	47.6
Sponsored event	15.6	14.3
Sports events/roadshows	15.6	33.3
Parent/pupil special events	3.1	4.8
TOP link festivals	3.1	0.0
Local council initiative	3.1	0.0
Fitness/activity weeks	3.1	0.0

Table 5.28: Special events for the promotion of physical activity

The above table specifies the types of special events that were held in schools. The

two most popular types of event were sports events and roadshows. These occurred in a third of the Welsh schools (and in 15.6% of the English schools). Many of these events would presumably have been staged by outside organizations, and have visited many schools. Also common in schools were sponsored events (in around 15% of schools) that would have involved pupils in fundraising through participation in physical activity.

Extra-curricular programmes obviously contribute to pupils' activity levels. Heads of PE were asked to describe the regular provision they made in extra-curricular time. Provision was fairly consistent across schools and was dominated by competitive team games. Almost all schools provided games activities sessions that were open to all pupils, training sessions for those pupils representing the school in teams for various competitive games, and interschool or inter tutor games competitions. A large number of schools also made provision in extra-curricular time for non competitive or non games based activities. Exercise activities that were open to all pupils were available in 78.1% of English schools and 85.7% of Welsh schools. Over half the schools in the survey also organised competitions that were not based on games (65.6% in England and 52.4% in Wales).

Provision	England %	Wales %
Games activities (open to all)	100.0	90.5
Team training sessions	93.8	100.0
Inter tutor/school games competitions	93.8	90.5
Exercise activities (open to all)	78.1	85.7
Inter tutor/school non-games competitions	65.6	52.4

Table 5.29: Extra curricular provision

Teaching of health and fitness is not limited to the PE curriculum. Many elements can be taught on a cross curricular basis, or through Personal and Social Education. Many schools have a member of staff responsible for co-ordinating the whole school approach to PSE, PSHE or Health. Only a quarter of PE HoDs in the English LEA felt that they enjoyed 'full' communication with their school's co-ordinator. This is compared to 61.9% of the Welsh HoDs. Half of the English HoDs thought that the level of communication was 'limited', this description represented less than a tenth of HoDs in the Welsh LEA. Schools in the Welsh LEA can be considered to have had

much better communication between PE and PSE/Health (despite both LEAs having around a quarter of schools who said there was no communication).

All PE Heads of Department returning the questionnaire (except one in the Welsh LEA) believed that PE contributes to pupils' personal, social and health education (PSHE) and citizenship. HoDs across the two LEAs were divided in their opinion of the nature of PE's contribution to PSHE. Just less than half the HoDs (43.8% in the English LEA and 47.6% in the Welsh LEA) thought that the contribution was implicit. This would mean that PE's contribution was not specifically sought, or drawn out, but a natural result of PE itself. Slightly less thought that PE's contribution to PSHE was explicit (the same number in England, and 38.1% in Wales). Few HoDs, particularly in the Welsh LEA, were able to describe the evidence they had for describing the nature of PE's contribution as explicit or implicit. Nearly a fifth (18.8%) of English HoDs thought the contribution was explicit, as it was set out in programmes of study or department policies. A similar number (15.6%) felt that references made to the contribution to PSHE in schemes of work for the Areas of Activity and in lesson plans were evidence that the contribution was explicit. Evidence for the implicit nature of PE's contribution to PSHE was given by only one or two HoDs for each type. This evidence included situations in lessons that led to pupils' PHSE being furthered, or the effect of grouping on pupils interaction (group activities in lessons, or mixed gender groups for PE).

Evidence	England %	Wales %
Explicit - in programmes of study/policies	18.8	9.5
Explicit - references in AoA SoW/lesson plans	15.6	9.5
Implicit - situations in lessons	6.2	9.5
Implicit - group activities/tasks	3.1	4.8
Implicit - teacher example	3.1	0.0
Implicit - Mixed grouping	3.1	0.0

Table 5.30: Evidence of PE's contribution to PSHE

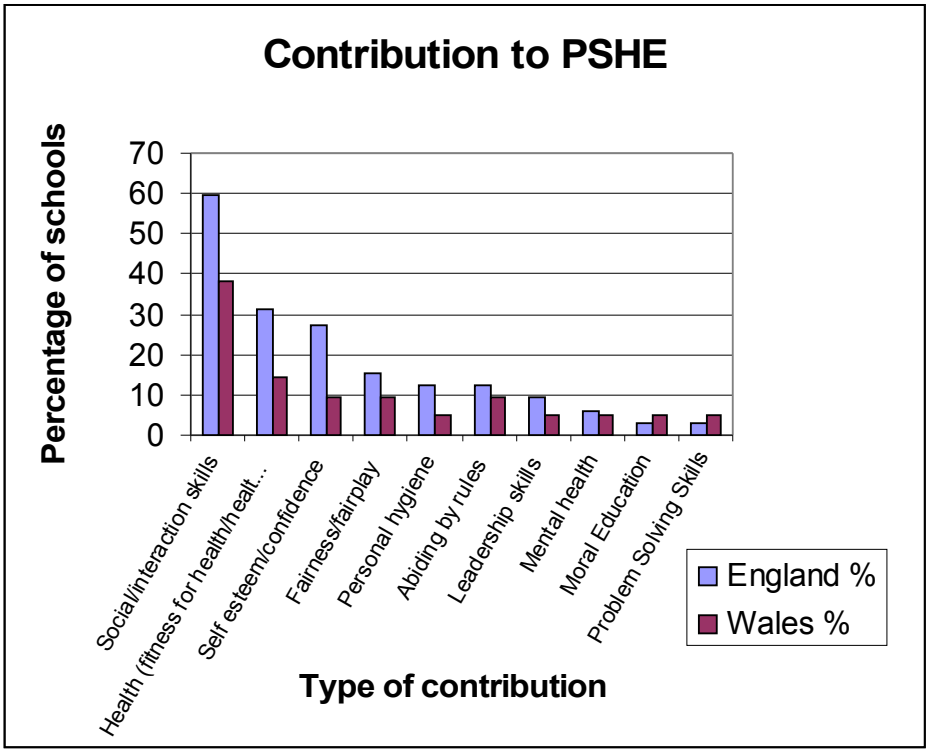


Figure 5.8: Nature of PE's contribution to PSHE

Heads of PE outlined the specific contributions that they thought PE made to pupils' Personal Social and Health Education. As can be seen in the graph above the contributions followed a similar pattern in the two LEAs, but with more schools in England 'voting' for each contribution. The biggest contribution PE made was to pupils' social and interaction skills (59.5% and 38.4% in England and Wales respectively). PE was also thought by many HoDs to contribute to pupils' health (in terms of fitness for health or health for life) and also to their self esteem and confidence (31.4% and 27.2% of English HoDs). Other contributions may traditionally be linked to physical education, such as how it develops leadership qualities and teaches children about fair play. Some contributions cited by HoDs may not have, in the past, been part of the rationale for PE in the school curriculum. How PE can contribute to pupils' mental health and moral education may not have been considered until fairly recently.

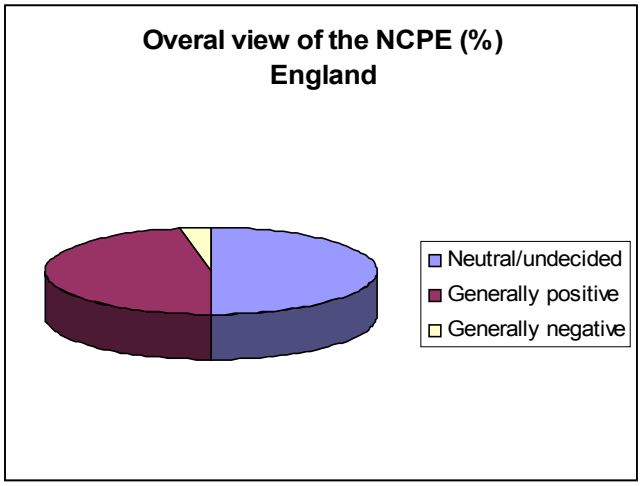
Contribution	England %	Wales %

Social/interaction skills	59.5	38.4
Health (fitness for health/ health for life)	31.4	14.3
Self esteem/confidence	27.2	9.5
Fairness/fairplay	15.6	9.5
Personal hygiene	12.5	4.8
Abiding by rules	12.5	9.5
Leadership skills	9.4	4.8
Mental health	6.2	4.8
Moral Education	3.1	4.8
Problem Solving Skills	3.1	4.8

Table 5.31: Nature of PE's contribution to PSHE

5.6.4 The National Curriculum for Physical Education (NCPE)

The overall view of Heads of PE regarding the NCPE was split between being generally positive and being neutral. Approximately the same proportion of HoDs in the English and Welsh LEAs held a generally positive view of the NCPE (46.9% and 42.9% respectively). However more HoDs in the Welsh LEA held a generally negative view of the NCPE (14.3% to 3.1% in the English LEA).



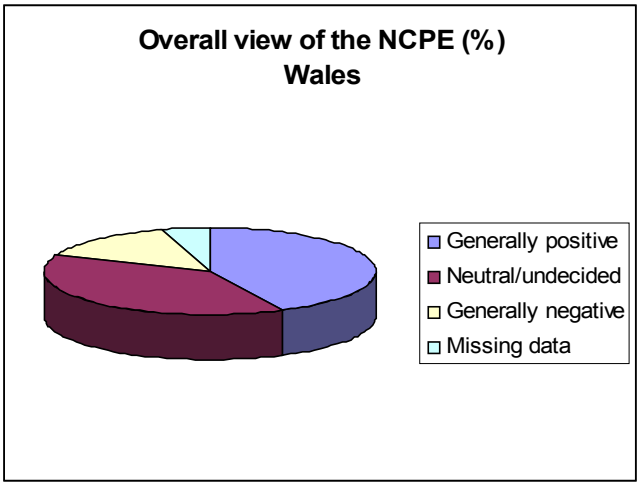


Figure 5.9: Overall views of the NCPE in England
Figure 5.10: Overall views of the NCPE in Wales

Revisions had been made to the NCPE shortly prior to the questionnaire survey. Some of these revisions related specifically to HRE. HoDs completing the survey were asked if these revisions had caused any changes to be made to practice in their schools. The NCPE revisions had caused changes to be made in around half of the schools which responded. The proportion was slightly higher in the English LEA, as 51.6% of these schools said that change had resulted, to 45.0% in the Welsh LEA.

Changes Made	England %	Wales %
Changes to measurement/assessment	18.8	4.8
Developed the sporting aspect	6.3	4.8
Changed focus on/of games	6.3	4.8
Changes to the activities used	6.2	14.3
Implemented aspects/strands	0.0	4.8
Administration changes	0.0	4.8
Changed teaching approach	3.1	0.0
Other	3.1	0.0

Table 5.32: Changes made to practice resulting from NCPE revisions

The table above shows the changes made to practice as a result of the NCPE revisions in the survey schools. The most commonly made changes were to measurement of performance and pupil assessment in schools in the English LEA (18.8%) and to the activities used in the teaching of PE in schools in the Welsh LEA (14.3%). All other changes listed were applied by only one or two schools in each case.

As stated earlier some of the revisions to the NCPE were in relation to HRE. One such change was the introduction of the 'knowledge and understanding of fitness and health' aspect. Response to this particular revision was slightly different in the two LEAs. In the English LEA 43.8% of schools had made changes to policy or practice as a result of this revision. More schools in the Welsh LEA had made changes, as 57.1% said they had changed policy or practice to incorporate the new aspect.

The specific changes that Heads of PE made to policy or practice as a result of the introduction of the 'knowledge and understanding of fitness and health' aspect were many and varied, with little commonality between schools or authorities.

Change Made	England %	Wales %
Permeation/HRE written into other SoW	12.5	9.5
Increased pupil responsibility/individuality	9.4	0.0
More emphasis/time on health	0.0	9.5
Implemented aspects	0.0	4.8
No change needed	6.3	4.8
HRE made into a specific unit	3.1	14.3
More in depth information taught	3.1	0.0
Under revision	3.1	4.8

Table 5.33: Changes made in response to the fourth aspect

The table above shows that again each change was often made by only one or two schools. The most often applied changes were those that formalised the delivery of HRE in the PE curriculum. A selection of schools (12.5%) in the English LEA included the teaching of HRE in their department's written policy, incorporating HRE into other schemes of work. In the Welsh LEA 14.3% of the schools chose to deliver HRE in a specific unit of work, thus formalising practice relating to the NCPE aspect.

5.6.5 Summary of the survey findings

Preliminary analysis of the data from the English LEA showed that all the schools questioned addressed health within physical education in some way. This section of their curriculum was most frequently termed 'Health Related Fitness' (in 34.4% of schools), and was organised in a fully structured way in 46.9% of the departments. Delivery of HRE was most often (59.4%) through a combination of discrete units of work on health and/or fitness, and permeation (teaching HRE through the main Areas of Activity). HRE units of work were predominantly a mixture of activity and theme based work (68%) and were almost always practical in nature (92% 'mostly practical').

The situation was similar in the Welsh LEA. Health-Related Exercise was the term most commonly used, and this area of the curriculum appeared to be structured in most schools, though less so than in the English LEA (fully structured in 38.1%). Delivery of HRE was through a combination of units and permeation in the vast majority of schools (85.7%). As with the schools in England units were mostly practical (81.3%), featuring a mixture of activity and theme based work (52.9%).

The departments in both the English and Welsh LEAs showed a marked increase in

the number of cases where HRE delivery was described as structured. Of those schools sampled in 1993 (Harris, 1997) only 28.6% described themselves as teaching HRE in a fully structured way, with half teaching it in a partially structured way (55.0%).

Many activities were covered in the teaching of HRE, although circuit training (93.8% England; 100% Wales) and cross country running (87.5% England; 76.2% Wales) featured the most strongly. The same occurred in the 1993 survey, these two activities were the most commonly offered. The topics covered also varied, ranging from 'heart health' and flexibility (both 100% in the English sample) to weight measurement (18.8% in England) and mental health (34.4% England). Compulsory fitness testing was carried out in almost all (84.4%) schools in England, and half (52.4%) of the schools in Wales (a further 42.9% using optional testing). The number of schools carrying out compulsory fitness testing in 1993 was just less than two thirds (62.6%).

In terms of policy nearly all schools (84.4% and 85.7% for England and Wales respectively) had a written scheme of work for HRE, which had been updated within the last three years in all of the schools in Wales, and most of the English (78.6%). Even more schools in England (90.6%) had a written policy for the promotion of physical activity.

Changes had recently (within the last year) been made to HRE practice in a third of schools (33.3% Wales, 37.5% England) and within the last three years in a further third (31.3% England) or more (42.9% Wales). These changes were most commonly the introduction of a unit of work on HRE (14.3% Wales, 12.5% England) or a change in approach (12.5% England) or activities used (9.4% England). The National Curriculum for Physical Education was the reason for change most frequently cited by Heads of Department in England (25.1%) and in Wales (14.3%), practicality being the next largest factor (18.7%) for HoDs in England. Reasons for change in Wales were that departments wished to increase pupils' knowledge and understanding (14.3%) and their fitness (14.3%). The National Curriculum was also one of the biggest influences on the teaching of HRE in England (18.9%) with the importance of pupils' health needs influencing almost half the HoDs in England (43.8%) and a third in Wales (28.8%), and pupils' poor fitness or activity levels causing concern to a further

third (31.3% England, 33.7% Wales).

In the 1993 survey just under a third of PE HoDs reported that they had introduced or increased HRE within their curriculum since the introduction of the NCPE (31.0%). In 2001 over half (57.1%) of the schools in the Welsh LEA reported that their policy or practice had changed as a result of the introduction of the 'knowledge and understanding of fitness and health' aspect. This figure was just under half (43.8%) for England. The nature of these responses was different between the two countries, with more schools in Wales moving towards a specific unit of HRE (14.3%) with approximately the same proportion of schools in the English LEA now teaching HRE through permeation, or writing it into the scheme of work for various Areas of Activity.

The data show a deal of continuity (since 1993) in the way HRE was delivered in schools. Methods of delivery were still varied, most often using a combination of units and permeation, though less teaching of health topics now occurred outside of PE in English schools.

Fitness testing had remained a major component of HRE in schools. The amount of compulsory testing had risen in England, with schools in Wales tending to have included testing on an optional basis.

The delivery of HRE was now more structured than in 1993. This was especially so for the schools in England, almost half of which claimed their delivery was fully structured. HRE delivery in the schools from the LEA in Wales was more often relatively structured.

The reason for this improvement in the structuring of delivery may have been that since the introduction of recent NCPE revisions and the increased importance of OFSTED inspections, departments were keen to have written evidence that they were meeting the statutory requirements of the National Curriculum. This condition may in part be due to the increased importance given to the fourth aspect in the most recent revision of the NCPE, entitled 'knowledge and understanding of fitness and health'. The National Curriculum was cited by HoDs as a reason for change. This was more prevalent in the English LEA than in the Welsh. Teachers in the schools in Wales

were prompted more by pupils' fitness, and their knowledge and understanding needs, than by the national policy.

Whilst the National Curriculum appeared to cause change in schools, (around half reported that changes had been made following the most recent revisions) its influence over the nature of the change was somewhat limited. This may be of importance to practitioners in Physical Education who wish to further best practice.

Section 7: Conclusion

This chapter has explored the data regarding individual case study schools and also the two LEAs in which they are situated. It began by describing the position of health in each case study school, in the whole school, for the PE department and for the individual teachers themselves. Health was often seen as one of the most important elements of PE (E1A, E2D, E3C, W1A) and PE teachers frequently held a philosophy based on educating pupils how to be physically active as part of a healthy lifestyle once they leave school (E1A, E1B, E2A, E2B, W1B). Although all schools had at least one member of staff who mentioned the importance of health, or of lifelong activity, the strength of the feeling regarding the importance, and attention devoted to the teaching of health in practice was much weaker at E3 and W2.

The chapter then described the delivery of HRE in each case study school. In terms of curricular delivery, this was done in 6 week units of work on HRE (also termed HRF/ Fitness) in four of the five schools. These units were largely based on fitness testing and training activities, often in a circuits format. This trend was in keeping with the teaching of HRE in other schools in the two case study LEAs.

The comparison of the picture of health between the English and Welsh LEAs, and between 1993 and 2001 was the final focus of the chapter. This section utilised the quantitative data gained through the postal questionnaire. It was revealed that HRE delivery in 2001 was more structured, yet remained unit based and heavily reliant on fitness testing. The National Curriculum was the major reason for changes to the delivery of HRE in both LEAs, and was a major influence on HRE teaching, alongside the importance of pupils' health needs.

The chapter described how HRE was delivered in the case study schools, and put that delivery into the context of the LEAs in which they were situated and also a historical context, comparing HRE delivery with that reported previously (Harris, 1997). It also explored the importance of health in the case study schools, and described the philosophy of PE held by the teachers. This is the starting point for exploring how and why practice relating to HRE in these schools existed as it did, and how and why it may change.

Chapter 6: The NCPE – its revisions and its effect on practice in schools

Section 1: Introduction

This chapter examines the changes to the NCPE for England and Wales, in terms of health and the effect of these changes on practice in the case study schools. The first section of the analysis sets out how discourses of health were expressed in the 1995 version of the NCPE. Subsequent sections explore how health is expressed in the two different policies resulting from the 1999 revisions to the NCPE. These sections focus only on the NCPE for Key Stages 3 and 4, as the case study schools were all secondary schools, teaching only these two stages. The views of the teachers in the case study schools towards the NCPE are then discussed, and the chapter concludes by considering the effect that the NCPE has had on policy and practice in the case study schools.

Section 2: Physical Education in the National Curriculum for England and Wales (1995).

6.2.1 The structure of PE under the NC

Physical education is compulsory in all Key Stages in both England and Wales. At Key Stage 4 this is alongside only technology and a modern foreign language in terms of foundation subjects in England, and along with only the core subjects (including Welsh) in Wales. This indicates that PE is considered important for pupils of all ages.

The 1995 document includes the 'programmes of study' which 'set out what pupils should be taught and attainment targets set out the expected standards of pupils' performance' (Department for Education, 1995, p.v). In all other subjects (except art, music and PE) 'standards of pupils' performance are set out in eight level descriptions'. In PE the expected standards of performance are set out in 'end of key stage descriptions' (ibid, p.v).

Examination PE is afforded much greater status over what is commonly called 'core PE' (non-exam) through the statement in the foreword that 'at Key Stage 4 public

examinations are the main means of assessing attainment in the National Curriculum' (Department for Education, 1995, p.vi). For this reason GCSE syllabi were revised at around the same time as the NC in order to 'reflect the revised National Curriculum' (ibid, p.vi).

The second page of the 1995 NCPE sets out the 'general requirements' for PE in all Key Stages. The opening statement to this states that 'physical education should involve pupils in the continuous process of planning, performing and evaluating' (Department for Education, 1995, p. 2). This process should be happening in all of the areas of activity, and the emphasis is on the 'actual performance aspect of the subject'. There are also three further requirements listed that relate to promoting physical activity and healthy lifestyles, developing positive attitudes and ensuring safe practice (ibid, p. 2).

The Key Stage 3 programme of study in the 1995 version of the NCPE consisted of Games as the only compulsory element, and a selection of complete and half units to be covered from the other areas of activity (gymnastic activities, dance, athletic activities, outdoor and adventurous activities and swimming). In addition, 'throughout the key stage pupils should be given opportunities to engage in health-promoting physical activity' and be taught to warm up and cool down, and learn the effects of exercise and its role in health (Department for Education, 1995, p. 6).

Pupils in Key Stage 4 are taught a 'minimum of two different activities', at least one of which is a game. The areas of activity are the same as for KS3. The PE curriculum at KS4 could therefore consist of two team games, such as football and cricket, or at the other extreme could involve many activities from each of the six areas. The programme of study also states that 'all aspects' of the PoS for the chosen area must be taught for each activity, even if both are from the same area (Department for Education, 1995, p. 9). Similarly to Key Stage 3, pupils should 'be given opportunities to participate in frequent physical activity conducive to a healthy lifestyle'. Pupils in Year 10 and 11 should also be taught how to undertake their own 'health-promoting exercise programme' (ibid, p. 9).

6.2.2 Expression of health

Health is part of the 'general requirements' for physical education in Key Stages 1-4 (Department for Education, 1995). Three requirements are listed, the first of which is 'to promote physical activity and healthy lifestyles' (ibid, p. 2). In order to do this, pupils should be taught 'to engage in activities that develop cardiovascular health'. This, along with the use of the term healthy lifestyles, is the only specific mention of health in the general requirements, although other discourses of health and fitness are given expression here.

Health is mentioned directly in the preface to the KS3 programme of study. This stipulates that pupils should be 'given opportunities to engage in health-promoting physical activity'. In addition to engaging in activity, pupils are also taught 'the role of exercise in establishing and maintaining health'.

The preface to the Key Stage 4 programme of study uses the term health in relation to both lifestyle and activity. Pupils should be given opportunities 'to participate in physical activity conducive to a healthy lifestyle', and taught how to 'plan, undertake and evaluate a safe health-promoting exercise programme' (Department for Education, 1995, p. 9). Both of these requirements relate to the role of physical activity in maintaining or improving health, most obviously physical health.

Health itself, in terms of a healthy lifestyle, is not assessed as part of the attainment target for PE until Key Stage 4. By the end of that key stage pupils should have adopted habits and gained understanding relating to health-promoting physical activity and a healthy lifestyle (ibid, p. 11).

6.2.3 Curriculum content - privileging of discourses

High status is given to 'healthy lifestyles' and the role that physical activity plays in such lifestyles through the first 'general requirement' listed prior to the programmes of study in the 1995 NCPE. Under this requirement, discourses of well-being, heart health, and the components of fitness also find expression. Firstly, in order to achieve the requirement 'to promote physical activity and healthy lifestyles', pupils should be

taught ‘to be physically active’. This phrasing implies that pupils should be taught how to be active (i.e. taught different activities) rather than being taught why they should be active. In fact nowhere in this first general requirement is the cognitive aspect of knowing why it is important to be physically active, or the effects and benefits that activity will have on health stated overtly. Pupils should be taught simply to ‘be’ active, and ‘to engage in activities’ that will develop components of fitness. These components are ‘flexibility, muscular strength and endurance’ (Department for Education, 1995, p. 2). The other major component of fitness is referred to as ‘cardiovascular health’. This may mean cardiovascular fitness or endurance, as the overall stamina component of aerobic fitness. The use of the term health however, could also indicate a privileging of heart health discourse, acknowledging the importance of physical activity and cardiovascular fitness on pupils’ future health and risk factors of cardiac illness.

As part of the ‘healthy lifestyles’ general requirement, pupils should also be taught ‘to adopt the best possible posture and the appropriate use of the body’ and ‘the increasing need for personal hygiene in relation to vigorous physical activity’(ibid, p. 2). These two requirements both, on one level, express discourses of physical health as part of well-being, promoting positive health, rather than freedom from disease. They also could be read as contributing to pupils’ social health, in terms of addressing aspects of pupils’ personal health that may impact on social health as they progress through the Key Stages. Part 1d of the requirement states that personal hygiene is an ‘increasing need’, thus more important as the intensity of exercise increases as pupils get older. The same could be considered to apply to the phrase ‘appropriate use of the body’ (ibid, p. 2).

The second general requirement of physical education is that pupils ‘develop positive attitudes’. This requirement, particularly the part which states that pupils should be taught ‘how to cope with success and limitations in performance’ could be seen as expressing discourses that relate to how PE can contribute to pupils’ mental health. Coping with success and failure, and having a positive attitude could be seen as aspects of the mental or psychological dimension of well-being.

Health and safety discourse is privileged through the third general requirement. In

order ‘to ensure safe practice’ pupils are taught to ensure their own and other safety through such skills and understanding as responding to instructions, following rules and safe lifting techniques. Pupils are also taught about the safety risks of inappropriate clothing and equipment in PE. Interestingly, the ability ‘to warm up for and recover from exercise’ is included in this third requirement. This positioning indicates that warm up and recovery is considered important more from a health and safety standpoint, rather than from a physical health or well-being point of view.

Pupils’ learning in the area of health and fitness is dominated by discourse relating to warming up, exercise effects and the benefits of activity at Key Stage 3. Throughout PE at KS3, pupils are taught ‘how to prepare for particular activities and to recover afterwards’. They also learn ‘the short-term and long-term effects of exercise on the various body systems’. This statement gives no clear priority to any effects in particular, such as the effects on the heart. The use of the phrase ‘body systems’ does imply however, a scientific or mechanistic view of the body as a collection of systems, rather than a holistic view (of health, or of the pupil as a person). This may indicate a privileging of exercise effects in terms of fitness rather than health.

The last part of the HRE statement for KS3 contradicts this though, as it states that pupils should be taught ‘the role of exercise in establishing and maintaining health’, so incorporating the benefits of activity to health, rather than simply what effect it has on each system in the body. There is no indication in the statement itself about whether all dimensions of health are to be included in this learning (the role of exercise in health) or just the physical element.

The KS3 programme of study states at the beginning that ‘throughout the key stage, pupils should be given opportunities to engage in health-promoting physical activity, where possible within the local community’ (Department for Education, 1995, p. 6). This statement obviously privileges lifestyle discourse, wanting pupils to have active lifestyles. It also draws on discourse relating to the benefits of physical activity, referring to activity as ‘health-promoting’. Its presence could also have been influenced by discourse on children’s activity levels, and current and future health. The assertion that opportunities should be ‘within the local community’ is of interest. This may be an implication that pupils should be learning how to become

independently active, incorporating activity into their lifestyle.

Discourses of health and fitness are only expressed through one of the areas of activity in the programme of study for Key Stage 3. Effects of exercise discourse is again expressed through the requirement that pupils learn 'the effects of taking part in a sustained event compared with those of a more explosive nature' (Department for Education, 1995, p. 7). The requirement also draws in ideas about different types of fitness, the components of fitness and possibly the issues of training and improving fitness. The latter two discourses could also be argued to be present in part 'e' of the athletic activities description. Pupils should be taught 'to refine their performances'. This is obviously done through the acquisition and development of the relevant skills, but can also in many, if not all events, be achieved through improving the appropriate components of fitness.

Discourses of healthy and active lifestyles dominate the programme of study for Key Stage 4. The preface stipulates that pupils in Years 10 and 11 should 'be given opportunities to participate in frequent physical activity conducive to a healthy lifestyle' (ibid, p. 9). This statement promotes active lifestyles, where activity is seen as being a necessary component of a healthy lifestyle. This requirement may also draw on discourse on children's activity levels. If pupils are seen as having low activity levels this may have influenced the use of the term 'frequent' in the requirement, as those composing the NCPE wished for pupils of this age to do more activity. The requirement does not specify what physical activity is conducive to a healthy lifestyle. It might be argued that all physical activity contributes to a healthy lifestyle. The other parts of the opening statement to the PoS imply that only organised, purposeful activity (in the form of exercise or sport) is considered conducive to a healthy lifestyle. Pupils in KS4 should learn how to 'plan, undertake and evaluate a safe health-promoting exercise programme' and 'to show understanding of the principles involved'. This learning seems to privilege discourse of improving fitness and training over simply being active. Principles (such as overload and progression) are generally associated with training, with the objective of improving fitness, rather than being active, with the objective of maintaining health.

The programmes of study for three of the areas of activity could be read as expressing

discourses of health and fitness. The PoS for games, gymnastic activities and athletic activities all include the requirement that pupils should be taught 'how to improve performance' (Department for Education, 1995, p. 9, 10). One method of improving performance in a physical activity is to improve the body's capabilities in terms of the movements and skills required in that activity. This can be done through training, and may focus on fitness in general, or specific components of fitness. Improving upper body strength for example, will improve performance in shot putt. Greater flexibility will improve performance in most gymnastic activities. The programme of study for athletic activities expresses this discourse of fitness for sports performance explicitly, as pupils should be taught 'to plan, carry out and evaluate an effective personal training schedule for a selected event(s)' (ibid, p. 10). The need for training and the role of fitness in sports performance is also expressed in the programme of study for swimming. Pupils at KS4 should be taught 'how to prepare for' races in various disciplines. This again could be interpreted as going beyond the skill based preparation to include training to improve the various types and components of fitness necessary to 'prepare' fully for competitive swimming.

Diet and nutrition is mentioned in the PoS for outdoor and adventurous activities. This could be seen as coming from a health and safety viewpoint, as pupils need to be aware of 'the effects of nutrition and climactic conditions on the body' (ibid, p. 10). This seems to be focused not on a healthy diet, but on ensuring pupils are safe when in an outdoor environment, not suffering from the negative effects that insufficient calorie intake or dehydration can have on the body, or the effects of extreme or prolonged heat or cold.

The attainment target for physical education states that pupils entering secondary schools should 'recognise and describe the changes' and 'understand what is happening to their bodies' during exercise. Pupils' knowledge and understanding in the first two key stages of schooling therefore is dominated by discourse on exercise effects. Pupils should also 'sustain energetic activity over appropriate periods of time' (Department for Education, 1995, p. 11). This does not mean that pupils should be active, but that activity must be of a more 'planned exercise' nature, being of a sufficient intensity and duration to have the desired effects on fitness and health. This favours discourse on activity and fitness levels and of improving fitness, over lifestyle

discourse. It implies more importance being placed on the outcomes of doing exercise rather than the process of being active as part of a healthy lifestyle, improving fitness rather than incorporating activity as a matter of habit.

Pupils are expected to show progression by the end of Key Stage 3 in terms of their understanding of exercise effects. By then they should understand the 'short-term and long-term effects of exercise on the body systems' (ibid, p. 11). The use of the term 'body systems' again implies that the emphasis is on a mechanistic view of the body as something to be trained, rather than encouraging pupils to think independently about how exercise may affect them in ways that extend beyond physical fitness and health.

Pupils completing Year 9 should also be able to show that they can 'prepare for particular activities' and 'recover after vigorous physical activity'. This obviously shows expression of 'warm up and cool down' discourse, but also draws on discourses of independence in terms of being active, as pupils should be able to warm up and cool down by themselves. Independence is often associated with 'lifestyle' and 'fitness for life' discourse.

Health promotion is more dominant at Key Stage 4. Pupils' attainment in PE is judged in terms of their regular participation in 'health-promoting physical activity'. They are also required to 'show an understanding of the principles used to prepare and monitor an exercise programme for a healthy lifestyle' (Department for Education, 1995, p. 11). These requirements for the Key Stage draw on lifestyle discourse, as pupils become independently active. The emphasis in the attainment target for this key stage is on activity for health. The programme of study also involved training and fitness for sports performance but this does not appear to be assessed, as it was not a compulsory requirement of the whole key stage.

At the exceptional performance level pupils have progressed from understanding the principles behind exercise programmes, to putting this into practice. Pupils 'plan, undertake and evaluate an appropriate health-related exercise programme' (Department for Education, 1995, p. 12). Again health is dominant over fitness in the phrasing of this statement. There is no clear reason within the statement

itself why the terminology has changed from health-promoting physical activity, to health-related exercise. This may imply a more organised approach, where pupils are exercising with clear goals planned and monitored, rather than just being active.

6.2.4 Summary

At Key Stage 3 the NCPE is dominated by discourse on exercise effects and the health benefits of exercise. Warm up and cool down is also compulsory learning. At Key Stage 4 discourses of lifestyle and independence come more to the forefront as pupils must learn how to design and follow their own exercise programme, employing established principles.

At no point in the NCPE (1995) are any of the various dimensions of health (such as social, mental and physical) mentioned. It could be assumed that the term health in the context of the NCPE refers only to physical health, and not to a holistic view of health incorporating mental, social, psychological, spiritual and other dimensions of health.

Section 3: Physical Education in the National Curriculum for England (1999).

6.3.1 The structure of PE under the NC

The NCPE 'sets out the legal requirements' (DfE/QCA, 1999, p. 5) of the NC for PE. These requirements are in terms of the 'content of what will be taught' (DfE/QCA, 1999, p. 3). The common element of the curriculum for all schools is thus what will be taught, not how or with what emphasis.

The foreword states the need of the NCPE to be 'flexible' in order to meet the individual needs of schools. This and related policies do not intend to provide the resources and support required for all schools to be able to teach the same curriculum. Instead it retains the flexibility necessary to allow all schools to meet its minimum requirements.

The introductory statement 'about' physical education in the NC includes the government belief that pupils should do 'two hours of physical activity a week,

including the National Curriculum for PE' (DfE/QCA, 1999, p. 6). This does not state that all schools must provide two hours of curriculum time for PE, but that schools should aspire to provide opportunities (including through extra-curricular provision) for pupils to be active for this length of time. Even if schools do meet this 'aspiration', pupils' activity levels would still rely on them choosing to take part in opportunities outside of lessons. Two hours of physical activity a week still falls far short of the recommended target for young people of 30 to 60 minutes of physical activity every day (HEA, 1998, cited by Harris, 2000, p. 12).

The introductory statement emphasises specifically that 'competitive games activities are compulsory throughout Key Stages 1 to 3' (DfE/QCA, 1999, p. 6) and should still be provided at KS4. This can be taken as an indication of the dominant nature of team games and competitive sport and the discourses relating to them within the National Curriculum. They hold a unique position within the policy in that every child must be taught competitive games. This position is emphasised in the document both here in the introduction and within the Programme of Study for each Key Stage.

6.3.2 Changes to the NCPE

Through the revision of the National Curriculum the DfEE and QCA have ensured that all 'National Curriculum programmes of study have been given a common structure and a common design' (DfE/QCA, 1999). Physical education is therefore now similar to all other non-core foundation subjects in terms of its programme of study, as all now consist of two 'sets of requirements'; the knowledge, skills and understanding (the four aspects for PE) and the Breadth of Study. All non-core subjects now have commonality of curriculum structure, and all also now have an attainment target for assessment purposes.

One of the major changes to the NCPE for England in the 1999 version is to the way the Programmes of Study are framed. The Programmes of Study 'set out what pupils should be taught in physical education…and provide the basis for planning schemes of work' (DfE/QCA, 1999, p. 6). The Programmes now consist of four 'aspects of physical education in which pupils make progress'. These aspects are 'developed through a range of activities'. So instead of PE being about teaching activities (sports

and games), it is now framed as the teaching of these four aspects, through a variety of forms of physical activity. The four aspects are acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; evaluating and improving performance; and knowledge and understanding of fitness and health. The first three can be seen as extending the requirements for planning, performing and evaluating in the previous version of the NCPE. The fourth aspect, concerning fitness and health, can be seen as a new edition to the compulsory element of what should be taught in PE.

The fourth aspect of the programme of study for Key Stage 3 is as follows:

> Knowledge and understanding of fitness and health
> 4 Pupils should be taught:
> a how to prepare for and recover from specific activities
> b how different types of activity affect specific aspects of their fitness
> c the benefits of regular exercise and good hygiene
> d how to go about getting involved in activities that are good for their personal and social health and well being.

The fourth aspect at Key Stage 4 is:

> Knowledge and understanding of fitness and health
> 4 Pupils should be taught:
> a how preparation, training and fitness relate to and affect performance
> b how to design and carry out activity and training programmes that have specific purposes
> c the importance of exercise and activity to personal, social and mental health and well-being
> d how to monitor and develop their own training, exercise and activity programmes in and out of school

(DfEE/QCA, 1999, p. 23)

6.3.3 Expression of health

Personal, social and health education is mentioned in the foreword of the NCPE for England (DfE/QCA, 1999). This is in conjunction with the assertion that one purpose of education is 'helping pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives' (ibid, p. 4). The foreword does not go into any detail about how this might be done, what the role of PE might be, or what constitutes a healthy life. The statement seems to place more emphasis though on assimilating children into being 'members of society' (ibid, p. 4).

Health is a compulsory component of physical education under the 1999 revision of the NCPE. The fourth 'aspect' of physical education in which pupils are required to make progress is the 'knowledge and understanding of fitness and health' (DfE/QCA, 1999, p. 6). Health and fitness should therefore be taught to all pupils, through the range of activities that they cover in each Key Stage. Health in this policy document, is not only compulsory, but is also of supposedly equal status with the planning, performing and evaluating aspects of PE. However, the fitness and health aspect is placed last in the group, this may be an indicator of the actual status of this aspect. The aspect placed first is 'acquiring and developing skills'. This positioning may indicate that this is the primary concern for teachers, pupils learning physical skills, either generic or specific to each activity. The paragraph following the four aspects in the introductory statement challenges this positioning as it appears to place an emphasis on evaluating and improving performance. It states that 'teachers should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health' (p. 6). One way of reading this statement is to see that the focus of PE is performance, and that teachers should refer to the other aspects of PE whilst improving pupils' performance. In fact the other aspects could be seen as ways of improving performance, such as through using more advanced tactics, or through improved fitness. The layout and phrasing of this section certainly does not give the impression that PE is 'about' teaching pupils how to be healthy, and independently active throughout life. The foreword and introduction do seem to privilege a 'performance' based version of PE.

According to the section on attainment targets and level descriptions in the 'About PE' part of the NCPE, health and fitness is assessed. The attainment target for PE 'sets out the knowledge, skills and understanding' (p. 7) pupils are expected to achieve. Presumably this knowledge would include that related to fitness and health. The level descriptions for PE 'indicate progression in the aspects of the knowledge, skills and understanding set out in the programme of study'. The knowledge and understanding of fitness and health is one of the aspects of the PoS, and is therefore assessed.

The NCPE (DfE/QCA, 1999) document provides examples of how PE can provide opportunities for 'learning across the National Curriculum' (ibid, p. 8). This contribution to the wider curriculum includes ideas for promoting pupils' spiritual, moral, social and cultural development, promoting key skills and promoting other aspects of the curriculum, such as thinking skills. One of the key skills that the authors of the NCPE believed could be promoted through PE was the 'application of number'. One of the examples given for this skill was the use of 'measuring and recording equipment to take pulse, heart rates and temperatures'. These measurements are often used as indicators of the effects of exercise and are taught in many schools as part of HRE delivery.

Health is referred to more specifically in the examples of how PE can provide opportunities for promoting 'education for sustainable development'. This can apparently be achieved through 'developing pupils' knowledge and understanding of healthy lifestyles' (DfE/QCA, 1999, p. 9). There is no further explanation of how a healthy lifestyle contributes to sustainable development, and it is possible that this link may not be clear.

Aspect four part 'd' in the Key Stage 3 programme of study contains an explicit reference to pupils' 'personal and social health and well-being'. Pupils are encouraged to take part in activities for those dimensions of health listed. Personal health may incorporate physical, spiritual, mental and psychological health. The addition of well-being may indicate that health is seen in terms of the absence of any problems (ill-health) and that well-being is a more positive state of holistic health. Mental health is added to the model of health used at KS4. It is included in part 'c' of the aspect

alongside those listed in KS3. During Key Stage 4 pupils learn the importance of exercise and activity to their health and well-being.

Emotional health is mentioned indirectly in the Inclusion section of the NCPE document (DfE/QCA, 1999). Pupils with special educational needs should be helped to 'manage their emotions, particularly trauma and stress, and to take part in learning' (DfE/QCA, 1999, p. 32). It could be questioned as to why this help is limited to pupils with special educational needs, it could be that many, if not all pupils could benefit from help with managing their emotions, particularly in what can be the very stressful environment of the secondary school. The emphasis in the NC statement is on controlling emotions in order to take part in learning, rather than taking a more rounded view of pupils' emotional health, or promoting emotional well-being.

Knowledge and understanding of fitness and health is assessed as part of the programme of study that pupils should be taught. Elements of this aspect are featured in the various levels of the attainment target for physical education. At Level 3 pupils should know that physical activity is good for their health. Similarly pupils working at Level 4 and 5 should know how valuable exercise is for their health and fitness. At Level 6 pupils should know how different types of exercise contribute to their fitness and health, and at Level 7 they should be aware of the benefits of regular planned activity. At level 8 pupils can use their knowledge of health and fitness to plan their own exercise programmes (p. 43-44).

6.3.4 Curriculum content - privileging of discourses

The foreword to the English NCPE states that 'the National Curriculum lies at the heart of our policies to raise standards' (DfE/QCA, 1999, p. 3). This opening statement indicates the purpose of the NCPE, which is not to make children healthier, or to encourage a more active population, but appears to be focused on performance. A few sentences later in the foreword we are told that this document 'also determines how performance will be assessed' (ibid, p. 3). This could be interpreted as meaning that learning, or progress, or attitudes, or knowledge and understanding are not assessed, only performance, which in this context, implies physical performance.

The foreword does acknowledge that PE is the subject of much contestation. The battle between discourses of PE to find expression and the privileging of some discourses over others can be read into the assertion that 'getting the National Curriculum right presents difficult choices and balances' (ibid, p. 3). The authors of this section also seem to be aware that there is a dominant version of PE which this policy aims to promote. They refer to the definition and defence of a 'core of knowledge and cultural experience' of what counts as PE. This may be in terms of the sports and activities themselves or to the values and attitudes that should be taught through these activities.

The 'about PE' section of the policy document lists examples of how PE can provide opportunities for promoting 'education for sustainable development'. This can be achieved through 'developing pupils' knowledge and understanding of healthy lifestyles' (DfE/QCA, 1999, p. 9). This example may draw on a discourse of individualism. Future society may be 'sustainable' if its members take responsibility for their own health. The government may be encouraging pupils to learn how to lead healthy lifestyles so as not to become a burden on the state through ill-health. In fact the Prime Minister was making exactly this point in July 2006. The Guardian Online reported that 'Tony Blair signalled the end of the "nanny state" last night with a call for much greater individual and corporate responsibility for the nation's public health' (Wainwright & Carvel, 2006). This assumes that individuals can exert some control over their state of well-being through certain variables, such as physical activity, diet and smoking etc.

The section on 'learning across the National Curriculum' (DfE/QCA, 1999, p. 8) in the NCPE includes examples of key skills that PE can help to develop. One of these key skills was the 'application of number'. The examples given for this skill included the use of 'measuring and recording equipment to take pulse, heart rates and temperatures'. These measurements are often used as indicators of the effects of exercise and are also related to the discourses of 'heart health' and the improvement of (cardio-vascular) fitness. The use of 'heart and pulse rate monitors' to 'collect, analyse and interpret data' was also highlighted in the Key Stage 3 programme of study as an 'ICT opportunity'. The same discourses are represented on the pages outlining the 'importance of physical education' (DfE/QCA, 1999, p. 14-5). The

phrase ‘PE makes your heart beat faster’ is written across these pages. This again is referring to an effect of exercise, and may be implying that a central aim of PE is to make pupils exercise at a level which increases heart rate, and thus has a beneficial effect on ‘heart health’.

The section in the NCPE for England concerning the importance of PE includes some quotations regarding the importance, and benefits of PE. These quotations are all from elite performers (in swimming, cricket and dance). This could be seen as a privileging of the elite performance aims of PE in schools, or alternatively as an attempt to raise the status of PE by seeking the backing of famous sportspeople for school PE. The quotations themselves describe various benefits of PE, including the development of physical skills, improved self confidence and self worth, improvement in academic performance, learning about the self and respect for others. None of the quotations mention the health benefits of PE (DfE/QCA, 1999, p. 14). The NCPE’s official statement on the importance of physical education mirrors many of these sentiments regarding the benefits of PE. PE develops ‘physical competence and confidence’ and provides ‘opportunities for pupils to be creative, competitive and to face challenges’. The statement does also make three references to health and fitness. The first of these is that PE promotes ‘a knowledge of the body in action’. This would be a knowledge of the short and long term effects of exercise on the body, and probably include a pupil’s familiarity with their own body in action. The second reference is very direct. PE ‘promotes positive attitudes towards active and healthy lifestyles’ (DfE/QCA, 1999, p. 15). This statement draws on and promotes the discourses of lifestyles, including fitness for life. The last reference to health in the statement of importance draws on these same discourses. It claims that through the process of planning, performing and evaluating pupils ‘make choices about how to get involved in lifelong physical activity’ (ibid, p. 15).

The programmes of study for Key Stages 3 and 4 contain a note in the margin that ‘the general teaching requirement for health and safety applies in this subject’ (DfE/QCA, 1999, p. 20, 23). This requirement is set out on page 39 of the NCPE (1999) document. Interestingly this statement does not apply to the whole curriculum, only to selected subjects, presumably those thought to pose the greatest risk. Part two of the statement sets out what pupils should be taught when ‘working

with… equipment …and in practical activities and in different environments' (ibid, p. 39). The skills, knowledge and understanding on this list draw on health and safety discourse, in particular that concerned with personal responsibility. Pupils should be taught about hazards and risks, with particular emphasis on controlling these risks and managing their environment to ensure the health and safety of themselves and others.

The programme of study for Key Stage 3 includes a statement of what progress pupils make during this Key Stage. The last part of this statement claims that 'they start to identify the types of activity they prefer to be involved with' (ibid, p. 20). This acknowledges that pupils do develop preferences towards certain types of physical activity. This could lead on to an expression of lifestyle and fitness for life discourse, that encourages pupils to make choices based on these preferences which in turn can promote activity for life, rather than putting pupils off physical activity.

The equivalent statement for Key Stage 4 claims that during this phase of their education pupils 'decide whether to get involved in physical activity that is mainly focused on competing or performing, promoting health and well-being, or developing personal fitness' (DfE/QCA, 1999, p. 23). It is also the time when 'the view they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life' (ibid, p. 23). This means that Key Stage 4 is very much focused on pupils becoming active for life. This is clearly stated in the second part of the quotation, but the first part also draws on lifestyle discourse. Pupils in Years 10 and 11 are supposed to make their own choices about activity, through being aware of their own preferences, strengths and weaknesses. The discourses most strongly expressed in this statement about expectations of pupils are those concerned with lifestyle, and also those relating to concerns over pupils' activity levels, current health and future health. The different types of physical activity chosen to be included in the statement show which discourses are legitimated by the NCPE. Competitive sport comes first in the list (which possibly reveals the priorities of the NCPE). Lifestyle activities (non-competitive exercise for health activities) are promoted, reflecting lifestyle, current/future health, and activity level discourses. Lastly activities that develop fitness are included in the statement. These indicate the expression of training, improving fitness, fitness for life and fitness for sports performance discourses.

Many discourses of health, fitness and PE find expression through the fourth aspect of the programme of study for Key Stage 3. Part 'a' draws on health and safety discourse, but is all about warm up and cool down. Discourses of improving fitness, training (and the effects of exercise to some extent) are expressed in the second line of the aspect, as pupils are taught how activity affects their fitness. The benefits of physical activity are the basis for part c of the aspect, but can also be considered to contribute to part b, if improved fitness is considered to be a benefit of activity. Part d of the aspect is possibly the most interesting as it draws on many different discourses, not necessarily previously associated with PE. Getting involved with physical activity forms part of an active lifestyle so privilege is given in this aspect to healthy lifestyle discourse. Many concerns the profession, the government, and many other parts of society may have for children may be seen as being addressed by this section of the aspect. Discourse regarding pupils' current (and future) health, their activity levels, their fitness levels and their lifestyle may have influenced the inclusion and phrasing of part d of the fourth aspect. The last phrase of the aspect relates to pupils' 'personal, and social health and well-being'. This phrase acknowledges much discourse about the wider benefits of physical education and physical activity in general. Besides the physical benefits of activity for pupils' personal health, other spheres of health could be included here. Social health is mentioned directly, but mental health and spiritual health can also be included, particularly under the more holistic view of health implied by the term well-being.

The fourth aspect of the Key Stage four programme of study can be seen as privileging discourses of training and performance over other discourses of health. Three of the four parts of the aspect are concerned with fitness and training and the effect that these have on performance. Pupils learn about these effects and gain an understanding of the importance of these effects on performance. They move on to becoming independent in terms of this training, and using it to improve their own performance. Part c of the aspect is different to the others, it shows progression from part d of the Key Stage 3 PoS. Pupils should now not only be involved in activities that benefit their health, but also understand the importance of this activity. Health is also extended to include the dimension of mental health. The inclusion of this statement promoting a holistic view of health and well-being seems at odds with the domination of fitness for performance discourses in the rest of the aspect.

As part of the programme of study at Key Stages 3 and 4, the knowledge and understanding of health and fitness is assessed as part of pupils' performance in PE. Elements of the aspect therefore feature in the 9 level descriptors that form the attainment target for physical education. At Level 1 pupils should be able to 'talk about how to exercise safely, and how their bodies feel during an activity' (DfE/QCA, 1999, p. 43). This changes very slightly for level 2, the difference being somewhat unclear. Instead of talking about it, pupils 'understand how to exercise safely', and can 'describe how their bodies feel during exercise'. Health itself is mentioned explicitly at Level 3. Pupils at level 3 can 'give reasons why warming up before an activity is important, and why physical activity is good for their health' (ibid, p. 43). The sentiments of Levels 2 and 3 are combined at Level 4, at which point pupils can 'explain and apply basic safety principles in preparing for exercise' and can 'describe what effects exercise has on their bodies, and how it is valuable to their fitness and health' (ibid, p. 43). The same elements of the fourth aspect are again assessed at Level 5. Most pupils in Key Stage 4 should be able to 'explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health' (ibid, p. 44). Level 5 is the first at which fitness is mentioned, but it features in all the remaining higher levels. Level 6 performers are characterised by their ability to 'explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise' (ibid, p. 44). At level 7 pupils are expected to show more independence and to go about physical activity in a much more structured way, and there is more of a purpose to their activity. Level 7 pupils can 'explain the principles of practice and training, and apply them effectively. They explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme. Fitness for sports performance is the focus of Level 8. Pupils working at Level 8 evaluate work, and understand the 'impact of…fitness on the quality and effectiveness of performance'. They also 'plan ways in which their own and other's performance could be improved', which may be in terms of fitness, and 'create action plans and ways of monitoring improvement'. This may refer to training programmes and fitness testing. Pupils at Level 8 'use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme' (p. 44). Pupils capable of 'exceptional performance'

understand how fitness will 'relate to and affect the quality and originality of performance'. The pupils 'reach judgments independently about how their own and others' performance could be improved, prioritising aspects for further development' (p. 44). Again, this could be in terms of components of fitness. Lastly pupils at the exceptional performance level 'consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work' (p. 44).

6.3.5 Summary

Physical education at Key Stage 3 appears to be dominated by lifestyle and well-being discourse. Pupils should be developing their own preferences and becoming independently active. Pupils should gain a firm understanding of the benefits of exercise, in terms of their fitness and also several dimensions of health. This is the focus of the assessment of the fourth aspect at this stage, along with warming up for exercise and knowing its effects on the body.

Key stage 4 physical education seems to be torn between two major discourses. Fitness for life is promoted through encouraging independence and participation for life at this Key Stage. Pupils are able to make choices based on their own understanding of their personal preferences and strengths. The other main emphasis at this Key Stage is on fitness for sports performance. The aspect itself is very much focussed on fitness training, its effects on performance, and pupils being able to carry out their own training. This is what pupils are assessed on during this Key Stage, as pupils working at Level 6 upwards are expected to know the effects of exercise on fitness, and how to use these effects to improve performance.

Section 4: Physical Education in the National Curriculum for Wales (1999).

6.4.1 The structure of PE under the NC

Physical education is a compulsory subject forming part of the National Curriculum for Wales at all four Key Stages. This is noteworthy because only five subjects are compulsory at KS4, PE being one of them.

The focus statement for Key Stage 3 states that pupils are taught 'to develop their knowledge, skills and understanding of physical education through the areas of activity when planning, performing or evaluating activity' (ACAAC, 1999, p. 10). The three facets of planning, performing and evaluating were present in the previous version of the NCPE followed in Wales. They are also similar to two of the strands of the 1999 English revision to the NCPE. An equivalent of the fourth aspect, however, on the knowledge and understanding of fitness and health, is noticeably absent.

No mention is made of health, fitness or HRE as part of the Areas of activity (aside from allusions to fitness and training in Athletic Activities) in the NCPE for Wales. Instead, HRE is taught as a separate, compulsory Area of Activity (or equivalent) in itself. This could be seen as putting HRE on an equal standing with games in the sense that pupils 'should be taught health-related exercise and four areas of activity', of which only Games is statutory (ACAAC, 1999).

At Key Stage 4 pupils in Wales are taught 'health-related exercise and two practical activities' (ibid, p. 12). These activities are selected from one or more of the categories it sets out, which are Sport, Dance, Adventurous Activities and Exercise Activities. Thus HRE is of high status as it is the only compulsory element of the programme of study. The PE curriculum for KS4 pupils at a school could, in fact, be comprised entirely of HRE and two forms of exercise activities, such as jogging and circuit training.

Elements of health and fitness are assessed as part of the Attainment Target for PE. Level descriptors are provided for Key Stages 1 to 3. The 'scale does not apply at Key Stage 4' (ibid, p. 14).

6.4.2 Changes to the NCPE

The entire NCPE for Wales is in effect, a 'change'. Previously schools in Wales followed the same NCPE as schools in England. This revision has seen the two split, and produce very different looking curricula.

The foreword to the NCPE Wales states that 'the revised National Curriculum

provides teachers with greater flexibility to respond to the needs of pupils with identified special educational needs, including gifted and talented pupils' (ACAAC, 1999, p. 3). In terms of PE this element of the revision may allow for more specialisation within PE, for talented pupils to study certain activities in greater depth.

The common requirements of the NC for Wales are set out at the beginning of the document. PE is expected to make a contribution to all of these common requirements. One that may be expected to be of particular relevance is Personal and Social Education. No specific mention of health is made in the description of this common requirement. Previously health was frequently linked to this cross curricular element.

6.4.3 Expression of health

Health is not mentioned in the focus statement for either Key Stage Three or Four, not is it referred to in any of the Areas of Activity in the KS3 or KS4 programme of study. Physical health features in the HRE section of the programme of study for KS3, as does social and psychological well-being. The benefits and risks to health of exercise and lifestyle form part of the required learning for health-related exercise at Key Stage 4. Elements of fitness and health are assessed as part of the attainment target for PE. These elements include healthy lifestyles, social and psychological well-being, physical, mental and social health.

6.4.4 Curriculum content - privileging of discourses

The Focus Statement for Key Stage 3 PE declares that pupils 'should be taught to exercise safely and appreciate the value of regular exercise' (ACAAC, 1999, p. 10). This statement prioritises issues of health and safety, and of the benefits of physical activity. No overt emphasis is put on activity for health, or for fitness.

Within the Key Stage 3 programme of study, the Athletic Activities area of activity draws upon two discourses of health and fitness. The discourse expressed through 5-3, 'the effects of taking part in a sustained event compared with one of a more explosive nature' (ibid, p. 11) is that of 'types of fitness'. The two types of events require two

different types of fitness (aerobic and anaerobic), or different combinations of the components of fitness, such as strength power and speed, versus cardio-vascular and muscular endurance. The last part of the programme of study for Athletic Activities states that pupils should be given opportunities to 'improve performance through setting targets to beat previous best performance' (ibid, p. 11). Although not specifically referred to, this statement could be drawing on discourses of training, improving fitness and fitness for sports performance, as one way for pupils to improve their performance, particularly in Athletic Activities, is to improve their fitness.

Health-related exercise should be taught 'throughout the key stage' (ibid, p. 11). A range of discourses are expressed through the requirements for HRE. The first two requirements listed focus on the effect of exercise. The requirement is quite specific, as pupils should know how 'to monitor a range of short term effects on the cardiovascular system and the musculo-skeletal system' and also know about 'the long-term effects of exercise on physical health' (ACAAC, 1999). This second requirement combines the discourses of exercise effects, the benefits of physical activity and future health. Another requirement draws upon these discourses, along with those concerned with types of fitness, pupils' current health and areas of well being discourse. This is that pupils should be taught 'the differences between whole-body activities that help to reduce body fat and conditioning exercises that improve muscle tone'. Pupils' well-being is the specific focus of the requirement that pupils are taught 'the value of exercise to social and psychological well-being'. Well-being and future health discourse is also expressed through pupils having to be taught 'to adopt good posture when sitting, standing and taking part in activity'. The last requirement focused on health is that pupils should learn 'the range of activity opportunities at school, home and in the local community and ways of incorporating exercise into their lifestyles'. This requirement obviously privileges lifestyle discourses, and incorporates discourse on children's activity levels.

As with the NCPE for England, pupils must be taught how to warm up and cool down safely. Discourses on warming up and health and safety are expressed here. The NCPE for Wales also puts an emphasis on pupils' independence in relation to warming up. One requirement only is concerned specifically with fitness. Pupils should be taught 'that appropriate training can improve fitness and performance'.

Discourse on training is obviously an influence on this requirement, as is discourse on improving fitness, and fitness for sports performance.

The HRE requirements of the NCPE for Wales are a great deal more specific than the fourth aspect of the programme of study for the NCPE in England. It also includes more examples. Many discourses find expression through these specific examples. These include heart health ('changes in heart rate', 'reduced risk of heart disease'), flexibility ('static stretches', 'flexibility'), and components of fitness ('muscular strength/endurance'). Many of the requirements for the teaching of HRE are based on health, rather than fitness. Many specific health conditions are mentioned in the programme of study, representing physical and mental dimensions of health and well-being. Conditions include heart disease, osteoporosis, obesity and asthma. The first three of these can be considered as hypokinetic diseases, so their inclusion could indicate a concern for pupils' activity levels and the effect on their future health. Mental or psychological health discourse is represented by the examples of 'increased confidence and self esteem, decreased anxiety and stress'.

At Key Stage 4 the focus statement advises teachers that the activities pupils participate in 'should take account of previous achievement, personal interest and levels of pupils' motivation'. This means that teachers should be drawing on discourses of lifestyle as well as those of performance. Some pupils may be gifted and talented and wishing to pursue certain sports to a high level. Other pupils may be unmotivated by certain activities, yet still need to be encouraged to be active for life. By Key Stage 4 pupils have become more independent and more aware of their own selves, their strengths and weaknesses, likes and dislikes. The PE curriculum offered to KS4 pupils should reflect this. Through physical activity pupils are expected to 'develop a commitment to an active lifestyle' (ACAAC, 1999, p. 12). PE should be facilitating this by acknowledging individual needs and encouraging independence, all facets of lifestyle discourse. Active for life discourse is further privileged through the closing part of the focus statement, that pupils should be taught to 'plan, perform, monitor and evaluate a safe and effective health-related exercise programme that meets their personal needs and preferences' (ibid, p. 12).

Fitness for performance and training discourse is expressed through the 'areas of

experience' in the Key Stage Four programme of study. In the 'Sport' area, pupils are given opportunities to 'prepare for taking part in a competitive sports event through training…' (ibid, p. 12). Similarly in Dance pupils have opportunities to 'prepare for taking part in a dance production through training…'.

'Fitness for life' and 'fitness for health' discourses are expressed through the last area of experience, Exercise Activities. Pupils are expected to evaluate their performance in this area against set goals. Examples are provided on how they might do this, all of which could be interpreted as being aspects of a greater fit for life/health goal. The examples are 'general toning, improved cardiovascular fitness, increased flexibility and weight management'. The theme of weight management is continued here from requirements in KS3 HRE relating to body fat reduction and obesity (ACAAC, 1999, p. 11).

The majority of the requirements of Health-related Exercise at Key Stage Four are expressions of fitness for life/fitness for health discourse. Throughout the Key Stage pupils learn how to plan, perform and evaluate their own health-related exercise programme, which 'meets their personal needs and preferences over an extended period of time' (ibid, p. 13). In relation to this pupils should develop a practical understanding of the 'key principles of exercise programming and training'. The use of the word training and the principles listed also give a voice to discourses of 'fitness for performance', and 'training to improve fitness'.

The opportunities which pupils should be given during Years 10 and 11 give expression to lifestyle discourses. Pupils learn how to 'overcome constraints to being active' and appreciate the 'exercise effects and health benefits' of activities they cover within the PE curriculum. Further discourses of current and future health, activity levels and the benefits of physical activity are expressed in the last requirement, that pupils 'appreciate the risks associated with a sedentary lifestyle and with excessive forms and amounts of exercise' (ibid, p. 13). It is interesting to note here, that the curriculum does not draw only the relationship between exercise and hypokinetic disease, but also looks at the dangers of the other extreme of activity levels.

Levels one to three of the Attainment Target for physical education focus entirely (in

terms of health discourse) on the effects of exercise. Pupils should progressively be able to recognise, describe and explain the effects that exercise has on their bodies. At Level 4 this is extended to include an understanding of 'the importance of exercise to aspects of a healthy lifestyle', thus building on their knowledge of its effects. Learning is obviously starting to draw on 'fitness for life', and 'lifestyle' discourse by this stage.

Dimensions of health beyond the physical are considered at Level 5. Pupils working at this level are aware of the 'value of exercise to social and psychological well-being'. They also have a more in depth knowledge of certain exercise effects. The effects chosen are those which occur to the cardio-vascular system. This indicates some privileging of heart health over other possible health discourses. The standard knowledge of and ability to perform safe warm ups and cool downs is also included at this level of performance.

Health and safety comes to the forefront at Level 6, when pupils begin to be responsible for their own safety in terms of the planning of exercises and the prevention of injury. The effects of exercise on physical, mental and social health are understood at this level, so pupils are aware of some of the wider well-being discourse. Fitness and training discourse is expressed for the first time at Level 6. Pupils 'understand that appropriate training can improve fitness and performance'. This element of the descriptor privileges fitness for performance discourse over fitness for life discourse.

Very little of the Level 7 descriptor is concerned with fitness and health. The statement here simply re-iterates that pupils will 'understand the long-term effects of exercise on physical, mental and social health'.

'Active for life' and 'lifestyle' discourse dominates the health part of the Level 8 descriptor. Pupils working at this level 'consider factors affecting participation in physical activity from different perspectives' (ACAAC, 1999, p. 15). This theme is continued at the level of exceptional performance. Pupils should also have a grasp of the 'technical vocabulary' of PE and HRE, this being the first time that knowledge and understanding of HRE itself is mentioned in the NCPE. Exceptional pupils should

appreciate both health and fitness aspects of discourse. They should have an understanding of training and fitness for performance, but also an appreciation of exercise as it relates to social and psychological well-being.

6.4.5 Summary

PE at Key Stage Three in Wales seems to be dominated more by discourses of health and well-being than fitness. Learning about warming up is a commonality the curriculum has with that used in England. Pupils' current and future health seems to be a concern of the NCPE for Wales, focusing on managing and preventing health conditions through exercise and physical activity.

At Key Stage Four pupils appear to be preparing to be fit for life and to be healthy through being active. 'Exercise for life' dominates much of the NCPE for Wales at this Key Stage, with pupils learning to be independently and effectively active.

The attainment target for PE is dominated by exercise effects discourse at the lower levels. This moves onto fitness for life concerns from level 4 onwards and fitness for performance at level 6. The view of health that pupils working at level 5 and above is multi-dimensional, understanding not just physical, but social, mental and psychological health and well-being too.

Section 5: Teachers' views of the National Curriculum for PE

The teachers interviewed in the case study schools spoke of their views of the NCPE in general. They also voiced their opinions on the structure of the NCPE and the changes that had been made to the NCPE.

6.5.1 Overall views

The HoD at E1 thought that the National Curriculum was 'getting better, each time it's been rewritten it's getting better' (E1Ap9). The male teacher at E2 also thought that the NCPE was gradually improving. His view was that 'like most documents I think it's too, far too weighty and it could be simplified like most educational things I

think'. He added though, that 'I think it has improved and certainly from your point of view, from the fitness point of view it's, I think it's pretty good actually' (E2Cp9). This teacher felt the NCPE had improved through becoming 'a bit simpler and a bit easier to understand', and was better perhaps than the NC for other subjects (E2Cp9).

It is possible that the female teacher at E1 was not very familiar with the NCPE, or that it was not frequently consulted or discussed within her department, as she had never heard the National Curriculum referred to as the NCPE before (E1Bp10). However, the Head of PE at E3 was also unfamiliar with the term NCPE, he did not 'usually hear described like that' but instead referred to it as the 'National Curriculum for PE' (E3Ap15). The HoD at W1 also had to ask what the acronym NCPE stood for (W1Bp9).

The female teacher at E1was not in favour of the revisions to the NC. She would prefer stability, stating that 'if they stopped changing it would be great'. She wanted a 'consistent period of being able to introduce everything that we want to then, the problem is, you set something up and they'll turn round and say change it, you've got to do it like this'. She felt that 'if they stayed consistent with us I think we'd probably, probably get more out of it' (E1Bp10). This view was mirrored by the head of PE at E2. He felt that the NCPE 'seems to change, you know. So they change it, they get it in place let it run and then they change it' (E2Ap9).

The male teacher at the same school (E1) was also open about his limited knowledge of the NCPE, as he had not 'really taught much of it. I mean I only do 3 or 4 bits'. His view of the NCPE was 'probably like the views of most people with national curriculum, its far too prescriptive and restrictive' (E1Cp6).

The NCPE had, in E2's HoD's view, changed the focus of physical education, possibly to the detriment of pupils' actual performance. He thought that 'in some respects its too prescriptive' and whilst 'children need to be able to plan and evaluate, because that's the process of improving performance um…but it, it's taking a little bit away from the actual performance itself'. The NCPE may even detract from the professionalism of teachers, as 'if you're a good teacher you would plan perform and evaluate without having to be told about it' (E2Ap8).

Some PE teachers may have had an adequate understanding of the NCPE, but had no strong opinion about it. The young female teacher at E3 was asked what her overall view of the NCPE was. She replied that 'I don't have a, I mean, you follow what's there really' (E3Bp4). It may be the case that younger staff who experienced the NC during their own schooling just accept the National Curriculum as an inseparable part of education, and have no strong feelings about it as a whole. The same teacher was unable to say whether she thought the NCPE has progressed since it was first introduced. Her reason was that 'I've only been teaching 2 years so I've only been following the guidelines a couple of years so I can't really comment on that, cause I don't know what it was like 10 years ago' (E3Bp5). The male teacher at the same school was in a similar position. Within his career 'teaching that's all I've ever known the national curriculum so it's hard to say what it was like before'. He was almost unsure of his opinion of the NCPE, saying that 'I'm guessing, but it's, it's broadened a lot of pupils' experience, and teachers' (E3Cp8). Some staff at W2 were seen as being more keen than others in terms of using the National Curriculum. The female teacher commented that 'it's like the bible with certain people…and others just don't seem interested in it at all. I think that depends on the age of the member of staff. The older ones …you know might not want to follow it, you know, too many new ideas coming in, they want to follow their own way' (W2Cp15).

Consistency was a quality that one teacher believed the NCPE had created. The young female teacher at E3 felt that 'it's good to have a guideline' and 'to know what you're supposed [to teach]'. If there was no National Curriculum to follow 'there'd be no consistency so at least you know that all, everybody is doing what the same as everybody else, so it's consistency' (E3Bp5).

The content of the NCPE was appreciated by the part time female teacher at W1. She thought that the official curriculum was 'quite general' and could be made 'more specific'. She also felt that, whilst they were a 'big part of school life', there was too much emphasis in the NCPE on team games. This problem was exacerbated by certain areas, such as gymnastics, not being compulsory beyond KS3. One strength of the NCPE for her was the 'emphasis on health' (W1Ep2).

A particular 'weakness' of the NCPE was highlighted by the HoD at W1. He thought

that ‘the wording of the national curriculum is awful. The wording of the national curriculum tells you more about the person writing it, the national curriculum, than PE itself, some of the people who have obviously written the national curriculum don’t understand PE. I don’t think’ (W1Bp10). This teacher also felt that the NCPE ‘doesn’t allow really for a lot of flexibility I don’t think’ to allow for the inter-school variation in ‘facilities, expertise, the type of area you’re teaching in’ (W1Bp10). Other teachers in Wales thought likewise, the HoD at W2 highlighting the same ‘weakness’ of the NC. Whilst she thought of the NCPE that ‘it caters for everything, it’s ok’ (W2Bp8), this was probably only in terms of activities. She went on to explain how ‘carrying out the national curriculum is easy’ if you are a large school and so have ‘better’ resources ‘both financially and in terms of, in terms of staff’. As a ‘smaller school’ themselves she felt ‘shackled a little bit’ by staff and resources, and although they could ‘fulfill the requirements of the national curriculum’ they were doing it ‘to the bare minimum’ and found it ‘difficult to, to provide the variety’ (W2Bp8). One of this teacher’s colleagues also thought about the different circumstances into which the NCPE was applied. She thought that ‘you’ve got to have it at every school but it just depends on what the school’s like, it depends on what the kids are like, depends on whether the staff are keen on using it’ (W2Cp14).

6.5.2 Structure of the NCPE

Positive views

Whilst the Head of PE felt that with the NCPE ‘there needs to be an element of flexibility to enable different environments, different school types to be able to deliver something effective to them’ he also appreciated how the NCPE had provided ‘some structure’ to PE in schools. He compared the current situation with how it was described to him by teachers who had been teaching before the introduction of the NCPE. He thought that ‘it’s better now, give more students a chance to, you know, try more things, and more opportunities’ (E1Ap9). This was achieved through ensuring that the PE curriculum was not solely decided by staff. The HoD was aware that ‘in the past it was I think the preference of whoever was leading the department as to what they do obviously, and if they were a footballer that’s all the students got’. The structure of the NCPE meant for him that ‘now at least you’ve got that balance and a chance to try things that maybe they wouldn’t do, you know, off their own backs’ (E1Ap9).

The male teacher at E2 also thought that a strength of the National Curriculum was that 'it's the same as our teaching is supposed to be I think it is fairly broad balanced and what have you' (E2Cp10). The guaranteed breadth of the curriculum was also considered a strength of the NCPE by the male teacher at E3. He revealed that he did 'like the, the breadth of study. We've gone away from just playing football, playing rugby. There is a lot more to sport and fitness than just being good at something' (E3Cp7). He saw the increase in the required breadth as the 'main, the best progression' made in the NCPE. Before the NCPE 'was very …very narrow, or you could get away with being very narrow, and you didn't have to do a great deal to satisfy it'. Now the situation was that 'there's a lot more constraints placed upon you, which I think overall benefits the pupils. Their much broader experience' (E3Cp7).

E3's male teacher agreed that the NCPE was essential for ensuring a broad and balanced curriculum. He thought the NCPE 'has to be put in place as it is otherwise you'd end up with people just teaching the same thing over and over again, whereas, you know, I know that they, you've got to try to give a varied program, but if it wasn't statutory that you did so you wouldn't make it any more difficult for yourself, you'd just come in and teach what you wanted to teach' (W2Dp16). As the curriculum stood this teacher thought there was too much bias towards team games. Whilst these were 'very important' there was at the same time 'not enough onus on gymnastics, athletics, things like that' (W2Dp17).

The structure of the NCPE at the time of the interview allowed a degree of flexibility at KS4. Pupils did not have to study games as part of their curricular PE. The HoD at E1 used this change in structure to construct an options based timetable that included a 'major game' and 'an individual activity and maybe a fitness based activity and they can opt into one of those'. This allowed pupils to make their own choices according to their own likes and dislikes, and strengths and weaknesses. The HoDs rationale for the KS4 curriculum was that 'because the criteria's changed so I'm no longer going to force people to do things which will maybe discourage them from continuing' (E1Ap9).

The male teacher at E3 said that the 'national curriculum is quite vague' but had a

positive take on this as it 'allows for a lot of leeway'. The variation between schools in terms of facilities and money made this 'leeway' necessary. He considered his own school to be 'quite lucky with our facilities and budget that we can do it justice and take it further than the national curriculum stipulates'. Other schools may be 'very poor, very small, very failing'. He felt that the NCPE 'has to be written so that that school can still achieve it, along with schools of excellence like this' (E3Cp7). The teacher thought that for the 'majority' of schools the NCPE 'works, works well'. He did add the caveat that 'there needs to be a little bit of an understanding on their part that not all schools can satisfy it, and it's not down to the teacher, it's down to finances. Facilities' (E3Cp7).

Negative views

Some PE teachers were critical of the structure of the national curriculum. Whilst many teachers (such as the HoD of E1) were happy that it ensured a broad curriculum others thought that the compulsory breadth limited PE. The HoD of E2 said that because with the NCPE 'you've got to cover quite a lot of area' this meant that 'you sort of seem to think that you're not covering things in as much depth as possibly you might have done before, because you've got to do x amount of areas of activity' (E2Ap4). In this case then, the breadth of the curriculum that must be delivered in order to meet statutory requirements limits the depth in which schools are able to deliver activities.

Limitations to the depth of teaching were also a concern for the Head of PE at E3. He felt that whilst the 'benefits' of the NCPE were that it had 'given staff a structure', his 'criticisms' of it were 'that it put constraints on PE departments' (E3Ap17). He gave the example of a small school that specialised in table tennis, and produced many elite performers at that sport. Following the NCPE however, meant that schools must provide 'breadth of experience'. The HoD at E3 thought this would be 'a constraint' on producing 'high level performers'. He felt that 'if there was more flexibility within the curriculum could you develop more highly skilled individuals' (E3Ap17).

Government control and the flexibility required by schools were in conflict according to the Head of PE at E2. He thought that education was in a situation in which the 'government trying to control too much, in some respects, you know, they want the

control but then they still want you to have the freedom, and the two don't really mesh' (E2Ap8).

6.5.3 Health within the NC

Health had been present in the National Curriculum for PE since its initial introduction, according to the HoD at W1. Speaking of his overall view of the NCPE he thought that 'the funny thing is, they touched on health ed when it first came out .. um children had to know about the effects of exercise, the immediate effects of exercise on the body and um, then the long term effects of exercise on the body um. So they touched on it really, which was good' (W1Bp9). Recently he felt that the emphasis of PE had changed and that 'they've really, sort of, gone the other way now and stressed the importance of conditioning' (W1Bp9). He thought that this might be to the detriment of other aspects of PE. He did not think that conditioning was the 'be all and end all' of PE, 'but it is important. If you're gonna play a game you got to have skill as well as conditioning' (W1Bp9). He also thought that conditioning became more important as pupils got older (W1Bp9). As his pupils reached KS5 he was 'pushing them, that aspect of their PE' (W1Bp10).

The Head of PE at E1 felt that the position of health within the National Curriculum had changed since it was first introduced. He thought that health was 'becoming more to the forefront…whether the emphasis of its own unit has changed I wouldn't necessarily agree with but I think the emphasis within schools and within the teaching profession leads to health being more to the forefront' (E1Ap10). Not only was health of increasing status in schools, but some staff found that PE itself was in a better position since the introduction of the NCPE. The female teacher at W2 thought other staff at her school were supportive of PE 'because they know, you know PE is one of the, you know, curriculum subjects and it's important so they do try to give us as much support as they can' (W2Cp5).

The HoD at W1 thought that health was experiencing changing status in schools, but this was not necessarily a direct result of the NCPE. The only recent changes to health in the curriculum that he was aware of were that 'you hear about it more on the news and you hear, I mean, its more, its publicised more isn't it'. Pupils were also introduced to health in school. Pupils now 'are more aware of it because they've been

introduced to it in year 7, we're talking about heart rate in year 7 you know, and by the time you get to the upper school it's the norm. But that's all really. It's more, I think the school, the pupils are more informed' (W1Bp7). Pupils were also now assessed on their health related knowledge. Pupils had 'to know the effects of exercise' (W1Bp11). This may have been another indicator for this teacher of the increased status of health in schools and PE. He summarised this by stating that 'the whole issue of it is that there is more of an emphasis on HRE now than there was, particularly at key stage four' (W1Bp11).

Positive views of the changing position of health in the NCPE were held by the HoD at E3. Regarding health and fitness as a key aspect, he thought that it was 'worthy of a place, because then um, then pupils are, become more aware of healthy living and attempting to become, attempting to have a healthy lifestyle' (E3Ap17).

There had 'definitely' been progression as far as health in the curriculum was concerned, according to the Head of PE at W2. The changes were that 'they've become more aware of um, always trying to make us more aware that we have to provide the children with the opportunities for health related and why it's important' (W2Bp8). A colleague at the same school however, had not 'got a clue' whether health featured in the new national curriculum for PE. This was later revised to 'I think it does, I'm sure it does' (W2Cp15).

The national curriculum had had an effect on the policy in schools relating to HRE. The female teacher at E1 was aware that 'health related fitness was brought in, as part of the national curriculum'. As a consequence of this 'we now have to mention it in schemes of work and lesson plans, you know, what health components have been done on that day' (E1Bp11). This was the same level of experience of health in the National Curriculum held by the male teacher at E2. Regarding written policies for health and fitness he knew only of 'the national curriculum I suppose'. He was aware that HRE was written into schemes of work, as 'it's supposed to be a module isn't it in all of the forms of PE isn't it I think, the games and everything is supposed to be' (E2Cp4).

The inclusion of health in the NCPE is not always seen as unproblematic. The male teacher at E1 felt that, as for other aspects of the national curriculum, problems with

HRE within PE could be caused by 'lack of understanding by the staff that teach it, lack of facilities, lack of time' (E1Cp2). He felt that HRE was 'a new, it's just a new little phase isn't it'. In his opinion 'it'll be something else later on. All this idea about cross curricular and linking is brilliant in theory, but when you get down to the practicalities, you know, life don't come so easy' (E1Cp3). The reality of teaching for this member of staff seemed to be governed by pragmatics, rather than by educational philosophy.

The Head of PE at E2 was not particularly impressed with how health had been incorporated into the NCPE. His opinion of the position of health within the national curriculum was that 'it's there and that's about it. They've just sort of put it in'. His main criticism was with the lack of guidance on how health should be taught, within the context of PE under the NC. Health did have a place in the NC, 'it's not as an afterthought, they've actually written it in, but they haven't really said, right, you know, health and it comes in with the national curriculum, but they haven't sort of said this is how you should teach it, they've just said this is the health bit' (E2Ap9).

The male teacher at the same school also made comments about the inclusion of HRE in the NC. He thought that one of the limitations of the NCPE was that it 'could be more specific with some things, like actually give things like fitness, it could actually mention more and things that we do, things like that from a fitness point of view' (E2Cp10).

At W2 HRE was not of a particularly high status compared to other aspects of the NCPE. The HoD explained that 'obviously we've got to work to the national curriculum' but that this meant that 'you've got to do your gymnastics, you've got to do your invasion games, you've go to do you athletics, so'. HRE then 'as an elite sort of subject on its own, it's not I'd say high on our list of priorities' (W2Bp4).

The NCPE had, in the case of the Welsh LEA, affected not just school policy, but LEA policy, in terms of health. The Head of PE at W1 reported that 'up until about 8 years ago, maybe up until the national curriculum it [HRE] had really been encouraged to be phased out'. This was done through PE advisers who 'didn't think cross country had any benefit, it was not really encouraged, it was all skill based

learning'. The introduction of the NCPE had, in this teacher's opinion, caused 'a real u-turn I think in policy'. He did add though, that his school had always been somewhat independent of LEA advice on this issue, as 'we've always done it mind, but so it's you know, it's like been a fad. It was a fad not to do it, now it's a fad to do it' (W1Bp7). Having said that, HRE in his school 'really started about six years ago'. The specific reason for changing HRE practice at that time was that 'the national curriculum came in… that was the sort of star of it yeah' (W1Bp7).

Health appeared to be linked to PE on a whole school level. Assumptions about this link appeared to have been made at E2. The role of PSE or a health co-ordinator 'I suppose that would fall under [HoD's] sort of umbrella really as sort of head of PE' (E2Cp2). The Head of PE appeared to have been given the role of organising 'Complimentary Studies' at the school because of the presumed link between health and PE.

6.5.4 Changes to the NCPE

The HoD at E1 thought that the NCPE was improving with each revision (E1Ap9). One way he felt that it was improving was through its structure. The HoD felt that an element of flexibility was essential for the NC to work in all schools. He thought that, as those whose role it was to interpret the NCPE, 'we're getting more flexible than we were when it was first written but I think there still is room for some improvement in that'. Specifically for him there was 'certainly more flexibility now in Key Stage 4 than there was last year and I understand rumours that there may soon be more flexibility within Key Stage 3 but for the moment it's more structured than Key Stage 4' (E1Ap9).

The increased flexibility of the NCPE, particularly at Key Stage 4 had, in the HoD's opinion, enabled PE staff to acknowledge pupils' individual needs, and give pupils more independence and control regarding their participation in physical activity. Previously pupils in Years 10 and 11 had to do a major game in PE. The improved flexibility within the national curriculum meant that choices were not so constrained. For the HoD this was important as 'some students at Years 10 and 11 they would have known, because I believe at that age they can then start to appreciate their strengths and their weaknesses and know what they're good and not so good at. They may have

known they weren't a team player, or a games player but they had to do a, you know, a substantial block of it, whereas now they can specialise in any activity area'. This can have a particular effect on HRE delivery as pupils 'may be interested in fitness so they can specialise in a fitness module, and I think that's, you know, tailoring more to encourage them and lead them on in the future' (E1Ap9).

The scope for specialism in KS4 was also appreciated at W2. The HoD thought that the recent changes were 'an improvement' particularly in KS4. At this stage the HoD supposed that pupils 'specialise a bit more and you don't need, you don't need to do as much with them in as far as the variety of activities and they can specialise themselves' (W2Bp8).

The increased flexibility of the NCPE through the reduction in compulsory areas of activity was found to be a drawback in one of the case study schools. The male PE teacher at W2 explained how the changes to the NCPE 'mean that swimming no longer became compulsory'. As a result the school had reallocated the swimming budget and removed it from the core PE curriculum (W2Dp8). This change to the NCPE was 'very wrong' in this teacher's opinion. He thought that 'swimming should be compulsory during school' (W2Dp16). Aside from the swimming issue though, he thought 'the rest of it is reasonably well set up'. The 'new' curriculum, in his opinion, 'gives you a lot more scope to offer more activities, certainly in Key Stage er in Key Stage Four. It gives you a chance to offer at Key Stage Four aerobics and different activities which you couldn't put in really, implement in before, because there were constraints on what you had to teach' (W2Dp16).

Examination PE had become almost an integral part of Physical Education. The Head of PE was aware of attempts to co-ordinate GCSE PE with the NCPE. He reported that 'they've also changed the GCSE to go in line with the national curriculum. Whereas before you were able to do PE or games now it's a, it's across the board you have to do an individual and a game activity in the GCSE so that's changed this year' (E1Ap10). Other changes to examination PE were discussed by teachers that showed GCSE PE to be part of a wider National Curriculum whole. A female teacher at E2 felt that Year 8 pupils were increasingly knowledgeable, and theorised that 'I think it could be the science at primary schools. Key Stage 2, because I know they

were talking about redoing the GCSE theory, because that's, like the science involved in there, they should know from Key Stage 2 and 3, apparently' (E2Bp7).

The Head of PE at E1 was very knowledgeable about the structural changes to the NCPE, in terms of the Areas of Activity that were compulsory at each Key Stage. However he was unaware of the introduction of the four key strands or aspects. When asked what he thought about these 4 aspects his reply focused solely on the changes to compulsory units of Dance and Gymnastics at KS3 and how 'the individual and expressive side of it has reduced' (E1Ap10). After explaining Aspect Four: knowledge and understanding of fitness and health to the HoD he agreed that it did deserve a place as an aspect. His reasoning was that 'we're not just here to deliver an activity'. He did not see any reason in doing any activity in any subject if pupils were not learning. He reasoned that 'if were not educating and giving that knowledge then, you know and then reviewing and improving then, why are we doing it?' (E1Ap10).

One teacher interviewed was very up to date with the recent changes. He knew of the introduction of the '4 key strands' and thought that 'they're good, I think it makes life more straightforward for members of staff'. He also thought that changes to assessment had brought it 'into line with other areas of the curriculum' which was 'also a good step forward' (E3Ap17). The introduction of the four key strands had prompted the HoD to make changes to his department's practice. Whilst the strands 'haven't necessarily changed our written policies', they had 'changed our schemes of work'. The HoD stated that 'as a result of the changes we've had to rewrite new schemes of work' (E3Ap17). The re-written schemes had 'attempted to take into account the 4 key strands' and also 'have greater depth of differentiation in what we do as well' (E3Ap17). Another teacher at the same school was equally au fait with the revisions to the NCPE document. He stated without prompting that 'in our national curriculum now, one of the core strands is their knowledge and understanding'. He went on to explain that 'within that knowledge and understanding we include what they know about their own bodies, why they, why they're actually there and why we're making them do that' (E3Bp1). The key strands had actually caused changes to the practice of the female teacher at E3. She reported that 'there's like 4 core strands which you have to look at now, which has changed slightly'. This had altered her teaching itself because as a result of these strands 'I think you now look at what the

kids do in your lessons differently so you can assess each 4 each one of the four, so you can see exactly what they're doing' (E3Bp5).

Schemes of work at E3 were 'taken from both' the Areas of Activity and the 'strands' (E3Dp5). Schemes for each sport (e.g. basketball) would be related to the Area of Activity to which they belong (e.g. Games) and also have 'the four key strands actually mentioned'. Schemes of work also included 'where people should get to and then we mention, you know things like resources and teaching styles and so on'. The Head of Department reported that despite the key strands being a common element of all schemes of work, 'those very quickly go out of their mind, you know, sort of, working, working on it'. He found this an 'important issue' in PE, that was often neglected, 'making sure that your work within the lesson is actually linked to the schemes of work' (E3Dp5).

Although the four 'key strands' were included in all Schemes of Work at E3, the Head of PE did not see them ever becoming the organisational basis of the curriculum. He stated that he was 'just having trouble seeing how you could organise it on those…on the four strands' (E3Dp7). This was not just a practical issue for the HoD, rather he thought that 'the strands are a means of assessment as opposed to a means of actually organising the sport, evaluating and improving'. In his opinion, if the curriculum was organised around the strands, 'you would have to then have an activity anyway that the pupils are taking part in, and in terms of student language, gymnastics is easier to do, is more meaningful to them, than if we call it evaluating and improving, or acquiring and developing'. He also thought that parents would find this classification 'strange' (E3Dp7).

Some PE teachers appeared to be unfamiliar with revisions to the National Curriculum document. The male teacher at E1 was asked if the NCPE had made any progression since it was brought in. His reply was that 'I couldn't comment' (E1Cp6). This may reflect a cynical view of the National Curriculum as well as a lack of familiarity with recent developments.
The male teacher at E2 also had no knowledge of the 1999 revision to the NCPE (E2Cp10). The version of the NCPE that he was familiar with was, in his view, making progression with regards to the position of health. This policy 'did seem to be

putting more importance towards it and quite rightly so because how many kids get brought to school in a car, don't bike anymore, just spend all of their time playing with computers and watching telly but it's becoming more important' (E2Cp10).

Teachers' awareness of the changes to the National Curriculum may be according to their need, often influenced by additional roles that they may hold. The HoD at E3 gave a prime example. He thought that his school's 'primary link teacher looks quite conscientiously at the documentation because it's, you know, important in terms of the transition between Key Stage Two and Key Stage Three' (E3Dp5). In the case of other members of staff, they may be familiar with parts of the policy, those that are the most pertinent to their day to day teaching. Speaking of the other members of his department; 'I wouldn't be confident that they could rattle off the four key strands of the national curriculum without referring back to it. But what they are aware of is the assessment criteria, so assessment criteria in terms of, you know, is it a level four is it a level five and so on. Because they should actually take into account the four key strands then they're looking at that. I don't think, in reality I don't think they always do' (E3Dp5). Familiarity with the NCPE may be affected by part time status. The female teacher at W2 had been teaching PE for three years but did not have strong views of the NCPE as she did not 'have to do that much of it'. She did think that it could be improved 'but how I wouldn't know, not yet'. At that moment she taught many subjects. When she got a full time PE post she thought she would have 'more of an interest' in the NCPE. On her timetable at that stage 'having so many different subjects you're having to take from different national curriculums and…its hard going' (W2Cp14). She was not aware of the current changes to the NCPE 'basically because I haven't got…the, I wouldn't say the commitment but, …if I was full, like I say if I was full time in one subject that would be bedtime reading I'm sure. Sad, but you know what I mean'. Teaching many subjects, she felt 'stretched with different things you can't, you know, give one hundred percent on just, you know, that one because then everything else is going to suffer, you've got, I've got to split myself between five subjects' (W2Cp14).

One particular frustration with some teachers regarding changes to the NCPE was that changes often went round in circles. Whilst the HoD at W1 did think that the recent revision to the NCPE was 'an improvement' as it had 'simplified it a little bit' he also

voiced his opinions about the changes over time to assessment specifically. He recalled that 'initially, every school had to write out the levels of attainment, then they scrapped levels, and now they've come back to level descriptors, and that's what ten years, why didn't they come out with level descriptors in the first place? Are level descriptors the best way forward?' (W1Bp10).

Section 6: The effect of the NCPE on practice in the case study schools

6.6.1 Influence on policy and curriculum content

The NCPE can, in some people's opinion, be such a good influence on the content of PE curricula in schools that it can be implemented even when this is not statutory. The Head of PE at E3 had previously taught at an independent school. This school 'although we didn't need to, you know we sort of kept to the national curriculum structure, because it's quite a good structure, quite a good guideline' (E3Ap12).

Curriculum content can become biased, perhaps due to the national curriculum, but also because of pragmatic factors in schools. The Head of PE at E3 thought that the Areas of Activity of the NCPE were 'fine', but that the way activities were categorised 'puts a skew on your games, sort of'. For his own purposes he wanted racquet sports to be a separate activity area, but admitted that 'I'm just thinking selfishly really then our audits for games, you know, wouldn't kind of look as bad in a way. Most PE departments have a heavy bias towards games don't they, mostly because of facilities really' (E3Ap17).

The NCPE had been an influence on the schemes of work for PE at E1. The Head of PE that was interviewed had only been in the post since September. He saw no need to rewrite the schemes of work as they had been 're-written for September this year' by the previous HoD. The new HoD thought that, regarding the writing of the schemes by his predecessor, 'the only influence would be the national curriculum so that it's in line with, you know, what needs to be offered there' (E1Ap5). The NCPE had therefore had a direct influence on the content of the PE curriculum at E1, through its statutory requirements.

The female teacher at E1 thought that HRE had been introduced at her school as a

direct result of the NCPE, 'it came in as part of the curriculum, the government said it needs to be done as part of the national curriculum so'. She believed that this was why the previous Head of Department had started to include health and fitness related activities into his curriculum around three or four years prior to the time of the interview. Before that time as a department they had done 'little bits and pieces before but not specifically' (E1Bp6). She could not recall doing fitness tests or similar activities before then.

The NCPE had influenced the practice of the male teacher at E2. It had influenced his teaching of 'fitness' because 'every module or whatever you call it these days does obviously sort of encourage it and it's mentioned I think in all of, in all of the games and activities you're supposed to do' (E2Cp8). HRE was delivered through a 'Fitness' unit of work at his school. This block was based on the content of a Fitness booklet produced by the HoD. The male teacher believed that this booklet and the NCPE were 'tied together fairly well' (E2Cp8), in that this booklet met all the requirements for HRE set out in the NCPE. The teacher made the degree of influence of the NCPE clear through what he thought would prompt a major change in practice. He supposed that 'it comes down to national curriculum and what have you again. If they could be more sort of directive as to what you're supposed to do then yes, we'd have to take notice' (E2Cp10).

The national curriculum did influence practice in schools, but this may not have been through a direct influence on PE teachers themselves. The female teacher at E1 claimed that the NCPE did not, in her view, affect her teaching. Her philosophy was to 'teach what I'm told I have to teach. I don't look into it that much to be honest with you. I'm given a curriculum, I know my schemes of work, I know what I'm gonna do and I don't really pay that much attention to the actual paperwork side of it'. She saw the NC and the policy side of PE as 'the head of department's worry not mine'. She was not closed to change, but would not alter her practice other than if she was told by her HoD to change it. She did not consider the NCPE and its revisions to be of much personal consequence, she said that 'I honestly don't look into it that heavily, its strengths and weaknesses. At the end of the day I don't think things have changed that much in the 11 years that I've been doing it' (E1Bp10). Changes to her own teaching since the introduction of the NCPE had been minimal. Some changes had occurred, as

‘obviously there’s little bits and pieces changed here and there, things been introduced, taken out, but at the end of the day I still teach what I have to teach’ (E1Bp10). These changes would presumably all have been passed on to her through her Head of Department, rather than through her own interpretation of NC documents. The female teacher did not think that the idea of a national curriculum and government control of curriculum content and delivery was something that necessarily applied to physical education. Her opinion was that ‘with PE I mean, there’s only so many sports can be taught and only so many ways of doing it’. This and further comments (‘we kick a ball the same way every time, you run round a lap of the circuit the same way. I don’t think there’s that many changes’) implied that this teacher had a limited view of physical education, based on teaching the performance of ‘set skills’. She did not see the relevance of being ‘told to mark things in different, set things in different ways’, but thought that this might be ‘different for more academic subjects’ (E1Bp10).

The politics surrounding the formation of the NCPE affected its content according to the Head of PE at E2. He talked specifically of Dance, and how ‘the only reason you’ve got dance in there is dance wanted to get into schools because it wasn’t highly thought of, so PE because we’ve got the link with PE and we’ll get people on the national curriculum for PE pilot thing, they pushed it in and that’s how they got it into PE’. His own department were located in the Creative Arts faculty of the school, purely because of the link with dance, despite the fact that PE did not teach dance (E2Ap8).

The NCPE did obviously influence curriculum and lesson content in PE, but one teacher at E2 pointed out that it did not set out everything that was taught in PE. She felt that ‘life skills’ were very important for pupils, and explained that these were part of ‘a lot of things that are taught in school are not part of the formal education system, they’re sort of things that you teach that aren’t examinable but are going to carry with them throughout the rest of their lives and I do think they should at least have the knowledge of what health and fitness are’ (E2Dp9).

6.6.2 Influence on practice

Teaching

Teachers who had been in the profession since before the introduction of the National

Curriculum were able to reveal how it had changed teaching style. The Head of PE at E2 referred to a colleague who had been at the school for over twenty years. He described how lessons prior to the NCPE were 'probably going out playing football for the whole lesson, you know, lets go and have a game, 2 sides lets go and play and football. He refereed or, maybe stopped the game did a bit of coaching, you know, bit of teaching'. The situation now under the NCPE and accompanying guidelines and trends in education meant that 'there's actually less of the actual playing, more of the techniques and whether that is improving performance I don't know' (E2Ap5). This change in teaching style may have helped lower ability pupils more than those pupils who already participate in an activity competitively. The HoD gave the example of pupils at 'the lower levels, you know, he would maybe never in an 11 a side get a kick of the football. When they're working in smaller groups or in small sided games they do actually get to touch the ball'. Curricular PE did not, in his opinion, improve the performance of pupils working at 'high levels' (E2Ap5).

The NCPE had caused teachers to change their practice, and in some cases to improve their own range of knowledge and understanding in order to do that. The male teacher at E3 thought that the NCPE 'has to' directly cause changes in practice in schools. In the past there may have been 'times when people would just teach what they were happy teaching and now you can't get away with that'. For him now, under the NCPE, 'if you're not sure of something you have to go on courses, so you can, more knowledgeable. It's changed a lot of, it's more, it's harder work for people' (E3Cp8).

This idea of teaching being harder work under the NCPE was echoed by the Head of PE at W2. Planning for the next academic year would be done at the end of summer term. Previously for her department this 'has been the term to relax in, and enjoy the weather and get out there and get on with it'. Now the situation was that 'it's just heads down and we're still going for it on the last day of term' (W2Bp5).

Teaching of HRE was in one teacher's case openly influenced by the NCPE (E3Cp6). It affected what she taught in HRE 'because there's guidelines and you want to include in your lessons what the national curriculum want you to include'. This would now include the knowledge and understanding of health and fitness aspect. When teaching pupils HRE 'for them to pass that assessment they need to know about that

so yeah' (E3Bp6). For the male teacher too, the NCPE 'tells us what we have to… what we have to cover, what the kids have to know. In their knowledge and understanding, in their levels at the end of the key stages, what they should be attaining, what they should be understanding' (E3Cp7).

In the case of one of the five schools, the NCPE was not thought to be an influence over practice. When asked if any further changes in the curriculum, would cause him to change his practice the Head of PE replied 'I don't think so' (W1Bp12). This teacher had commented elsewhere that he and his department were happy to remain committed to their own interpretation of the NCPE.

Assessment

The NCPE had been a clear influence on assessment at E2. All staff had received a booklet from the Head of Department on the NCPE, and used 'national curriculum levels' for assessment (E2Ap9). HRE was an area that was assessed now at that school. The male teacher described how one of the 'criteria' for assessment stated by the National Curriculum was 'looking at health and improvements in fitness' (E2Dp5).

HRE was also assessed at W2, 'in the same way as we assess all the other subjects'. The pupils' assessment sheet used there covered all 'the national curriculum areas, where you've got a box for invasion games, striking games, fielding, gymnastics, and then we've got a box for health related exercise' (W2Dp5). Pupils were 'scored' according to a 'one to five level'. Each activity taught at W2 had 'an assessment criteria sheet, which covers planning, performing and evaluating, and each area of planning performing evaluating has five levels'. The male teacher gave examples of how this might work for HRE. He said that 'for example, planning for level one might be, the child is able to plan their own warm up, safely. And then it'll go through and it'll get gradually harder, and by the last one it might be level five, for planning, might be, the child is able to design and um, take their own circuit training class, or something like that' (W2Dp5).

The balance not of curriculum content, but of the structuring of assessment was one area in which the older female teacher at E2 thought the National Curriculum had progressed. This aspect was improving as 'they do seem to be bringing in easier ways of assessing, stuff like that, but again, its still bogged down by too much jargon'. She

agreed that 'in the past PE's been taught far too informally and not assessed properly, but they've gone from one extreme to the other and they haven't quite got the balance right yet' (E2Dp12). Pupils should be being assessed in PE, and this was one way of 'raising the profile' of PE she thought, but the NCPE and schools needed to get the balance right 'because it's essentially a practical lesson and you can spend far too much time evaluating it if you're not careful' (E2Dp12). The way that this teacher's department had interpreted assessment was based on determining whether pupils were working at, towards or beyond national curriculum expectations for each activity separately (E2Dp12). Assessment for activities were further split into the criteria of 'skills', 'game play', 'knowledge and understanding' and 'ability to evaluate'. She felt that this new method of assessment was quicker, 'easier to assess them' and also 'the kids understand it' (E2Dp12). This school clearly acknowledged that PE was more than physical performance, and so assessed the cognitive and evaluation aspects of the subject.

The case study Sports College also based their system of assessment on the 'Key Stage 3 descriptor', along with 'some kind of assessment of effort or, and attitude' (E3Ap8). At least, that was how the Head of Department described assessment. The younger male teacher however, was thinking about the recent changes in the NC, and said that 'I think it's better because it brings it in line with other subjects. You know, every other subject had levels, we, we had just the 3 working towards, achievement levels'. He thought that the previous method was 'very vague' and failed to give pupils 'a fair reflection of their own potential'. Since the revisions to the NCPE though, 'with levels they get a much clearer ability, idea of their ability and again it fits in with other subjects much better' (E3Cp8). The Head of PE at E3 agreed with this statement. He said that the changed approach to assessment had 'brought it in line with all the other subjects, which I think gives PE some kind of common language as well with other subjects, so that if… if a maths teacher is talking about someone being a level four in their subject, but then we talk about the same thing, then it all makes sense basically' (E3Dp5). Other changes to the NCPE were, for male PE teacher, linked into these changes in assessment procedures. He thought that the key aspects were 'more beneficial but again only if the kids understand what it is they're being assessed on'. This he admitted, may be more of an issue with 'our own policy at the moment' rather than with the NC itself, as he felt pupils 'don't

really fully understand what we're testing them for, what we want to find'. He hoped that this would be changed for the next academic year, so that 'with a good assessment policy I suppose it will work very well but I think the kids need to know exactly what it is, what the aspect's about, what we're expecting from them' (E3Cp8).

The NCPE seemed to have had an influence over the terminology used by teachers. One member of staff at E2 was not talking about the NC yet used the phrase 'broad and balanced' (E2Cp5). The HoD at W2 referred to the PE time that pupils 'would have as part of the national curriculum', rather than using the term Core PE. Terms used within and association with the National Curriculum may have made their way into common parlance in schools.

6.6.3 Interpretation of the NCPE

The only limitations that the HoD at E1 saw for the NCPE were related to its interpretation, and had more to do with practicality that the NCPE itself. He felt that the national curriculum was 'going to have limitations because there are sports which people will want to do which we can't offer within a school based environment, but I think we've got to be practical, practical and reasonable and, you know, offer with the facilities that we've got' (E1Ap9). He felt that his own curriculum met pupils' needs through providing a variety of activities. In fact he thought that, given these activities, if 'we can't find something for somebody then I think there's something going wrong and I'm sure we can by doing the sports that we offer we'll find something for somebody' (E1Ap9).

School's interpretation of the NCPE could also be comparatively limited. Referring to health within the NCPE, the HoD at W1 made the point that 'if you look at Key Stage Four national curriculum, I mean, they've got to study two areas in depth. I mean they can literally do circuit training and aerobics' (W1Bp9).

The interpretation and implementation of the NCPE was also an issue for one teacher at E2 who was concerned about physical education in primary schools. The 'problem' that she saw with primary schools was that 'they don't have PE specialists so the children get, not second hand stuff, cause I mean some of the teachers are very, very good, but they're not getting it from a PE perspective, they're getting it from an

English teacher's perspective who's got to teach PE as part of the national curriculum' (E2Dp11). The NCPE dictates the content of primary school PE, but it is still interpreted at classroom level by the teacher, who may, as this person pointed out, be interpreting the NCPE from a very different perspective. This issue may be confounded by primary schools not having 'the facilities' or 'the background knowledge' required to teach PE to a high standard. It may also be that 'in some cases they probably don't actually want to teach it in any case. And I think that's a huge problem, you know, unless you put specialist PE teachers in first and middle schools I don't really see how you can get round that' (E2Dp11).

The interpretation of the NCPE adopted by each school is really what matters for teachers on a day to day basis. The older female teacher at E2 thought that 'the way we've adapted it is good'. She was critical of certain aspects of the National Curriculum, such as the paperwork, which she felt was too great in all subjects. In the PE department she felt that 'we've managed to get round that by minimising, we still assess them, but we do it in a much easier way now. But I think you can get bogged down in the jargon, the stuff that you have to teach I think, I think we've interpreted it quite well' (E2Dp11)

Staff at W1 seemed proud of how they had decided on their interpretation of the NCPE. The HoD described this process, saying that 'initially we tried to follow everything that was laid down and we've now realised what suits us, we teach what suits us. I think it's taken experience and confidence to say that now'. Outside factors had attempted to influence their interpretation. As a department they had 'listened to advisers, we've listened to people who didn't know really what they were talking about, and now we've just said well, sorry, if you don't like it that's tough' (W1Bp10).

One case study school provided an example of a member of staff confusing the National Curriculum itself with her school's interpretation of it. Talking of her views of the NCPE the teacher commented that her Head of Department 'has a problem with dancing for boys'. Her HoD replied to this by pointing out that 'that's not the national curriculum though is it, that's our choice' (E3Bp4). To teach Dance to boys was not compulsory under the NCPE, but was merely a choice made by the previous HoD at

that school.

Schools' interpretations of the NCPE, and the flexibility within it that allows this to occur may cause some parts of the curriculum to become almost lost. The male teacher at E3 thought that health 'definitely' should be an activity area on its own. However when asked if many schools would deliver a health Area of Activity if it was left optional, he said that he would 'like to think so, but I'd imagine that many would…..my heart says that, no my head says that they wouldn't, they'd probably let it slip, given the chance' (E3Cp8). This omission of non-statutory elements seemed to occur at W2. The HoD described how the changes to the NCPE were aimed at making teachers aware of the need to provide opportunities for HRE, but that 'if we haven't got to do it sometimes then we don't bother do we, but if we've got to do it then, it's benefiting the pupils' (W2Bp8).

Whilst some PE teachers may work straight from the NCPE document itself, it seems that others are introduced to the policy and its revisions through other channels. The HoD at E3 described how his introduction to the NCPE was through a 'consultation document that we were meant to actually respond to'. The 'LEA' and 'maybe local teachers' had had 'several meetings' concerning the introduction of the NCPE. He also became familiar with the national policy document through other avenues, such as 'articles from things like British Journal of PE, you know, stating what would be good about it, what would be bad and so on'. In addition to the LEA's 'fairly formal' meetings there was also 'departmental meetings, discussion within the department' (E3Dp4). A 'very similar process' took place for the recent revisions to the NCPE. Prior to the 1999 changes being introduced there was a QCA 'consultation document' sent to all PE teachers and various meeting held. The HoD was somewhat cynical about this consultation process feeling that the message in reality was 'saying if you don't respond to this you can't say your opinion hasn't been taken into account, but then again with the next thing, we're going to do it anyway, so' (E3Dp4). Through this consultation process some LEAs working in conjunction with teachers, may produce their own version of the NCPE policy to be used in local schools. This was not the case in the English case study LEA, who worked from the original QCA document (E3Dp5).

Interpretation of the NCPE can also be done through professionals in the context of educational training. The HoD at E3 was very much influenced by resources produced by Lynne Spackman, an 'educational consultant'. This resource was 'basically about how you should, you know, what you're expected to do in terms of national curriculum and units of work, how that should go together, so they give an example scheme of work, then they go on to an example there which is really the schemes of work' (E3Dp8). Essentially then, this resource was like a re-written version of the NCPE, at least for that Area of Activity.

One of the teachers interviewed valued the input of 'advisers and professionals', not in terms of resources and training that they produce which interpret the NCPE, but for their input into the NCPE itself. She thought having a curriculum that everybody followed was a good idea because 'it's sort of written down then so, you know, it's easy to follow certain ways, you've got sort of your advisers, professionals who have, you know, taught, you know lectured for so many years I think they've got to know what they're talking about, its gonna be beneficial for somebody, you know, starting off or somebody whose been teaching 5, 6 years' (W2Cp14). This teacher was unsure as to whether the NCPE took on board the opinions of teachers. She was aware that people were likely to stick to their own opinion if they thought someone else's was wrong, and that this may have caused the curriculum to be 'a bit biased, possibly' (W2Cp14).

Individual interpretation occurred not only in terms of the actual curriculum taught in schools, but also within the assessment of pupils' progress and performance in PE. The HoD at W1 described assessment within the NCPE as 'awful'. This was especially the case for the 'criteria on which you are assessing'. He explained that 'one person's assessment in one school is totally different from somebody's from another school. What is good in one school is outstanding in another school, what is poor in one school is excellent in another school'. The key problem for him was that 'there's no standardisation' (W1Bp10), this was because assessment criteria were still subjective as they were open to individual teacher's interpretation.

6.6.4 Influence of OFSTED

The curriculum at E1 had gone through much enforced change in recent times. The

HoD said that this was because the school had been in Special Measures, and as a result 'the schemes of work need to be constantly updated at the moment and so we're in that process, every department is updating schemes of work' (E1Ap6). Under these conditions the school had to ensure that 'when the blessed HMI descend whenever they want they've got, you know, up to date records' (E1Ap6).

Impending inspection was a motivation to the HoD at W1 to update department policy. He reported that 'all our, schemes of work if you like will be changed to suit what we're doing know'. This was a superficial form of change however, with no real effect on practice, as 'even though we, you know we've changed it that won't have changed. Alright, which, you know is just time, it's a time factor really' (W1Bp1).

Ofsted seemed to be a motivating factor for some teachers where school and department policy was concerned. The PSE co-ordinator at E1 was negative about the introduction of citizenship and the impact that would have on his school. He felt that the change would be 'a huge headache' as 'nobody knows quite what it is' and that practice would be 'muddled' after incorporating this new input. However he added that 'when we get an OFSTED inspection it's going to have to be looking much better' (E1Cp9).

As well as motivating schools to organise curricula in preparation for Ofsted, an inspection itself can serve as constructive feedback, and can in some cases put a halt to change. Staff at E2 underwent an Ofsted inspection and 'were told the curriculum was fine, and I think we've basically kept that model' (E2Dp11). In this situation the school was reluctant to change anything that met with Ofsted approval, regardless of what may have been changing needs of pupils, or possibly better ways of organising and teaching PE.

One case study school had experienced input from the LEA in what could be considered preparation for Ofsted inspections. The PE adviser had (two years prior to the interviews) come into the schools and 'did sort of a mini inspection and spoke to everybody' (E2Bp6). This may have been at the request of the department, school, or the LEA themselves, but it could indicate an element of pressure to perform well in inspections.

Ofsted and inspectors were criticised by the HoD at E2 for being unable in his experience to provide constructive suggestions for improvement, rather just that they 'come and cast judgment'. When asked how it could be done differently he found they were 'actually stuck for words and oh um, we're not here to actually do that' (E2Ap8).

Ofsted inspections may serve to highlight differences between the philosophy of PE departments and the philosophy of the NCPE itself in some cases. At W2 inspectors had made what the HoD called 'a couple of complaints' that he considered 'minor really, in terms of the whole picture'. Inspectors had been critical of the lack of involvement in lessons of non-participants. The HoD did not think this was an issue as these pupils were 'not actually improving physically anyway' (W1Ap2). The philosophy of the government in this case is that every child should be included in the curriculum. The philosophy of the HoD was that 'PE's a practical subject' so pupils incapable of participating physically do not need to be included.

6.6.5 Influence of other aspects of the National Curriculum and the ERA

Since the ERA was introduced in 1988 assessment has progressively become a more important part of education. Children are now tested at the end of Key Stages two, three and four, with ever increasing consequence and accompanying pressure to perform. The HoD at E2 felt that this was having an effect on pupils, in that 'more and more children are getting stress because of more and more exams. So we were talking about it the other day, they are actually tested more or less every year from Year 2 onwards' (E2Ap4). Whilst the SATs may only be compulsory at the end of a Key Stage, the HoD believed that in some schools children repeated SAT exams a year later to assess improvement, and 'although it's not reported, and that's, you know, it's a government trend so, we want to see how schools are performing, but it does put stress on children to perform well' (E2Ap5). In this way certain aspects of the progression of the National Curriculum as whole may be having a negative effect on children's health. The focus of childhood had changed in the HoD's opinion as children 'don't get the chance to, not dabble I suppose but, play and you know, it's all exam orientated and I don't know whether that's a good thing or not' (E2Ap5).

The HoD at E2 was aware of other agendas surrounding the progression of the NCPE. He spoke of the connection between the development of the NCPE and elite sport. The government were 'trying to link national curriculum PE with that other one the John Major one, the one John Major launched about improving the actual elite performance, and they're trying to link the two together'. He was critical of this move as 'actually you cant really link, because curriculum PE and improving performance, yes we allow the basis for it, the problem is you need the… you need the middle schools and first schools to do it as well, and they haven't got the specialists' (E2Ap9).

The ERA (1988) in addition to bringing in the National Curriculum, also brought changes to how schools were funded. The services of subject advisers, as a result, now have to be 'bought in' by schools. The English LEA did not have an adviser for PE at the time of the interviews (E2Ap10). The previous adviser had left the year before, and not been replaced (E2Bp6).

Since the ERA (1988) many different types of schools and colleges have emerged, each addressing different needs or agendas. One such type is the specialist sports college, which obviously has sport and PE as a major focus. The role of the specialist sports college, according to the HoD at the case study specialist sports college, is to 'raise standards, to encourage healthy, to encourage healthy living, to encourage participation'. There were two aspects to the role of raising standards, 'in terms of performance and academic'. In order to raise standards 'across the academic spectrum' PE had a part to play in 'supporting other departments in terms of their academic, you know, achievement basically. For example paying for INSET for other departments, so they can do whatever they need to do' (E3Dp9). With regards to PE itself, 'the main goals are participation, but I think that performance is a very important element of sports colleges, because sports colleges and the Youth Sports Trust see us as really a cheap route to developing Olympic stars basically' (E3Dp10). The HoD did not see that this premise for sports colleges was 'necessarily flawed', but 'maybe it's just over optimistic' (E3Dp11). In terms of the practical benefits for PE of being an SSC, the HoD gave the example of curricular PE time. As an SSC to have more PE time 'would be the theory, yeah. We do, to be honest, have a good

allocation of time, we have at least two hours of PE for each year, which is not always, so for example for year seven they get three hours, which is good' (E3Dp11).

QCA

Guidance and input from the QCA was a major influence on the HoD at E2 (E2Ap7). How useful this guidance was depended on the time available however, as 'that one takes more time to read, basically, it's not in your face, and you've got to sit down and read it and you know, it comes down to time at the end of the day, with everything else' (E2Ap8). He particularly appreciated the example schemes of work produced by the QCA, as 'it saves us doing it!' (E2Ap8). He would have liked more of this provision of a 'sample scheme of work', but for them to be accompanied by practical training. He would like QCA to 'put on courses' to go alongside the 'examplar material' to enable teacher to see the paperwork 'actually work in practice' (E2Ap8).

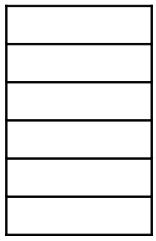
6.6.6 Summary

The revisions to the NCPE can be seen to have increased the status of health and HRE within the policy itself. This is particularly the case for the NCPE for Wales in which HRE has been afforded equal status with games, in terms of being statutory in nature (and the only compulsory element at KS4). Staff in the case study schools were commonly of the opinion that health was increasingly important in the NCPE and in schools in general. The more obvious position of health within the NCPE policy was observed by many teachers, one describing health as coming 'more to the forefront'. This appeared to have translated into an increased awareness in the profession of health issues in PE, and the need to provide particular opportunities to pupils. This increased awareness may not be solely due to the expression of health within the NCPE. Staff in the case study schools also reported a greater presence of health discourse in the mass media, so public awareness of health in general may be at least partly responsible for the increased status of health in schools and PE.

The NCPE has been shown to have been a significant influence on many aspects of policy and practice in the case study schools. The 1999 revisions themselves however had (at the time of the interviews) caused changes to be made in three of the five case study schools. In two cases this was due to the changes in the compulsory nature of

certain Areas of Activity. Pragmatic decisions had been made at W2 by senior management, which led to the removal of swimming from the curriculum, to be replaced by circuit training. At E1 the influence of the revisions had been more positive. The HoD had utilised the change in the KS4 programme of study to follow his personal philosophy of PE, and make team games an optional element of the curriculum at KS4.

The introduction of the four aspects could be considered to be the greatest change to the NCPE in terms of health itself. This resulted in change in only one of the selected schools. The HoD at E3 reported that many schemes of work would have to be re-written in order to take into account the four aspects. It is questionable whether this would result in genuine change in practice in his school, or whether this was simply a re-wording of policy in order to meet new 'requirements'. Perhaps most significantly, no mention of the new NCPE was made by staff in the Welsh schools, despite what could be considered to be major changes to the requirements for the delivery of HRE.



Section 7: Conclusion

This chapter has considered how the 1995 and 1999 versions of the National Curriculum for Physical Education have required health to be taught within PE. Following the 1995 NC orders children were required to learn the effects, and health benefits, of exercise in Key Stage Three, and be able to design and follow a traditional exercise programme by the end of Key Stage Four. Health was only considered in terms of physical health in this curriculum.

It was considered that since the 1999 revisions to the NCPE, the teaching of health in schools in England should still include teaching about the effects of exercise and the need to warm up and cool down. However, discourses of lifestyle and well being have also found expression in the 1999 orders. If teaching is changed to reflect this, then pupils should end KS3 with a more multi-dimensional understanding of health, and possibly a less individualistic, exercise programme based, approach to keeping

physically active.

At Key Stage Four the English version of the NCPE could be interpreted as asking teachers to simultaneously adopt two opposing approaches to teaching health. Pupils should be encouraged to make their own choices regarding participation at this stage, coming to understand their own preferences and strengths. This could be termed a fitness for life approach. Meanwhile, KS4 pupils are assessed on their ability to use their understanding of the training effect of exercise to improve performance, a requirement which seems to place the focus of health teaching on fitness for sports performance.

The chapter went on to examine the PE curriculum orders for Wales. This conflict between fitness for life and fitness for sports performance was less evident in the Welsh NCPE. The management of current and future health through physical activity is the main focus of HRE teaching in KS3. This continues into the next Key Stage, with a focus on exercise for life.

This chapter reported that the teachers interviewed were generally positive about the NCPE, and perceived health to be of increased importance in the revised curricula. Changes in policy and practice in the case study schools were not found to be related to changes in the NCPE directly concerning health and HRE. Some of these changes had an impact on the teaching of health. In one school (W2), changes were imposed from outside the department, due to somewhat pragmatic reasons. In another case study school, the changes to the curriculum occurring as a result of the NCPE revision were made by the HoD for pedagogical reasons.

At this stage in the thesis, it could be questioned whether staff in the case study schools were very aware of the NCPE revisions and their potential impact. The level of the changes made in schools as a result (from surface to deep - Sparkes, 1990) could also be considered in a critical light.

Chapter 7: The expression of health-related discourses in PE policy and practice at school level

Section 1: Introduction

This chapter explores the discourses that were present, and absent, in the policy and practice of the PE departments of the case study schools. It begins by exploring the discourses expressed through the terminology used by staff, and goes on to look at the discourses privileged or otherwise through reported policy and practice in each school. The section of this chapter which examines practice itself, in the form of the recorded observation of an HRE unit of work in one of the case study schools is included in summary form. The full version of this part of the analysis can be found in appendix A.4. The final section of this chapter summarises the expression of discourses in each of the case study schools allowing a discussion of the trends in expression shown.

The first section of analysis in this chapter examines the words used by PE staff during their interviews. Initially the terms used and the context in which they were used were analysed with the aim of establishing whether there was a link between fitness and health for the participants. This often came through via an interchangability of terms when teachers were talking about either fitness or health. Some staff may always have referred to both concepts together, or may use one term whilst apparently talking about the other. This section of the analysis goes on to critically examine the titles used by staff for their teaching of HRE. The title may reveal to some extent the privileging and expression of particular discourses within that teaching. The last part of this section looks at the general view of health in physical education held by each school, before going on to the main section of this chapter which explores the specific discourses drawn upon in the case study schools.

The way in which various discourses were expressed in each school has been examined using the data from the staff interviews. During these interviews participants described many things about themselves and their school. Through noting the resources used by a department, the teacher's own philosophy of PE and the activities used in HRE lessons amongst other factors, it is possible to build up a

picture of the discourses that teachers draw upon in their policy and practice. The use of heart rate monitors, for example, would indicate a certain expression of discourse on 'heart health'. In this case the use of monitors implies that children will be measuring heart rate, likely in response to exercise. An understanding of the effects of exercise on the heart may lead teaching and learning towards the area of the benefits of exercise and the necessity of exercise in maintaining the healthy state of the heart in particular. This understanding may also incorporate other factors affecting heart health, such as diet and smoking. The reasoning behind the decision to use heart rate monitors in lessons may be based on teachers' understanding of 'heart health' in terms of adult health problems, and how lifestyle impacts upon these problems. So teachers may feel that pupils are generally inactive, and are aware that this could lead to heart related health problems later in life

The way discourses have been categorised and organised in this chapter is only one possible way of thinking about them. Others may have done this differently, but this was the way in which 'categories' as such arising from the data combined with my own ideas of discourses in this area of physical education, ideas that have been shaped by my study of PE, and through teaching it in schools. Some of the discourses I have examined are those concerned with the rationale for doing fitness or HRE in school, such as fitness for sports performance, or with specific areas of health discourse in general that teachers may privilege. Some discourse categories are based around certain areas of HRE that may commonly be taught, as may be the case with 'warming up' or fitness testing.

Most of the categories used for areas of discourse in the main section of this chapter should be fairly self explanatory. Others may be more open to debate about discourse that could be excluded or included in that category. The discourses are ordered in such a way that the reasons why staff may feel HRE is important, or needed in schools are examined first. The chapter then goes on to look at discourses that teachers may use in delivery, the areas of health discourse that they may address. Finally, the discourses governing the possible styles of or approaches to HRE delivery are considered.

Discourses that may explain the importance and relevance of HRE in case study schools are those centring on pupils' need for HRE and learning about health issues.

Many staff showed a concern for pupils' current fitness and activity levels. Staff may have a belief that children are unfit, or are inactive and consequently have ideas on whether and how PE should be addressing this. This applies similarly to pupils' current and future health.

Discourses that may be included as part of HRE delivery are particular elements of delivery that staff may focus on, such as the warm up. They may also be specific aspects of health and fitness. In the case study schools these aspects included flexibility as an isolated and emphasised component of fitness, and the impact of such things as diet and drugs on health. This section of the discourse analysis went on to look at fitness as it was expressed in schools. How fitness was defined, and split into components and types was the starting point. It goes on to look at the status of fitness and training within the schools, and whether staff concentrated on improving and testing pupils' fitness in PE. Lastly the effects and benefits of exercise and physical activity were considered.

The final part of this chapter looks at the discourses behind the two main approaches to HRE that emerged from the case study data. The first of these is concerned with pupils' lifestyle, particularly after they leave school. Staff adopting this approach hope that students will become independently active and have an understanding of the importance of physical activity. The alternative (possibly co-existing) approach to HRE delivery is based more on fitness and training. Fitness is viewed from a sports performance angle, based on how fitness, or components thereof can effect performance in a particular sport. This approach may also be seen as treating fitness AS sports performance, where fitness itself is the end goal.

Section 2: Discourses expressed through terminology

7.2.1 The link between fitness and health

E1

The link between fitness and health was made immediately in the interview with E1's HoD. When asked to describe how his department approaches the teaching of HRE the HoD talked about how components of fitness were taught; 'Basically we, the way

I've tried to do it is to, we try to approach different types of fitness. So we broke what is fitness down into the different areas' (E1Ap1). The HoD reinforced this link when asked if he saw any problems with HRE as an area of work. The issues he described were problems with peer pressure that can occur when carrying out fitness testing, particularly with 'some of the less able, or top ability' (E1Ap4).

The HoD again referred to fitness, rather than activity, sport or exercise when discussing how pupils are encouraged to participate outside of school. He described the outcomes intended for each school year by saying 'you know, this is educating in fitness, these are the things that are available to you in school out of school, you know, there you go' (E1Ap8). The female teacher also talked about pupils doing activity outside of school, highlighting the term 'fitness'. Pupils visiting the school after they have left Year 11 'come back and say we're now in fitness clubs here and we're doing this now, so hopefully there's a little bit rubbed off on them' (E1Bp5).

The terms fitness and health appeared to be interchangeable in some contexts. The female teacher used both words when describing how they had 'done health with Year 11 as part of their non GCSE as well, we do circuit training and fitness lessons with them. All done on a voluntary basis rather than a force them to do it' (E1Bp2).

E2

Fitness and health were seen as linked by the HoD. When asked how important they were to his department he replied that it was 'difficult to say really…um…, er, but it's difficult because health and fitness is such a umbrella term isn't it really' (E2Ap2). He later used both terms simultaneously when he said that 'it does seem that children are getting less healthy, or less fit' (E2Ap2). There did appear to be some confusion in his mind about what counts as health and what counts as fitness. This appeared to be resolved by thinking of the two combined as health related fitness. The HoD was discussing resources such as the bleep test when he said 'I know it's not fit, well it's not really health but it, you can stretch it to health related fitness because it's ever so easy to use, it's an easy resource' (E2Ap7).

Fitness was used synonymously with activity and exercise by the younger female teacher. One of her aims in PE was to 'get across so that we knew when people left

here that everyone was doing some sort of fitness each day' (E2Bp4).

E3

The female teacher alluded to pupils' future health when she stated her views about the benefits of PE. Her 'belief is all about fitness for life and if they don't have that understanding to start with, they see the value of continuing with it,…that it's a long term thing not just, you know, finish when you're 16, there's implications for ever' (E3Cp7).

W1

The HoD reported on how he had been trying to teach fitness through permeation. His department 'we have been trying to introduce what I call the 5 Ss you know, suppleness, skill, speed, strength stamina… we are trying to incorporate that in every lesson if possible'. There was an obvious emphasis on fitness with the use of these words, but he did also indirectly mention the impact of fitness on health when stating that 'if you're well conditioned you're, it's good for your body, it's good for you, it's good for life, for the rest of your life'.

W2

The HoD made a clear link between fitness and health when relating how the department viewed health; 'obviously we think it's very important that they understand fitness related to health' (W2Bp4).

7.2.2 Differentiation between fitness and health

E1

The HoD differentiated between fitness and health in terms of activity and lifestyle. He talked about encouraging pupils to do activity, not every day but 'just this will be of benefit to you because, you know, it will beneficial for you to be of this sort of health just to lead your lifestyle, rather than, you've got to be fit, because that's going to turn some people off straight away' (E1Ap8).

E2

The 'fitness' block at E2 was based on a booklet devised by one of the members of

staff. Within this booklet clear differentiation was made between fitness and health. The booklets began with 'the definition of what health is, what fitness is, sort of go over that, like, you know, who thinks they're healthy, who thinks they're fit, what is the difference, so do it through them, question and answer. Trying to get them to tell you' (E2Ap1). The block started by defining health and fitness through a 'question and answer and sort of a discussion so, you know, you ask them things like 'who thinks they're healthy here, who thinks they're fit' um, and the cleverer children will work out that there's a slight difference between the two and then we take it from there' (E2Dp2). More specifically 'we talk about, you know, you could be healthy because.. they'll say things like 'oh well we eat healthy food, or I cycle to school or I don't smoke', um and then we'd develop it into fitness is slightly different than that. Fitness is being able to meet the demands of the environment etc, er just lead it on from that. But its got to be at a fairly simple level cause they're just Year 8s basically' (E2Dp2). Activities in the block were also intended to encourage pupils to consider whether they defined themselves as fit. Following 'the first lesson is sort of based around what's health, what's fitness and then they look at things like pulse rates and how can you tell if you're fit or you know, recovery rates things like that. So we do a whole lesson around that' (E2Dp3).

The difference between health and fitness was also examined within GCSE PE. With these groups 'it's a lot more where you're looking at health um, the differences between health and fitness, you know, health related fitness components, skill related fitness components, they're looking at those and trying to sort of say right, how do we alter these' (E2Ap2). The emphasis on the course seemed therefore to be on fitness rather than other aspects of health.

E3

The HoD used the term 'healthy' when describing what a PE teacher should be like. In his view they 'should not be overweight …they should er, I suppose they should look healthy (laughs) don't need to say it really…and presumably they should be able to perform their physical skills well' (E3Dp3). He also used the term when referring to pupils. A healthy pupil should 'be able to take part in physical exertion, without undue stress, um…I would perceive someone as a physical, if I had someone in front of me if they were overweight, I would not necessarily say they were healthy,

although they may well be free from any illness, um….I suppose health again is to do with, you know, is to do with nutrition isn't it, and that must have an effect on skin and so on, so if someone is very blotchy or whatever, you know, you may well think that that's not healthy' (E3Dp3). The HoD was then asked how he thought pupils at his school perceive health. He replied that they would perceive healthy as 'not having illness……um……and I also think they would talk about the image thing as well in terms of, you know, healthy complexion and er, you know, actual image of, in terms of overweight and whatever, er muscle tone' (E3Dp4).

W1

A great deal of emphasis was placed on fitness and 'conditioning' at W1. The male teacher described his reasons for teaching this area in this way; 'the aim of health related fitness is to get a person fitter, and understand why, and know how to improve' (W1Cp5).

7.2.3 Titles used for delivery of health and fitness

E1

The HoD at E1 referred to the block of work on health and fitness as HRE (E1Ap1). He also used the term 'HRE' when talking about his teacher training as an influence on practice; 'I saw HRE and I did HRE when I was on teaching practice and I'm sure people have passed things on, and thrown things in while I was doing that and, you know, that's carried on with me' (E1Ap8). However later in the interview the HoD talked about the options available to students in Years 10 and 11 and called the option a 'fitness module' (E1Ap9). The female teacher also referred to these options as 'some fitness sessions and that's on a voluntary basis with Year 11, as an option, which quite a few took' (E1Bp2).

The female PE teacher referred to HRE teaching at E1 as the 'health related fitness component' (E1Bp1), and 'health related fitness' (E1Bp6). This was later abbreviated to HRF (E1Bp1, E1Bp8). Health related fitness was the term used on pupils' reports. The female teacher stated that 'HRF is written as part of the spiel on what they've done… So health related fitness is mentioned in the spiel at the top that they have followed a program in health related fitness during the year' (E1Bp11). She also used

the title ‘health related fitness’ when describing the changes made by the department due to changes to health in the national curriculum. These changes were specifically to the schemes and lesson plans which now mentioned ‘what health components have been done on that day’ (E1Bp11). This was the only time this teacher referred to health only, and not to fitness. When listing the resources the department had for HRF she emphasised the fitness component of HRF, as she mentiond only resources used for fitness testing, circuits and ‘the stuff in the fitness room, we’ve got a full fitness suite’ (E1Bp8).

The male part time teacher used the terms HRE and fitness to describe delivery of this area. He initially uses the word fitness to describe his involvement; ‘there’s a bit of fitness I’ve been asked to do in Year 9 and in Year 8 but that is, its sort of early days for me (E1Cp1). He later added the phrase ‘health related’, missing off the words exercise or fitness (E1Cp1, E1Cp2). When talking about current practice this teacher used the abbreviation HRE several times, but never the full phrase (E1Cp2, E1Cp10) as he did not appear to know what it stood for (E1Cp2, E1Cp10). In previous years when this teacher was more heavily involved in PE teaching this area of the curriculum was always called ‘fitness’ and consisted only of ‘fitness circuits’ (E1Cp5).

E2

The HoD initially referred to this area of the curriculum as ‘health related fitness’ (E2Ap1). He later stated that the unit of work he delivered was ‘a block of fitness, as opposed to health related fitness’ (E2Ap1), and that ‘in fitness we go through different ways of improving fitness’ (E2 Ap1). Other terms that the HoD used to describe the content of the block were fitness related, as they covered ‘different ways of training, FITT principle um, we try to make it simplistic for the children, so that they can do, you know, written work all about fitness’ (E2Ap1).

The young female teacher used the same term to describe the department’s unit of work, the ‘a six week block on fitness, or its called fitness but that basically deals with most of the aspects of the basics of health related’ (E2Bp1). The male PE teacher described how the title of the fitness block at E2 had changed over the last few years; ‘in the past we have had a, have actually taught some health related fitness and

actually called it health related fitness, now, nowadays we tend just to do fitness' (E2Cp1).

The title 'Fitness' was again used by the older female teacher for the department's unit of work (E2Dp1). The block 'involves them finding out what fitness is, um, taking things like pulse rates, looking at different ways of improving fitness and various types of activities to do that' (E2Dp1).

There was only one occasion when a term other than fitness was used to describe delivery of the unit. This occurred when the older female teacher said how health was taught before the block was brought in. Permeation was used informally as 'some activities lend itself more easily to health related education than others' (E2Dp8).

E3

The HoD at E3 used the title 'health related fitness' for the delivery of that area of the PE curriculum (E3Ap1, E3Ap4, E3Ap6). This title was for both the 'health related fitness option they could choose, which is in addition to the normal health related fitness that they do' E3Ap6).

A different title was used by the female teacher at E3. She called them 'HRE' lessons. From Year 7 'we have health related exercise lessons, they have a block of it, and we go through all the muscles in the body, things like warming up, cooling down, what are the effects of exercise on the body' (E3Bp1).

W1

The HoD at W1 referred to the unit of work as 'HRE', although this was 'health-related education' rather than the more usual health-related exercise (W1Bp1). The HoD also used the terms 'health-related fitness activity' (W1Ap3) and 'conditioning' (W1Ap2) to describe this area of the curriculum. He saw all of these terms as having the same meaning as 'you call it health related education or fitness, really I call it conditioning which I think they're the same, aren't they, really. You know if you're well conditioned you're, it's good for your body, it's good for you, it's good for life, for the rest of your life' (W1Bp8).

W2

The HoD at W2 used the term 'health related fitness' when referring to this area of the curriculum (W2Ap4, W2Bp1). Practice in this area seemed to be limited in her view to 'raising the heart and lung basically' in some section of each lesson, and the unit of work on 'circuit training' (W2Bp1).

The female PE teacher also called this area 'health related fitness'(W2Cp1). She did once also use the abbreviation HRE when saying that 'if you've got a personal experience of say HRF or HRE it's going to be slightly easier' (W2Cp11).

W2's male PE teacher used both terms 'health related exercise, or fitness' (W2Dp1) to describe how his department approached the area of health and fitness.

7.2.4 Health in PE

E1

The HoD was asked his opinion of health's position in the national curriculum. He replied 'like I said at the start, you know, health relates to any activity you do, you know' (E1Ap10). He went on to explain this link between activity and health by saying 'in its own right its obviously important for the lifestyle, the health has got to come in any game that we do, any activity we do because, you know, it obviously promotes a healthy lifestyle doing that game. So I think they go hand in hand really, can't have one without the other' E1Ap10).

E2

The word health was not used by the male PE teacher when he described how the NCPE had influenced his teaching. He talked instead of how 'fitness' was permeated into all activities (E2Cp8). When considering the limitations of the NCPE he also referred solely to fitness; 'well its probably, could be more ….specific with some things, like actually give things like fitness, it could actually mention more and things that we do, things like that from a fitness point of view' (E2Cp10).

Although fitness testing was carried out by department this was not the basis for assessment in the fitness block. The emphasis was instead on knowledge and

understanding. The older female teacher revealed that 'what I tend to look at in health related fitness is their knowledge of it, have they understood. By the end of the 6 weeks can they say right, this is what health is, this is what fitness is, this is what my pulse rate is, this is how I take it. So I'll, I'll give them a very general sort of mark at the end of the 6 weeks, um, but I don't think you can assess skills in fitness or anything like that, I think you're looking more at their knowledge' (E2Dp5).

E3

Technical terminology was important to the HoD at E3. It was taught to pupils via permeation 'within our games and PE lessons we talk to pupils about, you know, muscle groups and also about, from Year 7 where we talk about aerobic and anaerobic sort of trying to get them into terminology which is obviously, you know, important for PE' (E3Ap7). Some of these key words were taught through an orienteering circuit which had 'key words that pupils get and the key words are based on, you know, contraction of muscle or whatever so again it's relating it to um the body and health and also fitness' (E3Ap7).

Physical Education was separate from Games at E3. When asked why he thought they were different at his school the HoD replied 'well I suppose historically physical education is about educating the body really and about some kind of health …..some kind of health issue really to do with development. …whereas traditionally games, it's really a character building, well a lot of the rationalisation for it is character building isn't it. …team players' (E3Dp6). The differentiation therefore seemed to be based on the supposed aims of PE and Games, one to do with physicality and the health of the body, the other more personality and mind.

7.2.5 Other Terms

E3

The HoD used the words exercise (in Personal Exercise Plan) and fitness to describe the same activity in the block where 'pupils um devising their own fitness programs and…in Year 9 we asked pupils er to give us their, their PEP so over sort of a 6 week program they, they were asked to give that in to us' (E3Ap9).

W1

The HoD uses the phrase 'balanced diet' when describing the PE curriculum at W1 (W1Ap1). This phrase may come from the National Curriculum policy document regarding a broad and balanced curriculum, or it may derive from discourse on nutrition and diet.

W2

The part time female teacher talked of doing 'exercises' in PE lessons. This term was rarely heard in the interviews. She described how her department did team teaching with smaller groups, sharing responsibility as 'one of us do stretching and vice versa and we'll both do exercises and games and so on' (W2Cp4).

Fitness appeared to be seen by the part-time female teacher as an activity in PE, rather than a concept, or quality. She stated that the 'kids enjoy it' but that they can moan if you do too much of it, after so many weeks 'they'll get bored with it, especially with circuit training, you know, or fitness something like that' (W2Cp4).

Section 3: Analysis of the discourses expressed through HRE delivery in case study schools

The main section of this chapter examines the discourses of health and fitness present or absent in the PE policy and practice of the case study schools. The first part of this section, as stated in the introduction to this chapter, looks at why each department believes HRE is important, or otherwise. It goes on to explore the topics included in HRE delivery before considering the styles of HRE delivery. The discourses are listed in the same order for each case study school. Some discourses may seem to be missing for some schools. In this case there was no data on this particular discourse from that school.

E1

Fitness Levels

Pupils' levels of fitness were considered to be important by staff at E1. Fitness levels were talked about 'through pretty much every activity (E1Bp2). The HoD considered

appropriate fitness levels to be an essential precursor for effective teaching. He explained that 'if fitness levels aren't high enough for us to, firstly, teach our subject effectively then I think, you know, we're fighting a losing battle'. He also thought that his department had failed to do their job properly if pupils were 'not fit enough to lead their active and healthy lifestyle' (E1Ap2). For the HoD pupils' awareness of their own fitness was part of the purpose of his subject. The female PE teacher reinforced this, as she thought that a physically educated child 'should be aware of their own needs to get fit, what they need to do to keep themselves at that level of fitness' (E1Bp5).

Activity Levels

Staff at E1 were concerned about pupils' current activity levels, and also their future participation in physical activity. Whilst the HoD would not want to 'ram it down anyone's throat' that they should be doing sport all the time, he did see a clear difference when teaching between those pupils that were doing sport and those who were not. The differences were not just regarding physical health, but also social benefits (E1Ap5). The female teacher thought that health was an important area within PE as pupils 'don't do enough out of school, they've got to do it in school' so teaching about health in PE is important to pupils (E1Bp4). Staff tried to encourage pupils to be active by providing opportunities for extra-curricular participation at lunchtimes and after school. Some pupils used the facilities on an informal basis, something staff always tried to accommodate. Participation in organised clubs could vary however, seemingly according to whether pupils had their PE lesson on the same day (E1Bp5).

Lifelong activity levels were one of the PE department's concerns. The intended outcome for HRE teaching was for pupils 'to continue after they leave school doing something' (E1Ap8). Staff ultimately wanted pupils to 'do something' when they left school in Year 11, and this was 'tracked back' to pupils participating in something available to them and suitable for them in each year (E1Ap8).

Future Health

Pupils' future health was mentioned specifically only once during the case study interviews. The female teacher believed that as PE teachers 'one of our main, main

jobs is to make sure that when they leave they're not going to drop dead the next day of ill-health' (E1Bp5). This comment illustrates a commitment through her choice of profession to hold a concern for pupils' health on a long term basis, and to put this concern into practice through her teaching.

Warm Up/Cool Down

Preparation for exercise was an element of HRE that was taught through permeation at E1. This permeation was formally planned, the scheme of work for each activity included a standard HRE statement that was 'just standard warm up stuff' (E1Bp12). The HoD stated that HRE had been 'taught within the curriculum', one element of this teaching was 'the warm up'. The female teacher also claimed that 'we talk about …. warm ups and everything through pretty much every activity' (E1Bp2).

Diet and Nutrition

Nutrition was taught as part of GCSE PE, it was one of many 'components' (also including drugs, training methods and reaction time) that had to be covered for the Edexcel board exam (E1Bp3). Aspects of health, namely 'food, hygiene and diet' were taught through Food Technology, and possibly through science, so this topic was covered across the curriculum (E1Cp8).

Healthy nutrition was the only thing mentioned by the female teacher when asked if hers was a health promoting school. She spoke of how the canteen had been 'upgraded' over the last few years 'to try and encourage slightly more healthy eating'. The menu was no longer 'just chips and beans, quite a lot of it is though'. The teacher also mentioned that 'in food technology they look into that sort of area' (E1Bp4).

Drugs

Drugs was one of the 'components' covered as part of the GCSE course at E1. It was also one of the topics included in the PSE curriculum. It was one of the 'various aspects that we're told we have to do' in the 'strong recommendations' for what aspects should be taught in PSE. Under these guidelines, according to the PSE co-ordinator, topics such as 'drugs, smoking, sex has to come in all the way down from Year 7 onwards' (E1Cp6).

Heart Health/Cardio-vascular Fitness

Each member of the PE department reported that pupils measured pulse rate as part of their work in HRE. Different terms for this were used, and the activity was mentioned in response to different prompts. The HoD talked of 'you know the counting of pulses' when describing cross curricular links with maths (E1Ap2). As part of the HRE unit pupils 'assess heart rate, before and during activity, if the lessons allows that to happen' (E1Ap3). This very specific element of heart health was also taught through permeation. The female teacher reported that 'we talk about pulse and fitness levels and warm ups and everything through pretty much every activity' (E1Bp2). Finally 'pulse monitors' were mentioned by the male teacher when describing the department's resources.

Knowledge and Understanding

Most pupils were not taught any theory as part of HRE. GCSE pupils covered some health related topics as part of the curriculum for their exam (E1Bp3). HRE delivery at E1 seemed to be based on fitness testing and training, rather than on theory teaching. Pupils' learning in the block was assessed by comparing pre and post training fitness test results, so the furthering of pupils' knowledge and understanding of health appeared not to be an aim of HRE teaching at E1.

Health and Safety

Health and safety issues were alluded to on two occasions during the interviews. The Head of PE stated that command style teaching was often used in the HRE block 'to make sure that they're doing activities correctly and understanding what they're doing and how they're doing it' (E1Ap3). Staff were also concerned for pupils' health and safety when they were participating in extra-curricular clubs. Key Stage 3 pupils were not allowed to use the weights in the fitness room, only the aerobic equipment, as their bodies were not yet ready for weight training (E1Bp9).

Types of Fitness

The HoD at E1 purported to teach pupils about the 'different types of fitness'. What he actually went on to explain however, were the components of fitness rather than different types, as he said that 'we broke what is fitness down into the different areas so it was stamina, strength, flexibility etc etc' (E1Ap1). Teaching about fitness was

done through permeation and through a discrete unit of work. The information permeated and 'taught within the curriculum' was 'just, you know, this is the type of fitness you do now within this sport' (E1Ap1). The unit on HRE included 'circuit based stuff' and a variety of fitness tests ('aerobic test, your bleep test, your cooper test, your Illinois agility test, your sit and reach test etc'). The teacher did not specify what an 'aerobic test' was, or what type of fitness each test assessed during the interview. After the tests the department then 'offer different types of fitness, so we might do, you know, a circuit, continuous, interval so we'll do all of those and explain how they tie in with each area of fitness' before revisting the fitness tests (E1Ap2). What the HoD described in that statement were types of training (circuit, continuous and interval) not types, or even components, of fitness. The only other mention made of a type of fitness by PE staff was the female teacher talking of 'aerobic equipment use' when outlining the activities included in the HRE block (E1Bp1).

Components of Health Related Fitness

As part of the unit of work on HRE, delivery at E1 was intended to address some of the components of fitness. The HoD actually referred to 'types of fitness' before going on to list some components. In the block PE staff 'try to approach different types of fitness. So we broke what is fitness down into the different areas so it was stamina, strength, flexibility etc etc' (E1Ap1). This implied that the concept of Fitness was taught through breaking it down into its components. The components of HRF were mentioned only on one other occasion during the interviews. The female teacher listed some of the topics covered by pupils as part of the GCSE course, and 'reaction time' was one of these. It was not described in this list as being a component, and no others were given (E1Bp3).

Training

The HoD described how HRE was delivered at the time of the interviews. The pupils completed many fitness tests at the start of the unit of work. Following this 'then we offer different types of fitness', which might have included 'a circuit, continuous, interval'. Pupils experienced all of these types of training as part of the HRE unit, and staff 'explain how they tie in with each area of fitness'. Pupils were tested again at the end of the block (E1Ap2).

E1 had a fitness room, which was described by the female teacher as being 'a little bit dated'. The department would have made more use of this, particularly at lunchtimes for 'circuit type stuff' if the funding was made available to get new equipment for this room (E1Bp9). The department used the fitness room in the past 'quite a bit'. Pupils were introduced to using it in Year 10. The department 'had programs and we gave them, um, their own personal diaries etc so they could monitor progress' (E1Cp1). This form of training and HRE delivery not longer happened at the school.

Improving Fitness

The PE department did appear to want to improve pupils' fitness through the PE curriculum, and the HRE unit in particular. They did have realistic goals for pupils' fitness. They were aware that they may not improve fitness levels 'cause I don't think we can do that within curriculum time, but certainly educate a way of improving' (E1Ap1). Whilst pupils may not have improved their fitness during the block 'because we can't do it often enough to make a difference' the HoD hoped that 'they'll have taken it outside of school and done a bit more' (E1Ap3). Independent participation and training to improve fitness used to be encouraged in terms of pupils using the fitness room. KS4 pupils using this facility had 'their own personal diaries etc so they could monitor progress' (E1Cp1).

The unit of work in HRE began with a series of tests, and then 'we offer different types of fitness, so we might do, you know, a circuit, continuous, interval'. Tests were then 're-visited'. The HoD was aware that 'although the reason for that may not give you an accurate improvement but hopefully it will educate them how you do it, if they were going to continue after they leave' (E1Ap1). The 'monitoring' of pupils fitness meant that 'if we do revisit it becomes more meaningful' and pupils were able to see if their fitness had 'varied' (E1Ap3). In the female teacher's view monitoring pupils' fitness through testing was 'I suppose is the easiest statement of how you assess HRF' (E1Bp3). She would use the results of pupils' initial and second tests 'and they improve we assess that they've probably been working hard and they've learned stuff and improved' (E1Bp3). For her then, improvement and achievement in HRE could be shown through performance in fitness tests. Learning and attitude change was implied through improved performance in the test.

Fitness testing

The HRE unit of work at E1 appeared to be based on fitness testing and training to improve fitness. The female teacher was asked what activities were included in the HRE block. She responded 'shuttle run tests, running tests, aerobic equipment use' (E1Bp1), so testing clearly dominated the block. The HoD explained that 'we broke what is fitness down into the different areas so it was stamina, strength, flexibility etc etc, and the first area we've looked to test each of those areas of fitness, just through the various tests that were available' (E1Ap1). Later in the block pupils did a 're-test', although the HoD did not expect this re-test to necessarily show an improvement in performance (E1Ap1). The actual tests used were 'your aerobic test, your bleep test, your cooper test, your Illinois agility test, your sit and reach test etc' (E1Ap2). Three of these tests actually measure the same component(s) of fitness; cardio-vascular fitness (and muscular endurance). The resources that the department had for the delivery of HRE were 'the normal sorts of things like the tapes and CDs for the shuttle run tests and that sort of stuff. We've got um sheets, work sheets for the tests and that sort of thing' (E1Bp2). In between testing phases pupils did 'sort of circuit based stuff' and covered different types of training (circuits, continuous and interval) although these were referred to as types of fitness (E1Ap2). The teacher would 'explain how they tie in with each area of fitness and then we'll revisit them with another test' (E1Ap2). Testing was how the department 'assess' and monitor HRE (E1Cp1, E1Bp3).

The resources that the department had for HRE were mainly related to testing. The female teacher said in her interview that, besides the fitness suite they had 'the area size that we can use, we've got a full area size for the shuttle run test, we've got a full 20 metre area if we needed that. We've got all the shuttle run equipment, the CD, the new CD with different stage tests on it. We've got all the stuff we can use for a circuit, we've got all gym stuff, benches, beams and such like we can use for circuits, we've got all the equipment that we need to be able to set up a varied system' (E1Bp8). The older male teacher was not aware of any other resources for HRE, as 'the only one I've seen is the beep test really' (E1Cp2).

Records of pupils' performances were kept by the department. The HoD said that 'within a test we assess their levels, we keep records of, of all the scores if we do

circuits or anything like that, you know, we keep their scores' (E1Ap3). Results from fitness tests were used as a resource for planning the scheme of work (E1Ap3). The scores from pupils' tests were not generally reported to parents, mainly for practical reasons as 'there's so many different type of scores you'd need a book, let alone just a sheet of paper'. The fact that pupils had done fitness testing in PE was mentioned on reports, but no specific scores were given. Pupils often, in the experience of the female teacher, reported results to parents verbally. Many pupils told their parents what they had got on a certain test and staff 'just assume that if they're pleased with what they've done they'll go and tell somebody about it. If not they tell us… frequently' (E1Bp11).

The use of fitness tests was not seen by the HoD as unproblematic. At the time of the interview testing was a potential rather than actual problem. He revealed that 'I can see it being a peer group pressure problem, maybe with some of the less able, or top ability, some of the testing obviously if you're less able you're out first if you like, you're resting first, and I see that maybe as a peer pressure problem and certainly also in some circumstances if you're very talented the pressure of you to, certainly within certain environments to keep going, there's certainly a pressure to not be too good at some things, but within this environment it hasn't been a problem yet' (E1Ap4). The HoD thought at the time that the way his department delivered HRE was working well, as 'the students really responded to what we've done this year, keen to understand, keen to know about what they're doing, keen to score well, very encouraging with each other' (E1Ap6). Pupils' willingness to participate in the tests, and their attitude of encouragement rather his expected berating were thus seen by the HoD as signifying successful teaching. The female teacher also did not see any problems with HRE. The unit worked well for both staff and pupils as 'the children get into it, we enjoy teaching it'. The reason for HRE working well with pupils in her opinion was that because of the testing, it gives pupils a chance to achieve targets. The block 'gives them something to aim at, it gives them some sort of a tangible result a lot of the time as well' (E1Bp3).

Benefits of Physical Activity

The fact that staff taught pupils about the benefits of physical activity was mentioned several times during the interviews. Only one comment was made that explained what

any of these benefits might be. The HoD spoke of instructing pupils as to 'how each activity works and the benefits of it' (E1Ap3) and that whilst pupils do not need to be doing activity every day 'just this will be of benefit to you because, you know, it will beneficial for you to be of this sort of health just to lead you lifestyle, rather than, you've got to be fit (E1Ap8). This comment touched on the health benefits of physical activity. The other benefit of activity, in particular participation in organised sport by children, referred to by the HoD is the social benefit. He could see these benefits clearly in children that did participate 'you know health wise, socially, you know, communication, it's just general integration with other people. I think there's lots of other benefits, rather than just the physical health side of things' (E1Ap5). The HoD also talked of 'promoting this healthy lifestyle' all the time in lessons, and through links with the community. He summarised this side of their practice as 'just general education within the lessons about, you know, the benefits of, of physical activity' (E1Ap4). The other teachers within the department were also not very specific in explaining what the benefits were, stating simply that PE should be 'enjoyable, beneficial' (E1Bp4) and that when teaching HRE 'you relate the benefits of exercise to the kids' (E1Cp2).

Active/Healthy Lifestyle

Staff at E1 talked a great deal about pupils' lifestyles, both current and when they leave school. Early on in his interview the HoD implied that children's lifestyles are partly his responsibility as a PE teacher, as 'if they're not fit enough to lead their active and healthy lifestyle then again I don't think we're doing our job properly, because that's what we're here to do' (E1Ap2). That statement also revealed the HoD's belief that there are certain pre-requisites necessary for children to be able to lead a healthy lifestyle, in this case an adequate level of fitness. This lifestyle is then a precursor to other things; 'everything else really comes after that because, you know, I think it's a knock on, if you've got the healthy lifestyle you can do the other things that you're wanting to do. I you haven't, you can't' (E1Ap2), although the HoD may have simply been referring to the level of fitness associated with a healthy lifestyle. Later the HoD emphasised lifestyle rather than fitness. He clarified that he did not drill students that they have to be 'doing activity' everyday, but 'just this will be of benefit to you because, you know, it will beneficial for you to be of this sort of health just to lead your lifestyle, rather than, you've got to be fit, because that's going to turn

some people off straight away' (E1Ap8). The HoD saw the idea of a healthy lifestyle and physical activity as inextricably linked. To him the 'health' aspect of PE 'has got to come in any game that we do, any activity we do because, you know, it obviously promotes a healthy lifestyle doing that game. So I think they go hand in hand really, can't have one without the other' (E1Ap10). Staff at E1 had an overall aim for all pupils they taught. Whilst the content and delivery of lessons may change according to the teacher or the group of pupils, 'we may be still looking to achieve that same goal, you know, we may be looking to still get to delivering a healthy lifestyle and ways of doing that' (E1Ap7). Lifestyles were present within the policy documentation of the PE department. Whilst the department did not have a specific health document, certain aspects were present in their 'PE Policy'. The HoD claimed that there was 'evidence of what we're looking to promote, the healthy active lifestyles that would come back into the HRE, how we're going to do it' (E1Ap2).

Part of the PE department's focus on current healthy lifestyles was encouraging pupils to be active outside of school. One of the purposes of fitness testing was for pupils to be able to see 'if things have varied'. The HoD was disappointed that he could not do more fitness testing and training within curricular PE, as 'we can't do it often enough to make a difference. But hopefully they'll have taken it outside of school and done a bit more' (E1Ap3). Another avenue of 'promoting this healthy lifestyle we talk about all the time within lessons' was through having links with the community that provided pupils with opportunities to be active. These links may have been with football and rugby clubs, or through organising starter sessions at the gym (E1Ap4). PE staff encouraged pupils to use the school's facilities outside of curriculum time. There was an organised programme of activities for pupils at lunchtimes, but what appeared to have been most successful was allowing pupils to use the facilities on an informal basis. Pupils would often go to the staff and ask if they could play a game (such as badminton). Staff 'normally try and accommodate them' and were happy to let pupils play as long as there was a member of staff around (E1Bp5). Formal community use of school facilities after school hours had diminished in recent years. Many sports clubs hired the facilities, but most had left now, as this was linked to excessive damage to the schools facilities, particularly the Youth Club (E1Bp5). Independent participation was encouraged by the PE department. In the past the Fitness Room was open to pupils at lunchtimes, but it was not used regularly at that

time as the equipment was so out of date. Previously Year 10 and 11 pupils were able to use the room. They 'had programs and we gave them, um, their own personal diaries etc so they could monitor progress' (E1Cp1). Year 8 and 9 also used the facility, but only the 'aerobic stuff', rather than the weights (E1Bp9). An element of independence was encouraged within the current method of delivering HRE. Pupils responded well to HRE teaching and 'actually ask to do more'. Staff aimed to make activities fun so that 'they'll come back and want to do it again, you give them, tell them to plan it, they may well give it a shot next time' (E1Bp7).

The PE department looked forward to the time when pupils left school and became responsible for their own lifestyle. They saw a major part of their role in physical education as educating children about how to train and maintain or improve fitness for 'if they were going to continue after they leave' (E1Ap1). This concern for pupils' future lifestyles actually formed part of the HoD's personal philosophy of what PE should be. He considered his teaching successful if pupils 'leave school wanting to take part in any activity, whether it be an aerobics session, whether it be going out to the gym, whether it be a team sport. If they can leave actively wanting to pursue that then I think we've achieved. I think we can educate them into leading a healthy lifestyle through whatever activity they want to do then I think that's where we need to be, and I think that's when we've achieved' (E1Ap4). The focus on healthy lifestyles was particularly strong in the department's HRE teaching. Within HRE the proposed outcome was 'for them to continue after they leave school doing something. And that's the ultimate outcome' (E1Ap8). This 'ultimate outcome' was tracked back to each school year, so whilst staff were thinking forward to pupils being active post 16, they were also actively encouraging pupils to find appropriate activities from Year 8 onwards.

The female PE teacher at E1 echoed the views of her Head of Department. For her PE should be enjoyable, and an important outcome of physical education should be that pupils are active after leaving school. She supposed that if they as teachers 'can show them the way then maybe they'll take it up for themselves. Quite a few of ours join fitness clubs after they leave, and hopefully we've led them into it somewhere along the line' (E1Bp4). She was aware of the limits of curricular PE to impact on children's lives, but did see some success, as 'we do as much as we can in two hours a

week and just hope that it sinks in. Like I say, several of them come back and say we're now in fitness clubs here and we're doing this now, so hopefully there's a little bit rubbed off on them' (E1Bp5).

Part of encouraging pupils to be active in the future was acknowledging their individual needs and preferences at school. The HoD thought that the NCPE had improved in its flexibility at KS4. This flexibility, for him, meant that pupils were no longer forced to do activities that may put them off a healthy lifestyle. This was particularly important at KS4 as the HoD believed that 'at that age they can then start to appreciate their strengths and their weaknesses and know what they're good and not so good at'. Pupils were now able to 'specialise in any activity area'. This meant that pupils were able to specialise in something that interested them, such as 'fitness'. The HoD thought that this was 'tailoring more to encourage them and lead them on in the future' (E1Ap9). The PE curriculum at KS4 was organised to allow pupils to choose between options of a 'major game', and individual activity and 'maybe a fitness based activity'. The HoD had done this because he was 'no longer going to force people to do things which will maybe discourage them from continuing' (E1Ap9). In the HoD's opinion, the NCPE did have limitation in terms of what it is practical and reasonable to offer in a school environment. However he felt that the curriculum he offered met pupils needs as 'if the activities we offer we can't find something for somebody then I think there's something going wrong and I'm sure we can by doing the sports that we offer we'll find something for somebody' (E1Ap9).

The whole school approach to health teaching was focussed on a PSE programme pupils covered titled 'Life Issues' (E1Cp6). The name of this course/subject implies an emphasis on looking at issues on a longer term scale, possibly addressing aspects of lifestyle once pupils have left school.

E2

Fitness Levels

Pupils' fitness levels in general were an obvious cause for concern for the staff at E2. To the HoD 'it does seem that children are getting less healthy, or less fit' (E2Ap2).

Indeed it seems that one of the factors behind having HRE delivered through a discrete unit of work was the fitness levels of pupils starting Year 8. The HoD spoke of deciding to deliver HRE in a block of work, and said that 'it's one of the things we thought was that most of the children's is poor, when they come here, or generally children's fitness is poor' (E2Ap4). As a consequence of this belief staff planned the Fitness block as a potential remedy to the situation. The HoD thought that 'if we can actually go through how do you improve fitness and how do you warm up …some of them might actually go and do it…might not but, at least we're trying' (E2Ap4). The Fitness module was 'sort of the contribution' from his department to the problem of 'basically the lack of fitness of children' (E2Ap7). The male teacher would 'like to see more emphasis towards fitness these days actually' as he believed that the PE department 'all share the feeling that most kids are, are not as fit as they could be and don't know enough about it' (E2Cp5, 6). The older female teacher also confirmed that 'the department feels that children are generally unfit and we have to do something' (E2Dp6).

Awareness of pupils' fitness levels and teaching accordingly varied between staff in the department, in the eyes of the young female teacher. She was surprised by pupils' poor fitness levels, as seen by their inability to complete a short course in the cross country unit, or pupils being 'absolutely shattered' just through doing the warm up for a lesson (E2Bp8). Other staff had criticised her saying that her course was not long enough, but her 'aim is that they can see and improve their fitness and just check it out, where they were just trying to get them to do a really long run' (E2Bp3). Personal experience of pupils' actual fitness levels made an impact on this teacher's philosophy of PE. She said that 'actually getting into teaching and seeing the different levels of fitness and the different attitudes to PE that does make you see it in a different light really' (E2Bp5). One goal of the young female's teaching was to make the pupils aware of their own fitness. Her reason for using a short course for cross country was so that pupils 'could see how far they were running'. Pupils were told the distance and 'some of them were quite sort of shocked, oh dear I couldn't run all that, I think it did hit home. Not to everyone, but to quite a few' (E2Bp6). The young female teacher was not alone in being aware of how low some pupils' fitness levels appeared to be. The male PE teacher commented that the Year 8s 'seem to be much in need of fitness training' (E2Cp1). The cross country running unit of work served the purpose of

giving pupils ‘some fitness and an experience of running for more than 30 seconds which not many of them seem to be able to’ (E2Cp3).

Research

The HoD had a personal interest in the Fitness side of his subject. He liked to maintain his awareness of research in the area, and occasionally used it in his teaching. He referred to the ‘Exeter study on children’s health’ which he said was ‘quite damning recently’. A previous report on this research by the BBC was sometimes shown to GCSE PE groups. The framing and recontextualisation of the research findings by the BBC, and by the research journals read by the HoD may well have influenced the impact that the research had on the HoD and on pupils. Through its inclusion in a mass media publication (the BBC programme) the discourse of children’s fitness (in particular children’s apparently low levels of fitness) had been privileged. This discourse may be used uncritically by PE teachers in general and may have an effect on the teaching of health and fitness. In this case the research was referred to as ‘quite damning’, without distinguishing between children’s low activity levels and their unchanged fitness levels (Welsman & Armstrong, 1992).

Activity Levels

The low levels of physical activity of children, and also the population in general, had affected the male teacher’s philosophy of PE. Whilst maintaining a broad and balanced curriculum he also wanted ‘to see more emphasis towards fitness these days actually’. His reason for this was his awareness of how inactive and potentially unhealthy society had become as ‘are so many couch potatoes and er overweight people, smokers and so forth, especially’ (E2Cp5). This lack of exercise was evident in young people’s lifestyles in his view, as he questioned ‘how many kids get brought to school in a car…don’t bike anymore, just spend all of their time playing with computers and watching telly, but it’s becoming more important’ (E2Cp10).

The older female teacher drew on her own experiences when discussing her concerns about children’s activity levels. Her own children were ‘fairly active’ and ‘do an awful lots of sport’ but still ‘spend time in front of a playstation’. They enjoyed sport and were not forced into it. Her concern though was not for her son, but for the ‘kids that aren’t going to be doing all the swimming that he does, or the football that he

does, so what are they doing' (E2Dp10). She saw many reasons for children's low activity levels. One of these was the matter of opportunities to be active. She thought that 'there are less opportunities…in some ways there are more opportunities created but I think children are less willing to take those opportunities' (E2Dp10). Society in general also had a role, as 'we're turning into a nation of couch potatoes basically, and you've got to get it right'. Doing something about inactivity was, for her, not the responsibility of PE as she thought 'its too late by the time they get to secondary school, I think it's parental responsibility' (E2Dp10).

Current Health

Pupil's health was viewed as important, and as something to be addressed by PE by the male teacher. He believed that PE should be broad and balanced, but would also 'like to see more emphasis towards fitness these days'. This was because of the fact that 'there are so many couch potatoes and er overweight people, smokers and so forth' (E2Cp5). The male teacher did not state whether these people were adults or children, but the statement may conceivably apply to both, in which case it does demonstrate a concern for pupils' current as well as future health.

Asthma was a disease that appeared to be of particular importance to the HoD. This may well be due to personal experience. He stated that he himself 'suffers a little bit' from asthma, and his friend also suffered from the disease. He knew that this did not stop them from performing at sport as his friend ran 2h20m marathons and 'has three inhalers before we go running' (E2Ap2). The HoD felt that asthma may be 'a social disease' amongst some children. This may be because some pupils used their asthma as an excuse not to participate in lessons, whereas the HoD knows from personal experience that asthma does not prevent people exercising. His department's policy was that 'what we say to the children is we want you to do your best, if you've got asthma, you've got asthma you can't do anything if you've forgot your inhaler, you know, but have a go' (E2Ap2). The HoD therefore seemed to be considerate and understanding of those pupils with asthma, but equally did not want their condition to prevent them from trying their best.

Smoking was mentioned by the male PE teacher. He was asked if E2 was a healthy school and replied that 'it's a non smoking school'. He noted that there were

exceptions to this 'compulsory' non smoking policy, that they 'obviously have a couple of sixth formers standing out the back there now having a fag and there's people who will go outside the gates and smoke and that sort of thing' (E2Cp5). These comments can be seen to mean that non-smoking made the school healthy (at least in part), and that those pupils going against the policy were not showing healthy behaviour.

The whole school issue of health was much more to the forefront at E2 a few years prior to the interviews. The school's health co-ordinator had done 'a lot of work' to help the school gain a local healthy schools award. This incorporated being a non smoking school, and talking 'about healthy eating in the canteen' (E2Cp5). Since the departure of the health co-ordinator health did not appear to be as high on the school's agenda, as 'that's not something we concentrate so much on now' (p5), 'it doesn't happen any more so, it's a pity it doesn't (E2Cp8).

Topics such as diet, drugs, smoking, and physical activity were covered within PE and also in other subjects, notably Complimentary Studies (E2Dp2, p9). Within the Fitness block certainly these topics were addressed from the standpoint of pupils' current health. In the older female teacher's lessons pupils discussed ways to be healthy, suggesting 'things like oh well we eat healthy food, or I cycle to school or I don't smoke' (E2Dp2). These are all current behaviours that would affect pupil's current (as well as future) health.

Future Health

Pupils' future health was not specifically mentioned by any of the staff interviewed. A concern for future health could have been implied by the comments made by the male teacher regarding smoking, pointing out that 'obviously have a couple of sixth formers standing out the back there now having a fag and there's people who will go outside the gates and smoke and that sort of thing' despite the school's compulsory non-smoking policy (E2Cp5). A more obvious reference to pupils' future health was made by the male teacher when explaining how measuring pulse rates in the fitness block often led onto talking about hearts and how 'if you look after them…they'll last a lot longer than if you just ignore them' (E2Cp1). A concern for pupils' health could also be drawn from all the talk regarding pupils fitness and activity levels and healthy

lifestyles, but no direct references to pupil's future health were made by staff.

Warm Up and Cool Down

The warm up was a part of HRE that was taught to pupils through the Fitness block in Year 8. Within that unit of work pupils learned 'what is a warm up, why do you warm up, why do you cool down, this is how you do a warm up, so we go through cardio-vascular, you know, cardio-vascular warm up, stretching, mobilisation and stuff like that' (E2Ap1). The concept and possible content of an activity or 'skill specific' warm up was also covered. Having looked at the 'different types of warm ups' pupils were then asked to 'relate it to the other events for example that they do in athletics' (E2Dp1).

Pupils also moved on to 'planning their own they've got a little booklet which will guide them through it' (E2Bp1). There was a specific page in the booklet on which pupils 'they have to plan their warm up, so they're actually physically written it down' (E2Dp4).

Once pupils had completed this unit they would then be expected to be able to carry out their own warm up (E2Ap1, E2Bp1). Eventually this would happen all the time as 'in most lessons they're asked to lead a warm up, even if we do the first bit, then they're asked to do stretches on their own, and we ask them what muscle are you using here, just bringing a bit more each time' (E2Bp1). The HoD gave an example of a lesson on sprinting in which he said 'right what I'd like you to do is go out and do a warm up for doing sprinting, so they went out and did a cardio-vascular warm up and then stretched and then started doing a few little sprints' (E2Ap1). Warming up for activity was also taught through permeation. Having focused on warm ups particularly during the fitness block teachers were then 'revisiting it and revisiting it every sort of lesson. In what you do' (E2Ap1). Through permeation teachers were able to educate pupils as to 'what you should do to train for it for all the other activities throughout all the year groups'. Teachers used questioning to check pupils' knowledge about how and why they warm up (E2Ap2). Through constant revision pupils were able 'if it's a year's time when you're asking them to could you lead the warm up, or this group to do stretches, if they know what they're doing then that's quite cool' (E2Bp2).

Staff used the warm up section of lessons to introduce technical information. The

HoD used the warm up to help pupils 'understand a little bit more about how the body works, like when we're teaching stretching um you say right, you know, what muscle are you stretching'. Pupils were asked to lead the class for specific stretches, answering questions on the muscles they were stretching and 'bringing in the anatomical terms as well so they know a little bit more about that' (E2Ap6).

Whilst a warm up tended to be done 'at the start of every lesson' one member of staff revealed that 'we don't always, I must admit we don't very often do a cool down' (E2Cp1). He did state a reason for this, and it is also interesting to note that this was one of only two times in which cooling down was mentioned by any of the teachers interviewed. The older female teacher said that during the Fitness block 'we look at sort of lessons on warm ups and cool downs, and that in particular follows into every other lesson that they will do in the school'. During these lessons 'we get the kids to plan warm ups um and we talk about cool downs things like that' (E2Dp3).

Flexibility

Lessons in the Fitness block on warming up included 'stretching, mobilisation and stuff like that' (E2Ap1). When teaching the 'stretching' aspect of warm ups the HoD used questioning to extend pupils knowledge of muscle terminology, 'bringing in the anatomical terms as well so they know a little bit more about that' (E2Ap6). Staff at E2 did not mention stretching and flexibility, aside from as part of warming up. This indicates that pupils were not taught about stretching for flexibility (as opposed to injury prevention) or about the reasons why they might do this.

Diet and Nutrition

Healthy eating was covered briefly, at least by one teacher, as part of the Fitness block in Year 8. The older female teacher discussed with pupils what it means to be healthy. Pupils in response may 'say things like 'oh well we eat healthy food, or I cycle to school or I don't smoke', and then we'd develop it into fitness is slightly different than that'. Eating healthy food was seen by pupils as part of being 'healthy' (E2Dp2).

Diet and nutrition were topics covered during the GCSE PE course. Pupils monitored their own diet during this section of the course as 'they go away and look at what they're actually eating'(E2Ap1). For this pupils 'keep a sort of a diet type log and sort

of look at what they've eaten for a week and then try to break it down to carbohydrate, fat and protein, and realise that they're eating far too much fat' (E2Ap3). The HoD went on to talk about the make up of the body in terms of fat, carbohydrate and protein, and how carbohydrate is used up 'quite quickly in an exercise period' (p3). This was indicative of the HoD's interest in and technical knowledge of many aspects of fitness and training.

Pupils were encouraged to use a knowledge of the energy content of food to become critical consumers. The HoD described a lesson in which pupils would take the example of a '95 percent fat free bar, yes, but if you actually add up the calories on it, it's not 95 percent fat free, it's about 50 percent fat, you're actual bar when you read the calories on it' (E2Ap1).

Diet was one of the topics studied by all pupils at the school as part of the Complimentary Studies programme. Within this subject pupils 'do a block of work on health in there, which is mainly diet, and a little bit on fitness' (E2Ap3). This block on 'health related education' was not practical in nature. Within it pupils 'look at diet and drugs and smoking and all sorts of things like that' (E2Dp2). One lesson was described by the male PE teacher. Teachers of CS 'actually brought in lots of different foods that kids probably wouldn't be quite so familiar with like Kiwi fruit or whatever it may be'. Pupils were given the opportunity to try these new foods, and the lesson worked well, and was considered worthwhile, as 'lots of them hadn't actually you know, experienced any of these things' (E2Cp2). Diet was also taught as a cross curricular element, covered as part of other subjects, and 'obviously with the CDT home economics department do quite a lot of diet and so on and so forth' (E2Cp9). The older female teacher thought that fitness 'should be linked in with right, well this is a healthy diet and this is why smoking is bad for you, and they do get that in other areas of the curriculum', so diet was covered in the school outside of PE (E2Dp9).

Drinking sufficient water is currently thought to be an important part of a healthy diet. Pupils were encouraged to take water out with them during outdoor PE lessons, along with other precautions during sunny or hot weather. The HoD was unaware of whether this was a common policy for other schools, 'but we certainly do cause its sensible'. He joked about the reason for doing this, that 'you don't want kids passing

out in your lesson, it stops you teaching', but his concern was for teaching and learning, rather than overtly being for children's health (E2Ap6).

Healthy diet and nutrition did not appear to be a whole school issue, at least it was not expressed in terms of the food provided in the school canteen. The male teacher reported that to gain its local Healthy Schools award the school 'did talk about healthy eating in the canteen' (E2Cp5), rather than making any changes to the menu. The younger female teacher reported that in the canteen 'there's very little choice for, healthy food, and at break time there's fizzy drink machines, and chocolate and crisp machines and the amount of fruit they've got, there's probably about five bananas and the same amount of apples and oranges for like a thousand people' (E2Bp4). What can also be seen from this statement is that the young teacher draws on the ideas that certain types of food (fizzy drinks, chocolate and crisps) are bad and the fruit is good. This teacher was concerned about pupils' diets, particularly the food they got at school and the effect that it may have on their health and fitness. She noticed pupils that struggled to complete a warm up and commented that 'then you see them at lunch time, what they're all eating' (E2Bp8). At the time it gained the Healthy Schools award E2 was very much influenced by the health co-ordinator (a teacher who has now left the school). Back then the school was 'encouraging people to eat healthily and try different foods'. However although this 'was a very good thing but it doesn't happen any more so, it's a pity it doesn't' (E2Cp8).

Drugs

Issues relating to drugs were covered as part of the Complimentary Studies programme, particularly in Year 9 (E2Ap3). Topics including 'smoking', 'drinking', 'drugs' and 'alcohol' (E2Ap9, E2Dp2) were taught in the schools previous model for PSE which was based on a carousel of modules. The older male teacher was the only member of the PE department that had taught 'health basically' in these modules. That system was 'now defunct unfortunately' and topics for the CS programme had moved more towards 'citizenship and stuff like that which is, the in thing now' (E2Cp2). Some health issues were covered on a cross curricular basis. The older female teacher thought that work in PE on fitness 'should be linked in with right, well this is a healthy diet and this is why smoking is bad for you'. She was certain that pupils 'do get that in other areas of the curriculum' (E2Dp9).

The role of drugs in sport was an area of discourse important to the HoD. He supposed that 'after normal things like ecstasy overdoses drugs in sport is the most common one seen in this country' (E2Ap3). Whether teaching about drugs included the use of drugs in sport 'depends on whose teaching it' and 'whether they know enough about sort of sports drugs' (E2Ap3). In the year the interviews took place CS was taught by some form tutors and also members of a 'CS group', rather than dedicated specialist teachers. The direction that teaching and learning took would have depended on the personal subject knowledge and areas of interest of those staff delivering the course.

Heart Health/Cardio-vascular health and fitness

The term 'cardio-vascular' was used by the HoD. He described how the Fitness block included a 'cardio-vascular warm up' and how a cardio-vascular warm up was used in a recent athletics lesson (E2Ap1).

The Fitness block did include activities that required pupils to find out the 'effects of exercise on the heart' (E2Bp1, p2). Pupils learned about, and took, their 'pulse rate' (E2Bp1, E2Cp1). This was done by the male teacher by 'getting them to test their own resting pulse rate, then we do pulse after three minutes walking, jogging three minutes, running three minutes' (E2Cp1). According to the HoD, they 'occasionally put heart rate monitors on Year 8s just to see if they, see what actually does happen, so, mainly introducing them to actual readouts and see how different it is' (E2Ap2). Pulse rates were recorded so that pupils 'can see the effect of exercise on the heart rate' (E2Cp1). The male teacher used this as a starting point to 'talk about … physiology and so forth to a certain extent like, they usually talk about car engines and hearts being if you look after them and oil them and so forth they'll last a lot longer than if you just ignore them' (E2Cp1). Here he gave expression to heart health discourse, but he did not say how much detail regarding risk factors and cardio-vascular disease he went into in these discussions with pupils. Pulse rate recording was not done without reason in the male teacher's lessons. He did ask pupils 'what's the point of taking your pulse' and also used pulse rates to teach pupils about recovery from exercise and the relationship between recovery rate and fitness. This was more usually done with older pupils, rather than during the Year 8 block (E2Cp1). The

older female teacher also mentioned recovery rates. She described the activities used in the fitness block and said that after lessons on defining health and fitness 'then they look at things like pulse rates and how can you tell if you're fit or you know, recovery rates things like that. So we do a whole lesson around that' (E2Dp3). Work on pulse rates in the Fitness booklet was 'quite in depth'. The older female teacher used this to 'bring in differentiation because the more able kids will read it and understand how you work out your maximum heart rate whereas the less able kids will only understand the bit about my pulse rate after a minute of exercise is' (E2Dp4). This section on maximum heart rate was introduced that year by the HoD 'for the more able kids'. This facilitated differentiation as, whilst the teacher may not 'do a whole lesson on it' the 'more able' pupils were able to read ahead on this information when looking at the work on pulse rates (E2Dp8). Teaching on this topic would differ according to the person taking the class, according to the older female teacher. She herself would 'feel less comfortable teaching stuff on maximum heart rates' than the HoD, as he has a personal interest 'in that sort of thing' and also taught the physiology module of A level PE and was therefore 'a lot more knowledgeable about it' (E2Dp8).

Pupils' pulse rates were also occasionally used for assessment and reporting purposes. The male teacher did 'now and again' record pupils' resting and post exercise pulse rate. He then did 'use it as part of their report' (E2Cp4). His reason for doing this, and exactly what he was assessing was not given.

Some teaching on heart health, expressed as heart rate testing, took place in other subjects at E2. It was reported that the 'science department do something on the same sort of thing that we do, do the heart rate testing and, what else, I think they do resting pulse as well, that sort of thing' (E2Cp9). The older female teacher also believed that in science pupils 'do things like breathing rates and the heart and pulse rates and things like that'. She thought that this was done 'fairly low down in the school', meaning early in Year 8, so often asked pupils in PE if they had 'done this in science yet?' (E2Dp4).

Inset on heart health had had a memorable impact on the HoD but appeared not to have had a direct impact on the curriculum content at E2. The HoD recalled a course

run locally by Neil Armstrong from Exeter University. He had demonstrated 'the thing where you have mats and the children running round as the heart thing'. The HoD felt that this would be more suited to a CS lesson that PE however (E2Ap7).

Well Being

PE staff were obviously concerned for pupils' physical health. This was shown through their practices and teaching and also through simple department policies like encouraging pupils to wear hats and sun cream and drink water in hot weather (E2Ap6). Staff were also considerate of pupils' 'personal hygiene' although practices in this area had changed over the years. Staff would no longer 'insist' that pupils 'all had a shower at the end of every lesson'. The facilities were still available to pupils, but not many pupils used them (E2Cp3).

The only other aspect of health other than physical health mentioned during the interviews was mental health. This was solely in terms of stress. The HoD had attended a training day focused on staff and pupil well being, and was aware that stress was an issue (E2Ap4). One major cause of stress amongst pupils was exams. Children were now 'actually tested more or less every year from Year 2 onwards' (p4), including repeating SATs tests a year later 'to see how much they've improved (p5). This meant, in the words of the HoD, that 'more and more children are getting stress because of more and more exams'. The frequency of testing was 'a government trend' and whilst 'we do want to see how schools are performing' it also 'does put stress on children to perform well' (p5). The HoD was concerned that children 'don't get the chance to, not dabble I suppose but, play', rather that 'it's all exam oriented'. He did not 'know whether that's a good thing or not' (E2Ap5).

Knowledge and Understanding

Fitness was an area that the male teacher felt kids 'don't know enough about' (E2Cp6). The older female teacher described this type of knowledge as a 'life skill'. To her this meant that knowledge and understanding in HRE was like 'a lot of things that are taught in school are not part of the formal education system, they're sort of things that you teach that aren't examinable but are going to carry with them throughout the rest of their lives' (E2Dp9). She thought that pupils 'should at least have the knowledge of what health and fitness are, because it is the sort of thing that

is gonna be important for them for the rest of their lives' regardless of how much sport they participated in, or 'even if they don't go and do anything about it' (E2Dp9). The HoD gave several examples of knowledge and understanding relating to fitness and health that pupils were expected to acquire during their time at E2. One such area of knowledge was 'anatomical terms'. These were introduced through warm ups and stretching, with pupils being expected to know the technical names for muscles. The HoD wanted pupils to 'understand a little bit more about how the body works', and for him this could be achieved through knowledge of terminology. Other staff also asked pupils for muscle names during the warm of all activities taught (E2Bp1).

Pupils also learned about the effects of exercise. From Year 8 and then 'perpetually' during subsequent years teachers asked such questions as 'what happens to your body when you run, well you get breathless, why do we get breathless then' (E2Ap6). In this way, by Year 11, pupils had 'more of an understanding of what happens to the body when they actually work, whether it be, you know, fitness or whatever' (p6). The knowledge of how the body works would include a familiarity with 'pulse rate' and 'the effects of exercise on the heart' (E2Bp1).

Some staff included other areas of knowledge into their teaching of the Fitness block. The older male teacher included information about 'recovery rates', and 'about aerobic and anaerobic and that sort of thing' when teaching fitness. He did admit that 'that's a bit more advanced stuff' and that he would not necessarily 'go into that too much with Year 8 so I would say that's more for older people' (E2Cp1).

The HoD felt that the Fitness block was the best way to address pupils' knowledge and understanding of health and fitness. Whilst he also tried to permeate HRE teaching 'through everything' he did feel that 'if the kids don't know it by the time they get here then you've got to do it as a stand alone block' (E2Ap7). Teaching the unit in Year 8 meant that pupils then 'know it' from the start of their time in the school and so staff can 'link it when you're teaching the other things' (p7).

Knowledge and understanding of HRE topics was becoming a stronger element of the school curriculum. The young female teacher found that each subsequent new intake had 'known a little bit more about how the body works' (E2Bp6). She took this to be

an indication that 'that bit must be more focused on it in the middle school in the primary schools'. This may have been through science, or PE, but the teacher was clear that pupils did seem to be 'more knowledgeable' (E2Bp6). The female teacher did go on to theorise that the increased knowledge of HRE topics was because of the science curriculum in the primary schools. She noted that plans had been discussed to change the GCSE theory syllabus, as 'the science involved in there, they should know from Key Stage 2 and 3, apparently' (E2Bp7).

Knowledge and understanding was the most important outcome of the block on Fitness for the older female teacher. This is what she assessed pupils on for that block, not test scores. She did not think 'you can assess skills in fitness or anything like that, I think you're looking more at their knowledge'. The knowledge that this teacher would give pupils 'a very general sort of mark on' at the end of the block would be 'this is what health is, this is what fitness is, this is what my pulse rate is, this is how I take it' for example (E2Dp5).

Health and Safety

Department policy and practice had been shaped by health and safety issues. Some examples were given by members of the PE department during the interviews. Some of the examples were specific to an activity, others showed a more general concern for children's health. One of the latter examples was that staff ensured during the summer that pupils 'wear a hat on a sunny day, sun lotion, drink water, you know'. Pupils were allowed to take water into lessons and encouraged to put sun cream on. The HoD felt that these precautions were necessary 'cause it's sensible' and also because not doing these things could impact negatively on teaching and learning (E2Ap6). More specific examples of the department's health and safety policies included not allowing pupils to do somersaults in trampolining (E1Ap6), the regular updates in staff members safety training for trampolining (E2Cp7) and the change in practice in the cross country block to a campus based course to enable staff to keep in contact with pupils at all times (E2Bp5, p6) and because of 'the danger of taking children off site basically' (E2Dp6).

Specifically in terms of HRE staff were also concerned about pupils' health and safety when exercising. The younger female teacher felt that it was important that pupils

were aware of 'their own ability' and also what forms of exercise would be suitable for them (E2Bp5).

Defining Fitness

Pupils were introduced to the terminology 'health' and 'fitness' in the unit of work on Fitness in Year 8. The pupil booklets that accompanied the unit contained 'the definition of what health is, what fitness is'. These definitions were used in discussions with pupils about 'who thinks they're healthy, who thinks they're fit, what is the difference' (E2Dp1). This discussion took place in the first lesson of the block (E2Dp3, p.4). The block of work 'involves them finding out what fitness is, um, taking things like pulse rates, looking at different ways of improving fitness and various types of activities to do that' (E2Dp1). In this way pupils moved from a definition of fitness to examining, and improving components of fitness. The older female teacher would teach the first element of the block, the definition of fitness, 'through a question and answer and sort of a discussion'. She asked the children in the class 'who thinks they're healthy here, who thinks they're fit'. From this line of questioning she said that the 'cleverer children will work out that there's a slight difference between the two and then we take it from there' (E2Dp2).

The fitness block was thought to work well in its current format. The older female teacher thought that 'kids actually quite enjoy finding out about it'. Part of pupils enjoyment of the block, in her opinion, came from addressing their 'misconceptions' about fitness, as many thought that it would mean 'running every week' (E2Dp5). It seems that pupils have their own definitions of what counts as fitness, of what activities fitness might include. The teacher believed that part of her role was to challenge these conceptions of fitness, and highlight to pupils what other activities (she gave the example of aerobics) can be considered as 'fitness work' (E2Dp5). Some staff discussed recovery rates with pupils during lessons on pulse rate. The male teacher talked about 'how long it takes you to recover. Obviously if you recover quickly you're pretty fit and if it takes you a long while to recover' (E2Cp1). In this context level of fitness is defined by speed of recovery.

For the Fitness block the older female teacher assessed pupils on their knowledge and understanding of such things as the definitions of health and fitness. At the end of the block she gave pupils a mark based on 'can they say right, this is what health is, this is

what fitness is, this is what my pulse rate is, this is how I take it' (E2Dp5). What she was looking for when assessing pupils was 'their knowledge' of HRF and 'have they understood'. She did not 'think you can assess skills in fitness or anything like that, I think you're looking more at their knowledge' (E2Dp5). This was considered to be very important by the female teacher. She thought that pupils 'should at least have the knowledge of what health and fitness are'. This knowledge would include an understanding of 'what it is and how they can improve it, and how it can make a difference to their lives' (E2Dp9). The department had some resources that examined the definition of fitness that it previously used as part of its HRE delivery. One such resource was an Australian video on fitness, which was about 'fitness and what fitness is' (E2Ap3). This video was felt to be too dated (in style not content) to continue using.

Types of Fitness

The Fitness unit in Year 8 and the booklets that pupils completed within that unit covered general questions about fitness, such as 'what fitness is' and 'what is the difference' between health and fitness (E2Ap1). During the unit staff also talked about types of training. The older male teacher specifically mentioned 'stamina training', presumably meaning training intended to improve muscular endurance and cardio-vascular fitness, though using what might be considered a more old fashioned term for it. This teacher also said that 'we talk a little bit about aerobic and anaerobic and that sort of thing', clearly noting the two main types, rather than components, of fitness (E2Cp1).

Components of Health Related Fitness

The department taught health related fitness though the six week block in Year 8, and through permeation. The block was 'called fitness but that basically deals with most of the aspects of the basics of health related' (E2Bp1). Within the block pupils did activities such as 'things like sit ups and press ups, standing jump, shuttle runs, co-ordination' (E2Cp1). These tests and exercises address many of the different components of HRF (strength, muscular endurance, power, cardio-vascular endurance). The female teacher referred to the 'areas of fitness' as opposed to using the term components. This was a section of the booklet (that partly dictated the content of the Fitness block) that had been recently revised. Previously there had been

nothing in the unit to show what pupils 'were understanding about the areas of fitness' (E2Bp3).

Fitness testing was done as part of the Fitness block. This had included the sit and reach test (flexibility) and the 'agility run'. In the view of the older female teacher fitness testing enabled pupils to gain an idea of which components of health related fitness might be their own particular strengths or weaknesses. She believed that pupils enjoyed this part of the block as 'you know, they like to see um, alright, I'm, I might not be particularly flexible but I am quite quick, or something like that' (E2Dp3).

The components of fitness were examined in more depth during the GCSE PE course. On the course pupils looked at 'health, the differences between health and fitness, you know, health related fitness components, skill related fitness components'. This was done from the perspective of training, and improving fitness, as pupils were 'looking at those and trying to sort of say right, how do we alter these' (E2Ap3).

In the past one member of staff had used resources provided by the Royal Marines to improve various components of pupils' fitness through gymnastics. He described what he was trying to achieve through this, which was to 'try and build up arm strength, endurance, just general fitness, as part of the gymnastics rather than sort of old type educational gymnastics in inverted commas' (E2Cp7).

Training

Training was covered in many parts of the PE curriculum. It formed a large part of the Fitness block in Year 8 for all pupils, and was also studied within the GCSE PE course. In the Fitness block pupils did some 'written work all about fitness' along with practical activities and discussions. The HoD described this work, which included 'different ways of training' and the FITT principle as being 'quite in depth', although he also stated that they 'try to make it simplistic for the children' (E2Ap1). During the block pupils also 'have to do things like they go away and find about training zones, everything else like that. Training programs, they have to think about what type of training, they do their own circuit' (E2Ap3). The fitness block appeared then to draw heavily on the discourse of training, and of using exercise to improve fitness. Other teachers said that the block included 'fartlek type of stuff, some stamina training, yeah we do some of that, we do a little bit of that sometimes', however

pupils did not do any weight training (E2Cp1). One aim of the Fitness block may be considered to be enabling pupils to carry out their own training independently. The older male teacher questioned 'whether or not it, actually inspires kids to do any training or anything on their own is a different matter, but I mean within the, within the half term I think it does yeah' (E2Cp7).

The GCSE course examined health and skill related fitness components. Pupils were involved with 'looking at those and trying to sort of say right, how do we alter these' (E2Ap3). In essence then pupils discovered how to use training to improve fitness.

Improving Fitness

The idea of improving fitness was introduced to pupils early on in the PE curriculum. The HoD stated that in the Fitness block 'we go through different ways of improving fitness' (E2Ap1). In the first two lessons of the block pupils were asked, by the young female teacher, 'how fit are you, whose the fittest, how can we increase fitness' (E2Bp1). When the older female teacher lead the block it involved pupils 'finding out what fitness is, um, taking things like pulse rates, looking at different ways of improving fitness and various types of activities to do that' (E2Dp1). When 'looking at different ways you can improve fitness' the teacher may for example 'do a circuit session with them 'right this is one way that you can improve fitness. And then their other lesson you might say right, well, you know, running is another way and we do a little bit' (E2Dp3).

Part of the aim of the fitness unit was to encourage pupils to improve their fitness independently. During the block staff 'go through how do you improve fitness' in the hope that pupils would apply this knowledge and understanding. The block examined 'what happens to the body when they actually work' and fitness itself and 'what can you do to improve it' (E2Ap6). The actual response was mixed. The HoD said that 'some of them might actually go and do it, might not but, at least we're trying' (E2Ap4). That pupils did improve their fitness was felt to be very important by the HoD. Children's 'lack of fitness' influenced the way the department delivered HRE. The fitness unit of work was, in the HoD's words 'sort of the contribution' (E2Ap7). The male teacher would 'actually like to see more emphasis

towards fitness these days'. He felt that the whole department 'share the feeling that most kids are, are not as fit as they could be and don't know enough about it' (E2Cp5, 6). This implies that the department saw the improvement of pupils' fitness as important, possibly as their responsibility – at least through giving them the necessary knowledge and understanding. This feeling was echoed by the older female teacher. She thought that 'the department feels that children are generally unfit and we have to do something' (E2Dp6). She did not think that staff would be able 'to improve the fitness in six weeks'. The point of the block was more that 'at least they might know a little bit more about and might eventually be prepared to go off and do' (E2Dp6). Doing the block on fitness meant that pupils knew 'what it is and how they can improve it, and how it can make a difference to their lives' (E2Dp9).

Fitness testing was done as part of the unit of work on fitness. The HoD believed that most children 'quite enjoy' the bleep test. He found that pupils were 'eager' to know their scores and to find out if they improved on the last time they did the test (E2Ap4). Testing then enabled pupils to see in tangible ways if they have improved their fitness, and this was something that motivated them. Some staff repeated the fitness tests 'at the end of the winter term'. This was not done just for the sake of performing a test, but because pupils 'quite like to see if they've improved'. By retesting after the fitness unit and the block of work on cross country running pupils 'actually get to see if they've improved' (E2Bp1). The older female teacher agreed that 'kids like getting a score for something'. This applied to 'whatever activity they're doing', not just for fitness testing. Testing enabled pupils to see what 'level' they were, and 'it's also something they can actually see an improvement in if they repeat it' (E2Dp3). The male teacher used the bleep test 'about once a term'. He said that the 'kids enjoy' doing the test as it 'gives a very good indication of their fitness I think' (E2Cp1). Using the pupil booklet throughout the course meant firstly that pupils 'know what's expected', and it also gave them an opportunity to record their scores and performances as 'there's a big table at the back for them to fill in'. In this way pupils 'can see progress' (E2Bp6, E2Cp1).

The pupil booklet had changed the way fitness was taught at E2, and how staff went about improving pupils' fitness. The older male teacher used to use 'a down graded version of the US marine type fitness test' for his work on HRE, often within other

activities such as gymnastics. The fitness block ‘is more of a structured thing for everybody I think’ (E2Cp6).

The philosophy of the PE department was that children ‘try their best’. The HoD wanted to see pupils improve their performance, whatever their ability. The example he gave was of pupils ‘who struggle hard to run a hundred metres, but, you know, they might do it in 21 seconds first time, 20 point 9 the second time, that’s an improvement, you know, they’re trying their best, that’s good’ (E2Ap5). This sort of improvement in performance may be considered to be an improvement in fitness, as indicated by the increased speed.

Other areas of the PE curriculum may also have focused on the improvement of fitness. The HoD stated that when doing ‘continuous training’ and ‘cross country running’ that eventually pupils ‘do start to see the benefit of it’ (E2Ap4). One of these benefits may be an improvement in fitness, although the HoD did not directly say what the benefits were. The younger female teacher also wanted pupils just ‘to see and improve their fitness and just check it out’ (E2Bp3). She did this with her groups through a ‘short circuit’ set up in the cross country unit at the end of the fitness block. For her it was important that pupils ‘know their own ability, what they’re capable of’. This would lead on to an understanding of what forms of exercise were appropriate for them, so that they can ‘understand their levels of fitness can be improved’ (E2Bp5). The use of the short course in particular enabled pupils to ‘see how far they were running’ and to ‘improve on their times’ (E2Bp6). This again was motivating pupils by giving them tangible targets and giving them a way of measuring improvement in their fitness. The male teacher also spoke about the cross country block. He said that this block ‘also gives them some fitness’ (E2Cp3), by which it might be assumed he meant improves their fitness. The block gave pupils the opportunity to do continuous exercise, which could be considered as continuous training for the improvement of cardio- vascular fitness. The teacher commented that pupils get ‘an experience of running for more than 30 seconds which not many of them seem to be able to’ (E2Cp3). The orienteering block was also mentioned by that teacher. This activity too ‘helps towards fitness as well a bit as they are running’ (E2Cp6).

Fitness Testing

Fitness tests were used during the Fitness block done by pupils in Year 8. These tests included the 'sit and reach, reactions, co-ordination, speed…and then all of them at some point will have a go at the bleep test' (E2Bp1). Another test used, which the older male described as being their 'most popular one' is the Cooper Run. For this test 'we use a football pitch and do basically how many times you can go around it in so many minutes' (E2Cp1). During the block pupils also did 'things like sit ups and press ups, standing jump, shuttle runs, co-ordination' (E2Cp1).

The fitness booklet set out the possible content for the fitness block. The booklet had been modified over the last few year and now contained 'more tests and a bit more variety in it and more things that you can do'. Staff were not expected to cover all the material in the booklet, rather to 'pick and choose'. The booklet had made the fitness block 'more of a structured thing for everybody' according to the male teacher. His own practice before its introduction was based on a 'down graded version of the US marine type fitness test' (E2Cp6). A typical layout for the six week block now might be that there is 'at least one bleep test', a circuits lesson, one on warm ups and cool down and a lesson on what is fitness/health. The remaining two lessons of the block 'rather than being prescriptive we leave it up to the teacher' (E2Dp3). The older female teacher suggested that some staff 'might do a second beep test later on', some might do the '12 minute run' or 'step tests'. The older female teacher also gave the example of lesson a colleague had done based on a circuit of fitness tests, including the sit and reach test, and an agility run' (E2Dp3). The remainder of the block was thus likely to be based on fitness testing. Other members of staff could be an influence on what was done in these two lessons. The older female teacher said that previously she had not ever 'done a lot on the fitness testing', but that having seen other members of the department teach lessons would probably introduce similar lessons into her own practice in the following year (E2Dp8).

Testing was used by some staff as assessment of the fitness block (E2Ap4). Others used it for comparing pupils. The young female teacher started the Fitness block with the questions 'what do we mean by how fit are you, whose the fittest, how can we increase fitness' (E2Bp1). This hints at a sense of competition in her use of fitness testing, comparing pupils' scores to find 'the fittest'. This member of staff also

viewed testing as a way the pupils 'can assess their own fitness' (E2Bp2). She did not say if she also assessed pupils on the basis of test results. The older female teacher did not use test scores to assess pupils. Rather, at the end of the six weeks she checked pupils' knowledge of such things as 'what health is, this is what fitness is, this is what my pulse rate is, this is how I take it.'. From this she gave pupils a 'very general sort of mark at the end'. Her reason was that she did not think that 'you can assess skills in fitness or anything like that, I think you're looking more at their knowledge' (E2Dp5). Fitness was included on the department's assessment sheets. The older female teacher thought that 'because we have scores you can assess it', but also believed that this was done 'fairly informally' within the department at that moment. In terms of assessment through test scores this teacher did not 'think there's any right way to do that', and that this was not 'what PE is all about really' (E2Dp5).

All members of the PE department at E2 claimed that pupils enjoyed fitness testing. The HoD said that 'kids love the beep test, alright, I would say 98 percent of children quite enjoy it'. He went on to admit that 'yes they will moan, but when we're actually doing it they're eager to say right, you know, what was it, did I improve on the last time I've done it, and stuff like that' (E2Ap4). The older female teacher referred to the bleep test as 'actually really popular' (E2dp3). The young female teacher stated that all pupils did the bleep test, adding the comment 'cause they all love that' (E2Bp1). She herself experienced 'quite a surprise reaction for the bleep test'. Pupils that normally 'hardly do anything' in lessons and usually were unmotivated 'actually quite get into it'. She supposed that this was because 'they've got a target they can see what they're going towards'. She also said that pupils particularly like the tests 'where they're in a circuit and they get to move around', doing tests such as the reaction test (E2Bp1). Testing was done at other times in the curriculum, not just in the Fitness block. The young female teacher reported that 'probably at the end of the winter term we do it again and they quite like to see if they've improved' (E2Bp1). This later test allowed pupils to see if their fitness had improved over the course of the fitness and cross country blocks. According to the male teacher the bleep test was something 'which kids enjoy doing about once a term, something like that'. He believed that this regular performing of the test 'gives a very good indication of their fitness I think' (E2Cp1). The female teacher gave pupils' enjoyment as the actual reason for doing fitness testing. She said that pupils 'actually enjoy it, surprisingly

enough' (E2Dp3). What she thought they enjoyed was using the tests to find out their own strengths and weaknesses. Pupils could see, for example, that 'I might not be particularly flexible but I am quite quick, or something like that' (E2Dp3). In her opinion pupils 'just enjoy, it's something different'. Testing for her was successful because 'kids like getting a score'. This was for any activity, not just for the bleep test or any other test. It was important to do tests more than once as 'its also something they can actually see an improvement in if they repeat it' (E2Dp3).

Test results were recorded. Pupils recorded their own scores for each test in a table at the end of the Fitness booklet (E2Cp1). Using this collected information 'if we have a few goes at it hopefully they can show, show progress' (E2Cp1).

The HoD was aware that there may be a negative side to using fitness tests in PE. He reported that he had 'just had new guidelines saying 'bit iffy doing the bleep test' cause kids push themselves far too hard and um, fall over' (E2Ap4). His reservations then were solely from a physical basis, rather than any social or psychological issues testing may raise. The HoD felt justified in performing the tests (the bleep test in particular) as 'people like the LTA are doing it with all their ten year olds' (E2Ap4). He went on to say how his son had performed in this test, taken with the county tennis squad. It seemed that the HoD thought that if the test was safe to perform with elite performers, then it was also be suitable for school.

Fitness testing, and the bleep test in particular, was included in the PE curriculum because (to some extent) of its ease of use. The HoD said of the bleep test that it is 'easily accessed and easily used', for him it is 'an easy resource' (E2Ap7). Other resources used for testing included 'a sit and reach test little box somewhere that technology made for us, the maths lend us all their rulers, tennis balls for reactions, cones for agility, mats for standing long jump test' (E2Bp2). The two indoor spaces, the school hall and the sports hall were considered to be good resources for carrying out the bleep test. The sports hall was of the required size for the test, the other was 'not quite big enough' (E2Cp4).

Effects of Exercise

The effects of exercise were taught through permeation throughout the PE curriculum

at E2. For the HoD, the effects of exercise included such questions as 'what happens to your body when you run, well you get breathless, why do we get breathless then, and then you bring in all that' (E2Ap6). He would use these sorts of questions with PE groups and said that pupils gradually improved their understanding of the effects of exercise through revisiting these questions. The HoD would be discussing this topic with groups 'from Year 8 and perpetually doing that every year group so hopefully as the years go by you get more and more quick answers, rather than trying to drag it out' (p6). Eventually through teaching by permeation pupils would have 'more of an understanding of what happens to the body when they actually work, whether it be, you know, fitness or whatever' (E2Ap6).

Other members of the department used the block of work on Fitness to introduce pupils to the effects of exercise. Initially, for the young female teacher, the block would focus on 'the basics about the body works, and then we'll look at pulse rate, effects of exercise as on the heart' (E2Bp1). When she taught the fitness block she included 'a bit about understanding short and long term effects of exercise' (p3) and also checked pupils understanding at the end of the block by asking pupils 'to write down what effect exercise had on the heart, just general just to see what they understood to put down' (E2Bp2). This teacher seemed to place an emphasis on the effects of exercise on the heart, rather than effects on the rest of the body or the mind. This may be indicative of a privileging of discourses of heart health and CV disease. The older male also only specifically talked about the effects of exercise on the heart when describing his practice. When he taught the Fitness block he started by getting pupils to 'test their own resting pulse rate' and to record their pulse after three minutes of walking, jogging and running. The purpose of this was to enable pupils to 'see the effect of exercise on the heart rate' (E2Cp1). This would then lead on to a discussion about 'physiology' and looking after your heart.

Benefits of Physical Activity

Knowledge and experience of the benefits of physical activity were considered important by some members of the PE department at E2. The older female teacher felt, regarding fitness and physical activity, that pupils 'need to know basically what sort of a difference it can make to them. You know, or potentially what sort of a difference it could make to them' (E2Dp9). Pupils also personally experienced the

benefits of physical activity, according to the HoD. Activities in the curriculum such as 'when we monitor things like, you know, continuous training, things, when we're doing cross country running' meant that 'children after a while you know, they do start to see benefits of it' (E2Ap4). Neither member of staff stated exactly what these benefits might be, or how the children would experience them.

One of the topics in the old modular system for teaching Complimentary Studies was 'exercise' (E2Cp2, p9). No detail was provided on what this topic included, and if the benefits of exercise were discussed.

Active/Healthy Lifestyles

Philosophy

Lifestyle discourse seemed to form part of the philosophy of PE for the department and the individual teachers. The HoD began his interview by explaining his 'belief' about health related fitness, that 'it's part and parcel of the sport and your everyday life' (E2Ap1). His personal philosophy was that PE should 'hopefully give every pupil the opportunity to find an activity which they can continue to do when they leave school, to whatever level' (E2Ap5). The young female teacher thought that the whole department had a similar philosophy, that 'at the end of the day we're all looking for the same thing. We want each child to do their best and understand the importance of fitness' (E2Bp3). Her personal philosophy was that as PE teachers she and her colleagues 'should be there to encourage people to continue with physical exercise after they've left here' (E2Bp4).

Awareness

The first lesson of the Fitness block required pupils to discuss definitions of such concepts and health and fitness. Pupils used the booklets to answer questions in class discussions like 'who thinks they're healthy, who thinks they're fit, what is the difference' (E2Ap1). In this way pupils were introduced to many new ideas by asking what it might mean for them as an individual.

Independence

Teaching and learning at E2 aimed to make pupils independent of the teacher for parts of the lessons. An obvious example was the 'warm up', which the HoD and

young female teacher said most groups could do without teacher instruction by Year 8 (E2Ap1), through using the Fitness booklet for guidance in the Fitness block (E2Bp1). This independence would mean that pupils were able to exercise safely outside of PE lessons.

Teaching in the Fitness block was often directed towards enabling and encouraging pupils to participate in physical activity outside of curriculum PE. Topics such as 'how do you improve fitness' and 'how do you warm up' were covered with the intention that 'some of them might actually go and do it…might not but, at least we're trying' (E2Ap4).

Participation

The HoD was very aware that PE would not meet every child's needs all the time. He hoped that pupils would 'find something they enjoy' but conceded that 'whatever curriculum you put together there's going to be some children who don't like say athletics, or they don't like the running but they like the throwing bit'. Connected to pupils likes and dislikes, in his view, were pupils' personalities. He talked of introvert and extrovert personalities, and theorised that 'your introverts will like the outdoor ed bit and the problem solving and stuff like that but not like team games … so that's really it, really, that hopefully that they want to do the best that they can to find something that they can actually do' (E2Ap5).

Whilst not all pupils would like all the activities on the PE curriculum the HoD's aim was that by the end of Year 11 pupils would 'hopefully be able to go and participate in any of the sports that we've done'. This would include any of the activities covered, from football to rock climbing. The HoD intended that pupils would have the skills necessary to participate outside of school. He gave the example of climbing as 'we do a block of climbing where they learn how to tie a knot in a rope, learn how to belay, learn how to climb so they can go to [the local university facility] and use the climbing wall' (E2Ap6).

Providing pupils with the ability to participate in various activities was part of the philosophy of the department. The HoD thought that all of his staff would agree that 'by the time they leave they've got knowledge enough of each of the sports and areas

so that they can go out and do some, depending on what their sort of areas of want are' (E2Ap6). Through offering a wide range of activities in their curriculum the department hoped to find at least one activity that each child might consider continuing (E2Ap6).

Pupils' participation in physical activity was a cause for concern for some staff at E2. The young female teacher had found that whilst the school did have 'some really naturally talented athletes' and performed well in local competition, pupils tended to struggle at the next level of performance because 'they don't train'. She found this quite a problem, as 'at this school there's not many people that actually go to sports clubs, it's quite surprising' (E2Bp8). The female teacher found this frustrating as 'you can see the talent, you can tell them, but the next stage is up to them' (p8). Recreational participation however was a different matter, as pupils enjoyed taking part in activity on a 'recreational' basis. The female teacher said of the pupils that 'they love taking part in sport outside, but they're not, the competitive side of it and the training, is short lived' (E2Bp8). An example given by that teacher was the rounders club for Year 8 pupils that was attended by 30 to 50 pupils, despite only a fraction of these actually competing for the school team (E2Bp9).

Staff at E2 understood that participation in physical activity after leaving school would be competitive for some pupils, and more of a social activity for others. It was important to the department that all pupils found an activity they enjoyed by Year 11. The difference for the young female teacher was that 'some kids are going to do sport till it comes out of their ears, but there's a lot of kids if, even if they only go and play badminton socially once a week well at least you've done something for them' (E2Dp6).

Importance of fitness/regular activity.

Along with wanting pupils to have the skills necessary to participate in physical activity, staff at E2 also wanted pupils to understand the importance of fitness and of doing regular physical activity. The young female teacher thought that 'it would be great if we could get across so that we knew when people left here that everyone was doing some sort of fitness each day' (E2Bp4). It was important for her that pupils found an activity they enjoyed doing which they would 'carry on so that they've got a

good hour of exercise a week….at least an hour of exercise a week ..a good start anyway' (E2Bp4). The older female teacher was of the same opinion. In her view, a 'physically educated pupil' was one that 'could see the importance of it' by the time they left the school (E2Dp7).

The female teacher felt that her current practice may not be very successful at inspiring pupils to continue to maintain their fitness long term. She felt it did make a difference on a short term basis though. The teacher was unsure as to whether or not the Fitness block 'actually inspires kids to do any training or anything on their own is a different matter, but I mean within the, within the half term I think it does yeah' (E2Cp7).

An awareness of health and fitness and its importance throughout life was something that the older female teacher personally thought that PE should give pupils. She thought that 'it's the sort of thing children should know about, I suppose it's a life skill really' (E2Dp9). This 'life skill' was for her, one of 'a lot of things that are taught in school are not part of the formal education system, they're sort of things that you teach that aren't examinable but are going to carry with them throughout the rest of their lives' (E2Dp9). A 'knowledge of what health and fitness are' would be important to pupils 'for the rest of their lives' as even 'a social game of badminton once a week …might make a difference to some of them' (E2Dp9). The knowledge and experience that each pupil should have was, according to this teacher, a knowledge of 'what it [fitness] is and how they can improve it, and how it can make a difference to their lives' (E2Dp9).

Individual Needs

In addition to knowing the general importance of fitness and being active the young female teacher thought that it was also important that pupils were aware of their own capabilities and hence what sort of exercise would best suit their needs. For her, pupils have 'got to know their own ability, what they're capable of, and they've got to know that um going out and running for 15 minutes isn't enough whereas going to aerobics of high impact for advanced is not right for them either, so they've got to understand um their levels of fitness can be improved' (E2Bp5).

Staff at E2 acknowledged that pupils would also have different needs in terms of how much sport and physical activity they would want to do. Whilst some pupils would choose to study examination PE and 'be doing sport every weekend', other pupils would not do that. It was the department philosophy that that sort of pupil would find 'just one' activity, whether that was 'some kids are going to do sport till it comes out of their ears, but there's a lot of kids if, even if they only go and play badminton socially once a week well at least you've done something for them' (E2Dp6). In this staff responded to the fact that there may be sporty and non-sporty children, but that some regular exercise was important to all of them. The example activities given by the older female teacher were "lifestyle activities". This teacher thus validated these forms of exercise as being of equal value in healthy lifestyle terms to competitive sport.

Staff had overcome problems with participation in PE by addressing pupils' needs. At one time the 'drop out rate', especially with girls by Year 10 had become a real issue for the department. The older female teacher believed that they had 'conquered that because we've retained sports that they like' (E2Dp7). Through introducing sports into the PE curriculum that pupils 'like' the department had managed to 'dramatically' reduce that drop out rate, with 'very few' people now not doing PE and missing lessons (E2Dp7).

Fitness for sports performance

The HoD's belief was that health related fitness is 'part and parcel of the sport' (E2Ap1). Fitness was also taught through permeation at E2 as well as through the block. In other activities there may be an emphasis on the fitness required to perform in that activity. The HoD phrased his description of permeation as teaching 'what you should do to train for it for all the other activities' (E2Ap2). The older male teacher previously used training for specific activities in other areas of the curriculum. As part of gymnastics he used resources devised by the Royal Marines to 'try and build up arm strength, endurance, just general fitness, as part of the gymnastics' (E2Cp7).

Elite sports performance was an influence on the department's practice, particularly within the fitness block. Despite 'new guidelines' received by the HoD that

questioned the safety of asking children to perform the bleep test, the department still asked children to take part in the test regularly. The HoD's reason for this was that 'people like the LTA are doing it with all their ten year olds' (E2Ap4). The HoD therefore felt that the test was suitable to use with pupils older than this. Adult elite performance was also an influence on the HoD. He was influenced in his HRE teacher by 'research', particularly in such publications as Peak Performance, which is aimed at adult performers in mainly endurance based events (E2Ap7).

Improving elite sports performance could be considered to be one of the aims of the department. The HoD did feel though that curriculum PE and improving sports performance could not really be linked (E2Ap9). His department 'allow the basis for it' but for him the problem lied with not having specialist teachers in primary schools (E2Ap9). Fitness for sports performance did limit pupils' performance in Athletics. The schools did have 'some really naturally talented athletes' that performed well in local competition, but then are 'completely outshone' at the next level. The young female teacher believed that this was because, despite the fact they were talented, they 'don't train, not particularly'. Very few pupils 'actually go to sports clubs', and it can be assumed were not training outside of school. The PE department actively encouraged pupils to join clubs. They obtained information from clubs and presented the opportunities in assemblies, but very few pupils still attended the training sessions. Pupils at the school tended to favour recreational participation, but 'the competitive side of it and the training, is short lived' (E2Bp8). Staff really struggled to get pupils involved outside of school (E2Ap5).

E3

Activity Levels

Staff at E3 referred only to pupils' activity levels within PE lessons, rather than physical activity in general. The male PE teacher wanted pupils to be 'physically active in lessons'. He stated that he believed 'in maximum participation in lessons' and wanted to ensure that pupils were 'getting the most out of lessons by participating' (E3Bp1). The female teacher felt that there may be some differences between members of the department in terms of pupil activity during lessons. In her opinion some of the older staff were 'of the old school that gets out there on the field

and just play and they're much happier just getting them active as quick as possible'. Her criticism of this was that 'a lot of the time they're not as active as they may think they are' (E2Cp3).

Participation in lessons became a problem amongst some pupils. The HoD saw 'a trend in attitudes in terms of some girls not wanting to take part as enthusiastically in sport, so I think there's an attitude change there' (E3Dp2). He was concerned about these pupils' activity levels. He shared another observation that may well be used by the department to address this problem. The observation was that pupils 'do get interested in different sports as well, when they're in Year 10 and 11. I think they do find that interesting, trying out different sports' (E3Dp2).

Future Health

The HoD saw the relevance of HRE as an area of work to pupils' future health as 'one of the problems with it'. In other lessons involving skills work 'there's some kind of immediate relation in terms of it has some meaning' (E3Ap9). In these skills and game based lessons pupils can see a result immediately, and can also see the benefit of what they have learned immediately. The HoD said that HRE is 'not always an area that pupils can relate to easily'. This is because they do not see an immediate result. In his opinion pupils may see that 'well it's gonna have a benefit on my health, but there's not all, that's not always a tangible kind of' (E3Ap9).

Despite this the department felt that HRE was an important aspect of PE. The male teacher stated 'because my belief is all about fitness for life' he thought it very important that pupils 'see the value of continuing with it, that it's a long term thing not just, you know, finish when you're 16, there are implications for ever' (E3Cp6). These implications are, presumably, the impact of physical activity and fitness on health.

Warming Up/Cooling Down

According to the HoD, all pupils 'have been taught about the importance of warm up and cool down' (E3Ap10). In previous years this was done in HRE lessons, in the block done in Year 7. In this block 'we go through all the muscles in the body, things like warming up, cooling down, what are the effects of exercise on the

body' (E3Bp1). Pupils also considered 'why we warm up, why we cool down' along with many other topics. These topics all got 'more advanced as they move up' (E3Bp2). The same topics were presumed to have been covered through permeation in that academic year, as staff had chosen to teach HRE through other activities rather than have a standalone block in the PE curriculum.

The warm up phase of the lesson was used by the female teacher to introduce certain HRE knowledge. The teacher said that when she was 'warming kids up I will always mention the proper name of the muscles and they tend then to sort of grasp it as well' (E3Bp2).

Diet and Nutrition

The scenario of HRE becoming an NCPE area of activity was put forward to the male teacher. He was asked what he thought should be included if that were the case. This teacher thought that what should form that area of activity would be 'areas that take you forward towards GCSE PE'. He went on to list some examples, one of which was 'diet' (E3Cp9). All of the areas he listed were 'vital bits that kids need to understand' so that when they left school they would know 'what they can do just to help themselves' (p9). Diet was currently included in the HRE teaching at E3, but the male teacher explained that because it was delivered through games 'is hasn't really worked, cause those sort of things have been neglected' (E3Cp9).

Nutrition was included in the HoD's description of a 'healthy pupil'. He said as part of this description that 'I suppose health again is to do with, you know, is to do with nutrition isn't it, and that must have an effect on skin and so on, so if someone is very blotchy or whatever, you know, you may well think that that's not healthy' (E3Dp3). The HoD placed an emphasis on the external expression, through healthy looking skin, of nutrition, rather than describing what a pupil with a healthy diet might eat.

Cardio-Vascular Fitness/Heart Health

In the year the school visits took place E3 had chosen to change to delivering HRE through permeation in the games side of the curriculum. The male teacher said that this year his teaching 'was a lot to do with the pulse and the heart and again using games to look at the change in heart rate and pulse rate' (E3Cp1). It seems that this

may have been the aspect of HRE he found it easiest, or most appropriate, to teach through games. Cardio-vascular fitness was an area of HRE that he found useful to children. This teacher thought that if HRE was to be an activity area, then 'the heart and the respiratory system, the circulatory system' should be included as they are 'vital bits that kids need to understand and it fits in well with science' (E3Cp9). HRE delivery would, this teacher thought, change in the following year. He was 'not quite sure how yet' but the department had purchased 'computer programmes…and heart rate monitors and stuff which will be used next year' (E3Cp4). It is fairly safe to assume then, that delivery would include an element of CV fitness and the effects of exercise on the heart. The HoD also mentioned the department's new equipment; 'enough heart rate monitors for a whole class, so the whole class can, which is quite exciting in itself' but did not specify exactly how they would be used (E3Dp12).

As for the current year, the HoD said that the department was 'trying to deliver HRE through all the activity areas that we teach'. His 'policy' was that by the end of Year 7 pupils would have to know, amongst other things, 'just the simple things like heart rate, and where do you find you pulse and so on' (E3Dp12). This seemed to be the only part of heart health that the department addressed, and this seemed to be at a fairly simple level.

The only other mention of anything related to this area of discourse was the HoD recalling that there were 'cardio-vascular machines' in the school's fitness suite (E3Ap1). The HoD here used a technical term, referring to a component of fitness, rather than calling them, for example, aerobic, or exercise machines.

Well Being

The HoD at E3 revealed his perception of health during his interview. He described his actual perception of health, and also how he imagined a healthy pupil, and the 'perfect' PE teacher. His perception was that 'health is freedom from disease isn't it' (E3Dp3). This is another example of the privileging of scientific knowledge and terminology by this particular member of staff.

The HoD thought that a healthy pupil would 'be able to take part in physical exertion, without undue stress'. This indicates that his perception of health was connected to

physical fitness. He also said that if someone were 'overweight' then 'I would not necessarily say they were healthy, although they may well be free from any illness' (E3Dp3). This takes his perception of health beyond his original definition. He went on to 'suppose health again is to do with, you know, is to do with nutrition isn't it, and that must have an effect on skin and so on'. Thus far all of his qualities of health were physical, and can be seen as external attributes.

The perfect PE teacher, in the HoD's opinion, 'should not be overweight', they should 'look healthy' and 'presumably they should be able to perform their physical skills well, whatever they're demonstrating they should be able to demonstrate it to a good standard' (E3Dp3). A PE teacher is 'someone who is able to take part in physical activity with the pupils without um actually stuttering and spluttering in terms of… being out of breath'. This was in addition to them being 'encouraging… enthusiastic and also being sympathetic as well'. Again these are all physical attributes (bodyweight and appearance and fitness) that the HoD associated with being healthy. The HoD went as far as saying that PE staff should not be ill. He believed that 'it's not too impressive if, as a PE department most of your department are absent because of ill health'. In this statement he reverted to his original definition of health; freedom from disease.

The HoD thought that pupils would have a very similar perception of health to his own. He thought that 'they would perceive healthy as being, not having illness'. He also believed that pupils 'would talk about the image thing as well in terms of, you know, healthy complexion and, you know, actual image of, in terms of overweight and whatever, muscle tone' (E3Dp4). His opinion then, was that pupils too would see health as whatever appeared on the outside, the person's complexion, bodyweight and muscle tone giving an indication of their healthiness.

Knowledge and Understanding of Fitness and Health

The HoD at E3 was particularly keen on getting pupils to become familiar with the scientific terminology associated with HRE. For him part of being physically educated was to have 'been taught about things like aerobic and anaerobic fitness, they'll have a superficial knowledge of muscles' (E3Ap10). This included the names for 'muscle groups', and such terms as 'aerobic and anaerobic'. The HoD said that the

staff talked to pupils about these things from Year 7 onwards 'sort of trying to get them into terminology which is obviously, you know, important for PE' (E3Ap7). In the words of the HoD, as a department 'our policy is that by the end of Year 7 all pupils have to know the superficial muscles of the body, and that's done through games and through PE lessons, and then just the simple things like heart rate, and where do you find you pulse and so on' (E3Dp12). The emphasis in HRE lessons was always 'on the practical rather than the theory', but lessons (at the least, those the HoD teaches) included a 'theoretical chat' (E3Ap7). Terminology was also taught through practical activities. The HoD used orienteering to teach pupils 'key words' which are 'based on, you know, contraction of muscle or whatever so again its relating it to um the body and health and also fitness' (E3Ap7). The female PE teacher also used orienteering to help pupils learn key words. She said that 'if for example we're doing the muscles, we'll write down the major muscles like the quadriceps, hamstrings, triceps, biceps, whatever, and we'll put cards around the school in different places, so they'll have clues so they have to go and collect the clues and come back and fill a sheet in and fill the missing gaps in'. In this way pupils had 'actually done quite a lot of physical activity and they've picked up some new words' (E3Bp2).

The HRE block taught in Year 7 was used to teach pupils a great deal of the knowledge that the department felt was important. This included 'all the muscles in the body, things like warming up, cooling down, what are the effects of exercise on the body' (E3Bp1). Other topics covered in HRE were 'why we warm up, why we cool down, what happens to our body when we exercise, effects of your heart, what happens to your heart rate when you exercise, what else have we done, the muscle groups, the importance of training things like that'. This information 'gets more advanced as they move up' (E3Bp2).

Permeation was also used to recapitulate this knowledge. The female teacher used the warm up section of the lessons to 'keep on repeating things really to them'. While 'warming kids up I will always mention the proper name of the muscles and they tend then to sort of grasp it as well' (E3Bp2).

The National Curriculum had affected the knowledge and understanding that pupils at

E3 acquired. The female teacher referred to the knowledge and understanding 'core strand' (E3Bp1). She said that the 'knowledge and understanding of health and fitness' strand affected her teaching of HRE, because of the 'guidelines' of 'what the national curriculum want you to include' and the knowledge pupils needed to have in order to 'pass that assessment' (E3Bp6). Knowledge and understanding was formally assessed at E3. There were 'worksheets in Year 7 to assess their understanding of it' (E3Cp4). The National Curriculum affected practice in terms of knowledge and understanding 'because it tells us what we have to, what we have to cover, what the kids have to know'. It set out 'what they should be understanding' and what pupils 'should be attaining' in their 'levels at the end of the Key Stages' (E3Cp7). One particular strength of the NCPE in the opinion of the male PE teacher was the 'breadth of study'. He felt that there was now more to PE than 'just playing football, playing rugby', and that 'there is a lot more to sport and fitness than just being good at something' (E3Cp7). This may mean the knowledge and understanding that pupils were expected to develop, rather than PE being solely based on physical performance.

Examination PE appeared to have had an effect on what could be seen as legitimate knowledge in Physical Education. The male teacher was presented with the notion that HRE was made an Area of Activity in the NCPE, and asked what he thought should be included in that Area. The teacher said that he thought 'you're looking at areas that take you forward towards GCSE PE' (E3Cp9). For him these areas would include 'the make up of the body, you're looking at factors of fitness, I think the heart and the respiratory system, the circulatory system' He considered all these areas to be 'they're vital bits that kids need to understand and it fits in well with science'. It seems then that legitimate knowledge within PE was often scientific knowledge. Certain areas of knowledge were also of importance on the basis of how such knowledge might affect children's lives. The male teacher thought that pupils should be taught 'just basically ways of improving their fitness so they have an understanding of when they leave school what they can do just to help themselves' (E3Cp9).

Defining Fitness

The HoD said at one point that within lessons the department were 'trying to get them into terminology which is obviously, you know, important for PE' (E3Ap7).

However, none of the PE staff talked about defining any of the terms used, and encouraging pupils to question what any of the terms meant.

Components of Health Related Fitness

Staff at E3 mentioned some of the components of fitness in a few of their comments, and made one direct reference to the components of HRF as a concept. The HoD reported that the fitness suite contained resistance machines and 'cardio-vascular machines' (E3Ap1). These are designed to improve two of the components of fitness. HRE teaching in Year 9 involved 'looking at the main components of fitness and we were looking at speed, power, agility and using various games to highlight these (E3Cp1). This teacher referred later to 'factors of fitness' when discussing what should be included in HRE teaching (E3Cp9). This may well mean the components of fitness.

Training

Training was included in HRE teaching at E3, but in terms of the importance of training, rather than the principles of training. The department had a fitness suite containing resistance machines that the HoD said was regularly used for HRE (E3Ap9), which meant that pupils were engaged in some practical activity based around training. The female teacher reported that there were 'lots of different topics that we have covered' in HRE teaching and that 'the importance of training things like that' was one of those topics. She offered no further explanation, other than to say that 'it gets more advanced as they move up' (E3Bp2), but this was in general, rather than the training becoming more advanced.

Improving Fitness

One element of the PE curriculum at E3 was apparently clearly focused on improving fitness. Pupils in Year 9 were involved with 'devising their own fitness programs'. The HoD said that 'over a six week programme' the pupils were asked to give their PEP in to staff (E3Ap9). All pupils in Year 9 'have to do a personal exercise plan'. Those that went on to do GCSE PE 'have to do that as well'. The HoD therefore supposed that 'we see the Year nine PEP as a good introduction to it for their exams' (E3Dp13). If this was the only reason for pupils producing a PEP in Year 9, then the department did not appear to be concerned with improving fitness levels, or

teaching pupils how, and encouraging them, to improve their fitness independently. The HoD's comment revealed a possible contradiction between what may be signified by the department's practice, and the philosophy behind that practice.

The male PE teacher referred to fitness as one of the areas of HRE that he felt it was important to teach pupils. All of these areas were ones 'that take you forward towards GCSE PE', so his rationale may be similar to that of the HoD. The areas that he listed included 'factors of fitness' and also 'just basically ways of improving their fitness so they have an understanding of when they leave school what they can do just to help themselves' (E3Cp9). This statement seems to show that this teacher was more concerned with pupils improving their fitness levels once they had left school, rather than during their time at E3, placing an emphasis on fitness for life, rather than the current fitness levels of children.

Fitness Testing

Fitness testing was included as part of HRE delivery at E3. HRE was 'all taught practically'. With regards to testing, lessons also contained 'a theoretical chat' but with 'the emphasis being on the practical rather than the theory' (E3Ap7). The department used the 'abdominal test and the bleep test', and 'some kind of strength, strength testing' (E3Ap7, 9). The HoD was 'hoping to bring in the, one of the step tests in next year' (E3Ap9) although the female teacher had said that this was already included in her practice (E3Bp2). The HoD's use of terminology was very scientific when speaking about testing, as he said he included 'some kind of VO2 sort of testing, as in the bleep test or whatever' (E3Ap7) and asked if the term 'beep test' was too colloquial (E3Dp12), going on to give the proper names for the 'abdominal curl bleep test' and the 'Cooper test' (E3Dp12). This shows the HoD's thorough knowledge of the tests, and may also indicate that the HoD included the scientific background of the test in the 'theoretical chat' that accompanied each test.

Fitness testing was used for assessment purposes. The end of year assessment would include information 'in terms of pupils doing well in terms of bleep test or whatever that goes on the test we're talking about' (E3Ap8). The HoD did not give the impression that testing was used as the sole method for assessing pupils' progress in this area of PE, rather that this information was included on reports. The male PE

teacher also confirmed that testing was used for assessment. He was asked if the department assessed HRE in any way, and replied that 'they do basic fitness tests…..they assess their own fitness through that' (E3Cp4). His answer then, was more in terms of pupils' self assessment, than teacher assessment of pupils' progress.

The HoD was not uncritical of how the changes made to the method of delivering HRE had affected testing. He said that HRE being in games lessons had 'created problems in terms of testing' (E3Ap12). One such problem was the difficulty in comparing test results from year to year. He said that the department needed 'a more consistent tracking of the pupils' to enable staff to access pupils' results from previous years and use these to set targets for progress (E3Ap14). The HoD acknowledged that 'improvement isn't always possible because of like physiological changes and all the rest of it but I think a more accurate system of tracking would be good for the HRE' (E3Ap14).

The HoD said of resources that they can influence both the content of PE, and the approach taken. He used the example of the bleep test, which he said was a 'very, very structured way of taking your lesson isn't it. Because from the start of the bleep test it says how the bleep test should be run, and then, really, if you go all the way through it there's no, really there's no change in how you're doing things' (E3Ap15). Other lessons, he said, were a more 'pupil centred way of doing things'.

The female teacher spoke about the different attitudes that pupils had towards testing. For her the amount of effort put into tests changed dramatically as pupils got older, and this affected how she taught HRE. Using the example of the 12 Minute Run, the teacher claimed that 'you would notice such a big difference between the effort put in by the Year 7 to the Year 10 in most cases' (E3Bp3). In her opinion, the Year 7 pupil 'would love it' as the test is 'a real challenge for them' and so 'they really go for it'. For the Year 10 pupil on the other hand, the test 'would be such a chore' and as a result 'you'd have to find a different way to teach that area of HRE to an older group' (E3Bp3). This teacher was influenced by a teaching resource pack given to her by a lecturer during her training. This contain lesson plans and 'introduced more sort of game type things to show you HRE, things that they're enjoying, rather than just saying right we're going to do a bleep test, right we're gonna do this. They're not

aware that they're being tested if you know what I mean' (E3Bp4). Resources also influenced her teaching of HRE, in terms of the very obvious availability of facilities and resources determining what activities would be included. The examples she gave were of 'the spacing you've got', and 'what equipment you've got', such as 'if I wanted to do a strength thing have I got a grip dynamometer, have I got a sit and reach board'. Her theory was that 'the more equipment you've got the more you can have detailed lessons really' (E3Bp4).

Effects of Exercise

Knowledge of the effects of exercise on the body was considered to be very important to the female teacher. She thought that PE 'should be somewhere where the kids are learning about their own bodies, how their own bodies work, how their own bodies adapt' (E3Bp1). Pupils gained this knowledge through 'HRE lessons'. She said that there was a block of HRE in Year 7 in which 'we go through all the muscles in the body, things like warming up, cooling down, what are the effects of exercise on the body' (E3Bp1). More detailed references to exercise effects were made later in the interview when the teacher was thinking of the topics covered in HRE delivery. Teaching covered 'what happens to our body when we exercise, effects of your heart, what happens to your heart rate when you exercise' (E3Bp2). These effects were all physical in nature, and made no reference to the psychological and emotional effects (for example) of exercise. The female teacher also showed an awareness of the recent revision to the NCPE, specifically the 'core strand' of 'their knowledge and understanding'. She reported that within that 'strand' she and her department 'include what they know about their own bodies, why they, why they're actually there and why we're making them do that' (E3Bp1).

Benefits of Physical Activity

The two PE teachers interviewed said that the benefits of physical activity were something that it was important that pupils understood, especially by the time they were ready to leave school. The female teacher phrased their goal very simply, that 'we want all Year 11s who are then now leaving to carry on doing activity, purely because its good for them' (E3Bp1). She believed that by the time they were in their last year all pupils did 'know the benefits of regular exercise and how it can help them with a healthy lifestyle.' (E3Bp1). The male teacher was less direct, and focused more

on the importance of 'fitness' rather than just on being active. A signifier of success for him was that pupils left 'understanding the importance of a healthy life and have something that they can actively do to encourage that' (E3Cp5). Pupils should 'understand that they need to keep fit' and should be 'doing something, maintaining a healthy lifestyle' (E3Cp5). Here the benefits of physical activity are only implied through the 'need to keep fit' and the inclusion of 'doing something' (i.e. physical activity' as part of a healthy lifestyle.

Lifestyle

As a sports college E3 had 'a commitment' to promote a healthy lifestyle for staff and pupils. The HoD believed the role of the sports college was to 'raise standards… to encourage healthy living, to encourage participation, to get…as many people involved as possible' (E3Dp9). The HoD said of the specialist sports college's role that 'hopefully we'll just generate an interest in sport that's a, I hesitate to say lifelong, but certainly a long term-ish type interest' (E3Dp10). Its actual targets were to provide staff with opportunities for 'some kind of exercise' (E3Ap10). The department organised swimming and aerobic sessions for staff, that were attended by a small number (5-20). The school also was involved with local primary schools. Their role was 'supportive' and connected with encouraging 'participation', primarily though helping the schools achieve the 'Activemark' standards (E3Dp9).

The HoD felt that his school in general did encourage pupils to be active (E3Ap10). This was a particular aim of the HoD himself. His personal philosophy of PE was to 'encourage pupils, boys and girls to be active and to enjoy sport'. His reason for their participation was that they get 'some kind of success or feeling of achievement out of it', rather than because of any health benefits (E3Ap10). He did value the concept of a healthy lifestyle though, and believed the health and fitness aspect to be worthy of a place in the NCPE. He thought that its presence made pupils 'become more aware of healthy living and attempting to become, attempting to have a healthy lifestyle' (E3Ap17).

The female teacher felt that physical activity was an important part of children's lives. She believed in 'maximum participation in lessons', wanting pupils to be 'physically active in lessons' (E3Bp1). She also wanted pupils to be active beyond their time at

school. For her a physically educated child was one that would 'join outside clubs' on leaving school, 'so they are carrying on what we've taught them, using that in outside clubs' (E3Bp1). The reason she wanted pupils to continue with activity was 'purely because it's good for them'. She believed that by Year 11 'all the children know the benefits of regular exercise and how it can help them with a healthy lifestyle' (E3Bp1).

The male PE teacher had the same philosophy of PE. He was an advocate of 'fitness for life' (E3Cp5). Pupils needed to see 'the value of continuing with it, that it's a long term thing not just, you know, finish when you're 16, there's implications for ever' (E3Cp7). He felt that he and his colleagues had succeeded if pupils left the school 'understanding the importance of a healthy life and have something that they can actively do to encourage that' (E3Cp5). It was important to him that pupils 'understand that they need to keep fit and they love being a member of something, or doing something, maintaining a healthy lifestyle' (E3Cp5). Here the phrase 'healthy lifestyle' is connected with retaining fitness and doing regular physical activity. There was no mention of any other possible aspects of a healthy lifestyle. This teacher thought that this understanding was brought about 'through HRE in most lessons I teach' and through encouraging and enabling pupils to become involved in sport outside of school. This encouragement was seemingly limited to organised sport, rather than other forms of physical activity, as the teacher said that 'as soon as any boys or any girls show any interest in a sport we'll find a local club to, to join' (E3Cp5). The male teacher thought that 'fitness for life' ideas should be taught as part of HRE, along with such topics as the 'make up of the body' and 'factors of fitness'. Pupils needed to be taught 'just basically ways of improving their fitness so they have an understanding of when they leave school what they can do just to help themselves' (E3Cp9). Again this picture of a healthy lifestyle is dominated by fitness and being active for life, but the teacher did add that this would also be 'including diet', so he did acknowledge that there are other facets to lifestyle.

On a personal level the HoD revealed how his own attitudes to participation had changed as he got older. Although he still played the same sports he thought that 'over the years I've become more, less interested in soccer and more interested in individual sports I suppose' (E3Dp2). This had not changed his practice in schools, as although

he admitted that it may seem ‘contradictory I know’ he still encouraged pupils to join football teams, particularly if they were ‘talented’. He stated categorically that changing attitudes to participation for himself was ‘just my own personal thing isn’t it, my personal beliefs shouldn’t, you know, get in the way of encouraging people’ (E3Dp2).

Through the curriculum the PE department ‘do try to offer them as much as we can’ despite being ‘hampered by facilities’ and by ‘finances as well’ (E3Dp2). The department brought in specialists from outside to teach certain activities in curriculum time. The HoD gave the example of dance and martial arts. The HoD believed that if the department had a new facility (like a new sports hall) then they ‘could offer for the children a lot more than we do at the moment, and then basically more enjoyable for them’ (E3Dp6). Whilst he did not see participation and enjoyment as an ‘issue’ for his department he did think that ‘with a better facility we could offer the kids more’, for example ‘badminton properly’ in a big enough space, or the use of a ‘fitness suite’ (E3Dp6). Staff also had a role to play in providing a range of activities in the HoD’s opinion. PE teachers should be ‘enthusiastic’ and ‘knowledgeable’ about sport in his view. They should be able to encourage people to participate and be able to teach a diverse curriculum. The HoD gave the example of the recent addition of dance to the curriculum for boys in Year 7 as that was ‘another physical activity that we think is valuable for them’ (E3Dp3). The HoD did not overtly state his reasons for wanting to offer a diverse curriculum and a range of activities. It could be assumed that this was linked to the philosophy common in the department that pupils should find an activity to continue doing after they leave school. By offering many activities the HoD may have been attempting to increase the chances of each child finding an activity that interested them. Independence was not overtly mentioned by any of the staff at E3. It did not seem to be one of the main aims of teaching that pupils learned how to exercise independently, more that they were able to join sports clubs post sixteen. However there was one activity in curricular PE that did encourage pupils to take charge of their own participation. All pupils in Year 9 ‘have to do a Personal Exercise Plan’. This was a six week fitness programme that pupils devised themselves and then handed in (E3Ap9). The HoD saw this as ‘a good introduction to it for their exams’ as they had to do a similar thing as part of the GCSE course (E3Dp13).

One of the extra-curricular activities on offer at E3 had a particular impact in the eyes

of the HoD. The school's table tennis team competed in a local league. This league was an adult league, not schools or juniors. The actual average age of this league 'is probably in excess 65 or 70' reckoned the HoD. The HoD thought that it was 'actually very good for them' to have his pupils playing against these adults, 'and the 70 plus year olds are beating our 16 year olds' (E3Dp10). This may be because pupils were able to see the department's philosophy of fitness for life, and continuing participation in action.

Fitness for Sport

Activity for life was an idea that the female teacher incorporated into her vision of what it means to be physically educated. This teacher wanted pupils to be active once they had left school, 'carrying on what we've taught them'. However the emphasis was very much on pupils joining 'outside clubs', such as 'netball clubs, hockey clubs, athletics clubs' (E3Bp1). Her examples and use of the word 'clubs' appeared to legitimise only organised competitive sport as being a valid means of being active in adulthood. The male PE teacher placed a similar priority on sport as opposed to exercise. He was asked how the way he taught PE encouraged pupils to know the importance of being active. His answer was that 'as soon as any boys or any girls show any interest in a sport we'll find a local club to, to join' (E3Cp5). In this way he was encouraging pupils to be active outside of school, but had limited the avenues for participation to those sports taught through the PE curriculum.

The teaching of HRE through permeation in the games curriculum had naturally given delivery a fitness for sport element. The male teacher described part of his teaching with Year 9 pupils, in which the class 'were looking at the main components of fitness'. The teaching was based upon 'looking at speed, power agility and using various games to highlight, highlight these' (E3Cp1). This approach privileged those components of fitness that were required to perform well at the specific competitive games used.

W1

Fitness Levels

Fitness at W1 was taught in streamed ability groups. The male teacher commented

that ‘for the lesser groups just jogging on the spot for three minutes is something’ (W1Cp1). Those pupils in the lower ability groups had lower fitness levels and it was on this basis that pupils were grouped for this block of work.

Activity Levels

Staff at W1 were concerned for pupils’ current and future activity levels. The aim of HRF teaching for the HoD was ‘to educate’ pupils so that ‘they go away then and do a little bit in their house’. He was very aware that it was necessary that pupils were active ‘on their own’ as participating only in PE lessons was not enough. His concern seemed more to be for pupils’ fitness rather than just being active, or for the health benefits of activity as he said that ‘doing it once a week or twice a week is minimal improvement’ (W1Bp8). He felt that the department was having some success with this goal as some pupils were doing activity outside of PE ‘but not as many as we want’ (W1Bp8).

Continuing participation in physical activity throughout their teenage years was something that the HoD felt that many pupils struggled with. He stated that the ‘problem is then that people, kids stop exercising at fifteen’. He saw the key target age as being ‘sixteen to twenty one really’ as he saw this as the stage of life where ‘exercise goes down the pan doesn’t it, so there’s no continuity’ (W1Bp11).

Current Health

Asthma was a current health issue that the female PE teacher was concerned about. She felt that she had to ‘educate the pupils to deal with asthma’ as opposed to allowing them to use it as an excuse not to participate fully in PE. She did push pupils who had asthma, and thought that each should know what they were able to do. This teacher felt it was the pupils’ responsibility to ‘manage their condition’ (W1Dp12).

Warming Up/Cooling Down

HRE was written into the schemes of work for PE at W1, but only in terms of ‘the warm up, cool downs, at the moment’ (W1Bp4). Warm ups were ‘part and parcel of, to a certain extent, every lesson’ (W1Bp2). All staff included a warm up in most if not all lessons (W1Cp3, W1Dp1, W1Ep1). They were ‘geared to flexibility stroke

strength' and might last for 'five/ten minutes'. In a typical warm up 'the kids will run for a certain period of time, they will stretch for a certain period of time' (W1Bp2). During the stretching element of the warm up the teacher would 'actually have a chat with them about what's happening' (W1Cp2). Teachers also talked about the purpose of the warm up and cool down. The male PE teacher talked with pupils about 'you know why you warm up, why you warm down, you know, you do that all the time automatic' (W1Cp3).

The warm up was also used in some activities to introduce or focus on skills required for the rest of the lesson. The department did a block of work based on running. One element taught to pupils was 'the technique of running'. The HoD said that this 'would be part of the warm up' (W1Bp5).

Flexibility

The HoD was finalising a pupil booklet at the time of the interview. This booklet was intended for pupils to follow 'extra-curricularly', and to structure the work the department already did with pupils into a 'programme' for them to follow (W1Bp2). This work consisted of 'a lot of flexibility work' in addition to the strength work that led pupils up to 'Olympic Weightlifting'.

Flexibility was taught to pupils through activities other than HRE in the PE curriculum. The HoD taught it 'probably more than the others' in the form of 'little circuits' in his lessons. Some of these circuits would be 'flexibility' circuits (W1Bp2). These circuits would be 'just a series of flexibility exercises that, for range' (W1Bp4). Gymnastics was an area of the curriculum in which the HoD tended to include many of these circuits. In his gymnastics lessons 'we tend to do a lot of flexibility routines and a lot of strength routines with body weight' (W1Bp2). These flexibility circuits presumably focused on the flexibility necessary to safely and effectively perform gymnastic skills. Rugby was also used as a platform for teaching pupils about flexibility. The HoD explained that if he was teaching a rugby lesson and 'talking about flexibility I'm talking about range of movement, range of motion, to maximise ability then they've got to have a, their range of move movement mustn't be restricted' (W1Bp3). Flexibility in this case was flexibility for sport performance, focusing on how this component of pupils' fitness could enhance or impair their

competitive performance.

Diet and Nutrition

The only mention of diet and nutrition by any of the members of the PE department at W1 was made by the part time female teacher. She commented that the food in the school canteen was 'not very healthy' (W1Ep1).

Heart Health/Cardio-Vascular Fitness

The effects of exercise on the heart specifically were at the core of physical education in the eyes of the HoD. He described ways in which he kept pupils running, walking or 'jogging on the spot' in order that their activity 'still keeps their heart rate up high'. His point was that raising the heart rate was 'what the object of exercise is' (W1Bp6). It was also the key to being healthy. In his words 'being healthy is hard work'. In order to achieve this he thought that 'you've gotta make people work, you've gotta raise the heart rate, you've gotta um, make them realise that it is hard work but it's a, it's a little bit and often' (W1Bp12). This was one of the rare occasions that the HoD directly referred to exercise and physical activity solely for health benefits, rather than exercise as training or conditioning to improve fitness and consequently sports performance.

Core PE at W1 required pupils to have an understanding of the heart in relation to training. As part of the continuous training block pupils measured their heart rate at the beginning and end of the 'session'. Pupils used this information when 'trying to work in their heart rate zones' (W1Bp4). A precursor to this was pupils learning 'the mechanics of running' and 'the mechanics of pacing themselves' (W1Bp5). Pulse rate would also be discussed with pupils (W1Cp2). The HoD reported that 'working within their aerobic zone' was something 'which they find very, very hard' (W1Bp5). Measurement of 'pulse after exercise' was something that staff would do more often in lessons 'in an ideal world', but time limited how often they could do this in practice (W1Cp5).

Examination PE included elements of 'heart health' on its syllabus, in the form of knowledge and understanding of heart rate and how it is affected by training. In a GCSE lesson pupils might be 'talking about heart rate, with exercise, an aerobic

programme, as a result resting heart rate decreases, why, because stroke volume increases. So I mean that would be a common principle in GCSE PE' (W1Bp3). This scientific knowledge of the mechanics of heart rate seemed to be applied more to an understanding of cardio-vascular fitness, than an understanding of the long term effects of exercise on the health of the heart.

Well Being

Issues of body weight and body composition were discussed by the HoD at W1. His teaching of HRE was influenced to a large extent by his philosophy of 'fitness for life', and also by his views regarding 'body weight, body fat issues, bodyweight issues adipose tissue issues whatever you want to call it' (W1Bp3). In his role as a PE teacher he did 'tend to say' to pupils that 'it's your responsibility and um, you will feel better and move better, um if you are handling your bodyweight better'. The HoD in this case was speaking from the angle of sports performance, that 'strength in relation to bodyweight has got to be equal'. This was an issue that within the PE department 'we will bring that up continually I think' (W1Bp3). This perspective of considering body weight in terms of sports performance was reinforced by examples he gave of gymnastic lessons. The HoD was keen to meet pupils' individual needs, and in some cases this would mean that pupils were following 'individual programmes' designed to take pupils to the point where they are 'strong enough to handle his bodyweight' in the case of the boy the HoD was using as an example (W1Bp3). The male PE teacher also spoke a few times about 'handling bodyweight' in terms of being able to lift your own body, rather than managing bodyweight (W1Cp1, p3).

Bodyweight was spoken of again by the HoD when discussing the problems with HRE as an area of the PE curriculum. On this occasion his concerns were more for pupils social and psychological well being, than on the effect of their bodyweight on performance. The HoD said that 'the main problem is kids are basically conscious of their bodyweight, they feel that people are watching them' (W1Bp6). He felt that this problem was lessened by splitting pupils into ability groups for the 'conditioning' units. The department adopted a different approach with the lower ability groups in these blocks. The HoD commented that these pupils 'know they're not very good', and the department therefore seemed to place an emphasis on activity for health rather than training to improve fitness for sports performance. The department made it clear

to these groups that ‘as long as they just work at a steady pace that they’re actually getting improvement’. The department found that pupils often thought that ‘they’ve got to go fast so I think there’s a problem of them knowing what they’re trying to achieve you know’. He spent time explaining to these groups that ‘we don’t want you to run fast, we want you to just go nice and slowly, we want you to be able to talk and run at the same time, that sort of thing’ (W1Bp6).

The differentiation between fitness for sport and fitness for health was made by the HoD again in his interview. He viewed gyms and health clubs as the most probable avenue for pupils’ future participation. He went on to explain that these facilities provided free weights and gym equipment ‘for the person who wants to be good’ and other factors (the pleasant environment) for ‘the person who just wants to look good and be healthy’ (W1Bp12). Whilst this means that the HoD did in some circumstances consider activity for health to be as valid as ‘conditioning’, it is interesting that he linked being healthy with wanting ‘to look good’. It may be that he saw health and physical attractiveness as being linked, or it may be that he considered them to be two separate reasons why pupils may wish to exercise at a gym once they have left school.

This idea was taken up by the full time female PE teacher. When she taught HRE to girls she followed the same guidelines but had a different focus to when she was teaching boys. The emphasis for boys was on fitness itself, and on its effect on performance. For girls the emphasis in her lessons was on ‘looks and body image’ (W1Dp1). This teacher felt that the girls had little opportunity ‘to achieve’ as such in the conditioning units, so she aimed to portray the ‘health aspect’ and to make the activities ‘fun’ (W1Dp2). The female teacher thought that ‘increasing overweight’ was becoming a problem in the student population. One cause, in her view, was that parents were allowing their children to ‘opt out’ of PE. In consequence this teacher included ‘body fat management’ into her HRE teaching. She often used herself as a role model for pupils, explaining her ‘build’ to them as an ‘athletic body, not skinny’ (W1Dp2). The part time female teacher also thought that bodyweight was an issue for many pupils, commenting that ‘some of Year 9 are quite big’ (W1Ep1). She felt that this was due to ‘variable support from parents’ and the fact that many of these pupils did not do any activity outside of school, and there was only ‘so much’ that curricular PE could do.

Mental health was mentioned once by the HoD, and was tied in with physical health. The HoD was explaining that his philosophy of life influenced his teaching, and used the phrase 'healthy body healthy mind' (W1Bp6). He went on to talk about fitness for life and reversibility of training, making no further reference to mental, psychological or spiritual health, or of how his approach to teaching HRE encouraged a 'healthy mind'.

Knowledge and Understanding of Fitness and Health

The HoD's philosophy was that PE is 'a practical subject'. The physical element of PE, as opposed to the cognitive, was very much dominant. The HoD revealed this philosophy when discussing criticisms made of the department by Ofsted. They had commented on the non-participants lack of involvement in the lesson. The HoD's reply to this was that 'PE's a practical subject if they're non participants then they're not actually improving physically anyway' (W1Ap2). He thought that the advisers making that criticism did not 'understand how exercise affects the body' (W1Bp7).

Examination PE has affected the status of certain areas of knowledge and understanding in physical education in the HoD's opinion. He thought that 'the introduction of A-level PE and GCSE PE has helped with training theory and training knowledge, principles of training and, I think that's made a big difference to the outlook on you know, what exercise can do for the body' (W1Bp7). The HoD himself was described as involving a high degree of knowledge and understanding in his HRE delivery. The male teacher said that his manager 'would probably go in and take them through like A-level answers you know, physiology' (W1Cp2). He was renowned in the department for including a large amount of theory teaching in his lessons, particularly on the subject of fitness and training. The other members of the department did include HRE knowledge and understanding, but 'would probably teach a little, talk at a lower level to them' (W1Cp2).

During the conditioning blocks teachers 'try to focus on pupils' understanding of why they exercise' as well as the terminology associated with fitness and the benefits of exercise (W1Dp1). Learning, or rather progression, in the blocks was not all physical and fitness based, as there was some cognitive learning expected of pupils.

Types of Fitness

The terminology used by staff to describe components of fitness was sometimes mixed with terms for types of fitness. The HoD stated that the Key Stage Three 'conditioning' units of work included 'mainly aerobic fitness' (W1Bp1). He went on to state that pupils later moved onto 'more strength work' using circuit training. It could be argued in this case that the HoD was referring to cardio-vascular endurance rather than aerobic versus anaerobic fitness. The HoD later reiterated that KS3 delivery was based on 'mainly aerobic exercise' and that KS4 was 'mainly strength work' (W1Bp2). Circuits included in blocks were of three types, 'running', 'strength' and 'aerobic' (W1Bp4). It could be that the HoD viewed strength and aerobic fitness as two types of fitness.

The HoD used the term 'aerobic' to refer to what might previously have been called stamina, or cardio-vascular endurance. He gave an example using a GCSE lesson on fitness. Pupils would be learning the technical aspects of the cardio-vascular effects of exercise and training, alongside 'an aerobic programme' (W1Bp3). He also used the term aerobic when describing how the first HRF block aimed to teach pupils to use heart rate as an indicator for their training. Pupils learned to pace themselves, and should be 'working within their aerobic zone' (W1Bp5).

Aerobic fitness appeared to be the most important type of fitness to the HoD. Many aspects of the department's delivery were directed towards improving pupils' aerobic fitness. The first HRF unit of work, based on running was very much geared towards aerobic fitness. There was no mention of anaerobic fitness or of sprint based training. The HoD described how he thought PE could help with pupils' lifelong health. He answered that this was through encouraging pupils to do 'any aerobic type exercise' (W1Bp11). He added that pupils were more likely to 'want' to do this type of exercise if it was made 'fun' and in a 'pleasant' environment. Improving facilities was one way that he thought governments could 'sell' health and fitness. The HoD thought that if all schools had 'health suites' giving staff and pupils access to 'joggers' or 'steppers' and that type of equipment then participation would be increased (W1Bp11).

Components of Health Related Fitness

PE at W1 involved a lot of work on 'conditioning' and the importance of fitness. Within this 'aerobic fitness' and strength dominated, with flexibility also being covered.

Many of the activities on the PE curriculum were used as avenues to address certain components of fitness. The HoD often included 'little circuits' as part of his lessons. These were focused on 'strength' or 'flexibility' (W1Bp2). The warm up section of lessons was also 'geared to flexibility stroke strength anyway' (W1Bp2).

Throughout PE as a whole the department 'have been trying to introduce what I call the 5 Ss you know, suppleness, skill, speed, strength, stamina'. The inclusion of skill is interesting, as this may not usually be considered a component of fitness like the others. The HoD believed that these 'Ss' make up what he calls 'conditioning'. This was to him the same as 'health related education or fitness'. Again circuits were one method by which he tried to introduce these components into PE lessons. Other 'aspects' of this 'might be walking exercise, it might be range of movement it might be a little bit of aerobic work'. The overall aim of which was 'incorporate that in every lesson if possible' (W1Bp8).

Strength and flexibility also dominated extra-curricular provision. Many pupils were involved in conditioning work outside of PE lessons. The HoD framed this as 'we do a lot of strength work, we do a lot of flexibility work'. This work was, at the time, being structured 'into a booklet form' that led pupils towards 'Olympic lifting' (W1Bp2).

Training

Training, or 'conditioning' as the HoD called it, was very important to the Head of PE. The terminology of fitness came through when he was talking of his philosophy of PE. His philosophy was that 'fitness is for life isn't it. Lose it, use it or lose it. Reversibility, this, you know, that's, that's my philosophy so' (W1Bp6). His theory seemed to be then, that pupils should 'use' their fitness, otherwise they will lose it.

Fitness and training were constantly reinforced in PE. The HoD was a firm believer

‘in principles’. These were the principles of training and if these principles were ‘correct’ then there would be a ‘training effect’. The HoD aimed to follow these principles continuing with training programmes beyond the six weeks of an initial unit of work. He reported that ‘if we do our aerobic program or our strength program I try and continue it to the next program you know, and keep coming back to it and saying how important it is’ (W1Bp9). He went on to state that ‘it’s what I believe PE is all about you know’, apparently meaning fitness and training (W1Bp9). He did also state, however that ‘you know, I’m not saying that’s the be all and end all conditioning, but it is important’. Conditioning was particularly important for performance as a games player, more so as the performer gets older (W1Bp9).

According to the male PE teacher, HRF was given a high priority at his school. He thought that as a department ‘we would place a lot more emphasis on telling the kids about conditioning, the benefits, than a lot more of other schools. I think we would be way ahead. In terms of there’s no schools doing that’ (W1Cp3). HRF in this case constituted the conditioning that the school did in curricular PE, and what pupils learned about the benefits of this training. The scheme of work for HRF, as far as this teacher remembered, ‘goes into continuous training and such like doesn’t it, and interval training’ (W1Cp4). During the two training blocks teachers did make links to other activities. The male teacher made the simple statement that ‘the running training is linked with athletics obviously, isn’t it’, but then went on to make comments about the nature of HRF, and what he thought constituted this area of the curriculum. He started off by questioning ‘is HRF just running?’ but then went on to add more into his definition of HRF. He thought that ‘you know if it’s not just running, if it, you know, HRF is the benefits really aren’t there, and the methods of training and basically exercise isn’t it, HRF’ (W1Cp3). This definition places an emphasis on training and the physical consequences of exercise on the body.

Units of work on running and fitness had a particular focus on training. The male PE teacher stated that the department taught HRE through two blocks in the curriculum. The first of these blocks was done in September and ‘consists of a six week block of continuous training’, beginning and ending with a ‘thousand metre time trial’ which he said ‘shows them the improvement’ (W1Cp1). The other training unit was a ‘six week block of circuit training’ that was done in the gymnasium for six weeks every

other term. This consisted of around eighteen stations, of regular exercises completed in 'the right order' for thirty seconds with thirty seconds rest (W1Cp2).

The training units were taught in ability groups, so that 'they're all taught their level'. The lesson content would generally differ between the ability groups. Continuous training might last for twenty minutes for a 'top group' whereas the 'bottom group' might be 'doing interval training which is three blocks of a certain amount of time with a rest in between' (W1Cp1).

Many activities in this block involved pupils in exercises that were intended to improve an aspect of fitness. The HoD gave one example of a reciprocal learning activity in which pupils were 'responsible for timing themselves and they might run 5 minutes, walk 30 seconds' (W1Bp4). This activity was based on interval training. Other activities required pupils to measure and record their pulse 'before each session and at the end of each session' with the objective of 'they're trying to work in their heart rate zones' (W1Bp4). Lessons within the running unit required pupils to be 'working within their aerobic zone, which they find very, very hard' (W1Bp5). The message to most pupils within PE lessons was that they should work at the appropriate level. Particularly with lower ability pupils, staff informed them that 'as long as they just work at a steady pace that they're actually getting improvement they don't, they think they've got to go fast so I think there's a problem of them knowing what they're trying to achieve you know' (W1Bp6). Staff taught children to pace themselves to be able to exercise continuously. They may do this by instructing pupils 'we don't want you to run fast, we want you to just go nice and slowly, we want you to be able to talk and run at the same time, that sort of thing' (W1Bp6). The HoD's principle regarding health and fitness was that 'being healthy is hard work, and think you've gotta make people work, you've gotta raise the heart rate, you've gotta, make them realise that it is hard work but it's a little bit and often. I don't think you can get away from that' (W1Bp12). Again he seemed to be emphasising the level of intensity of training that maintains fitness and keeps pupils healthy, rather than the level of intensity that would produce a large training effect.

Progression was possibly the main aim of the training units. The male PE teacher followed the training principle of 'overload every lesson'. The bottom groups tended

to do interval training in their lessons. The male teacher described how the training might change from one lesson to the next so that 'you add on either time or you shorten the rest a little bit, you know' (W1Cp1).

Weight training was encouraged for Key Stage 4 pupils at W1. Many pupils did strength and flexibility 'work' that the department was aiming 'to structure it into a booklet form whereby kids have got a program to follow, extra-curricularly' (W1Bp2). This programme led pupils into 'Olympic lifting'. The male PE teacher spoke more about this. Many boys in Year 10 would come to PE and do their own 'training'. The department were considering 'for only the ones who want it obviously, the team boys' an organised system of 'specific sheets sort of thing so they can go and train in their own time'. Pupils would progress through these sheets, ranging from 'basic exercises' on the first sheet up to weightlifting techniques such as the 'snatch balance' (W1Cp3). The emphasis in this situation was not on participation for all, but on training to improve performance for the members of the school team.

Examination PE has affected PE in general, not just at his school, thought the HoD. He believed that previously many PE advisers did not 'understand how exercise affects the body'. The HoD thought that 'the introduction of A-level PE and GCSE PE has helped with training theory and training knowledge, principles of training and, I think that's made a big difference to the outlook on you know, what exercise can do for the body' (W1Bp7). This is because 'the GCSE as well goes into a lot of benefits of exercise, how you train, you know, why you train' (W1Cp4).

The personal experience of the HoD had influenced the activities pupils participated in and principles that they followed as part of their 'conditioning'. The HoD thought that it was right to 'get them into good habits really'. One way he did this was by introducing pupils to fitness programmes, as he himself had 'always kept a training diary' as 'it's just good work ethic' (W1Bp8).

Improving Fitness

The PE curriculum at W1 was team sport based 'in the winter, yes, but I think in summer we do, we do work a lot on individuals, whether skill based or conditioning' (W1Ap2). So much PE time was devoted to improving pupils' fitness

through ‘conditioning’. It was the same case for extra-curricular PE also. The department ‘do a fair amount of conditioning, weight training, weight lifting, both weight training and weight lifting’ (W1Ap4), so the focus in extra-curricular appeared to be on the improvement on the strength component of fitness.

The PE curriculum at W1 contained two ‘conditioning’ units of work for each year, one based on continuous training, and the other based on circuits (W1Cp1). In Key Stage Three the focus was ‘I would say mainly aerobic fitness’, but then ‘moving onto a lot more strength work in future’. This strength would in fact be ‘body weight strength, kind of circuit training type exercises’ (W1Bp1).

The continuous training unit began with a ‘running test’. Ability groups were organised according to the result of this test. The test was performed again at the end of the unit (W1Bp4). The purpose of this test and re-test structure was to ‘show them the improvement’ in fitness resulting from the intervening training (W1Cp1). Pupils were expected by the HoD to run a much greater distance in the second test (W1Bp4).

Pupils’ fitness was improved during the conditioning units. The HoD said of his delivery of HRF that ‘the kids do take part, and they do improve so we can’t be that bad’ (W1Bp6). Improvement in performance (and thus fitness) appeared to be his indicator for success in this case. He claimed that pupils ‘do improve a lot’ and this was down to the philosophy that, during these conditioning units, ‘they have to work’ (W1Bp6). The HoD was aware too that curricular PE time was insufficient for improving pupils’ fitness. Pupils had to do the training ‘on their own as well’ as ‘doing it once a week or twice a week is minimal improvement’ (W1Bp8). The male PE teacher used the time trial as his means of assessing HRF. He believed that ‘the aim of health related fitness is to get a person fitter, and understand why, and know how to improve, well, then you do a time trial at the end that’s gonna show isn’t it’ (W1Cp5).

The delivery of HRF through the two conditioning units was somewhat different for different groups of pupils. The female PE teacher commented on pupils’ ‘relative improvement’ during the conditioning unit (W1Dp1). It may well have been then that lower ability (according to the department’s criteria for this block) pupils gained more

from the unit in terms of their fitness. Practice was also different for girls and boys. Whilst staff followed the same guidelines with all groups the female teacher said that the teaching varied for girls and boys. For girls the focus was placed more on 'looks and body image' whilst for boys the emphasis was on improving fitness (W1Dp1).

The extra-curricular programme at W1 was very much directed towards improving the fitness of certain pupils. Outside of lessons the 'strength work' and 'flexibility work' that pupils currently did was being organised by PE staff to a structure dictated by a pupil booklet that led pupils to progress from a 'little routine of exercises' towards a 'slightly more advanced series of exercises' and eventually to 'Olympic weightlifting exercises (W1Bp1, p2). This progression obviously implies that pupils move forward as their fitness (as well as skill level) improves. The booklet included a training diary. This recording of training facilitated the improvement of fitness.

Looking to when pupils had left school the HoD felt that 'multigyms' and the associated environment were 'the way forward'. These facilities could accommodate two types of person, which the HoD divided on the basis of their intended outcomes for exercise. He said that 'for the person who wants to be good, well then free weights and heavier, and gymnasium type equipment, but for the person who just wants to look good and be healthy they need a pleasant environment' (W1Bp12). The HoD associated 'good' with training hard to improve fitness.

Fitness Testing

Pupils completed the continuous training unit of work in ability groups which were based on physical performance ability. Pupils' ability was ascertained at the start of the block through testing (W1Bp1). In Key Stage Three the 'running' based block began with a 'running test' over a kilometre. The male teacher referred to this test as a 'thousand metre time trial (W1Cp1). Pupils were placed 'into groups according to their time' in this test. Pupils then performed the test again at the end of the unit of work. This final test 'is really can they run for a kilometre, at the end'. The Head of Department said that 'the actual test is the session before the test, in other words how long can they run for, and they might be running for two and a half kilometres whereas at the start they could only run for 600m' (W1Bp4). These three tests evaluated pupils' fitness levels. The first established a baseline (and was used to

organise grouping), and the other two assessed the improvement in fitness made by pupils (W1Cp1). The male PE teacher viewed the test as the means of 'assessment' of health related fitness delivery. He believed that the 'aim of health related fitness is to get a person fitter' and so the 'time trial at the end that's gonna show isn't it' (W1Cp5). Other teachers also used the 'timed run' for assessment of the unit (W1Ep1), but combined it with subjective assessment, and their own opinion of pupils' effort (W1Dp1). The test was also used by this member of staff as a means of setting personal targets with and for pupils. She had found that many pupils were 'proud of their achievement' in the block, particularly as the two timed runs showed relative improvement in fitness (W1Dp1).

The department did not use any other fitness tests (such as the commercially available bleep test) during the conditioning block (W1Bp5).

Fitness testing for the measuring and recording of pupils' fitness level had been used at one time at W1. Testing of the new intake had been trialled by the department, but had been found to be too time consuming. The HoD reported how they had started 'doing some tests' but then 'realised they just took up so much time'. The department had devised 'a little battery of tests' with which they were going to 'measure' pupils 'when they came into the school'. The HoD felt that this 'was great in theory' but had found it 'so time consuming' in practice (W1Bp4).

Effects of Exercise

Teaching at W1 did include the effects of exercise on the body. The male PE teacher described how the HoD would deliver the running based 'conditioning' block. He said that 'he would probably go into stuff with them like, all the groups you talk things about pulse rate, what happens to your body when you're running, you know' (W1Cp2). Practical activities were thus combined with theory teaching about the effects of exercise on the body. Exercise effects were also taught at W1 through the warm up section of most lessons. Whilst pupils were stretching the male PE teacher would 'actually have a chat with them about what's happening' (W1Cp2), or 'a chat with them about the benefits, you know, that's, we all do that' (W1Cp3).

The introduction of examination PE had had a big effect on many people's

understanding of this element of HRE, in the HoD's opinion. He thought that PE advisers did not 'understand how exercise affects the body, or they didn't'. For him 'the introduction of A-level PE and GCSE PE has helped with training theory and training knowledge, principles of training'. Examination PE had 'made a big difference to the outlook on you know, what exercise can do for the body' (W1Bp7).

Health and HRE had always been within the National Curriculum in the eyes of the HoD. He felt that 'they touched on health ed' when the NCPE was first introduced. The requirements of this version of the curriculum were that 'children had to know about the effects of exercise, the immediate effects of exercise on the body and um, then the long term effects of exercise on the body um. So they touched on it really, which was good' (W1Bp9). The progression from this in terms of HRE, though pupils still had 'got to know the effects of exercise' was that 'there is more of an emphasis on HRE now than there was, particularly at Key Stage Four' (W1Bp11).

Benefits of Physical Activity

The benefits of physical activity were included in the male PE teacher's definition of HRF, and were permeated throughout all of his delivery of the two units of work on conditioning. This teacher considered what HRF might be, beyond 'just running'. He decided that 'HRF is the benefits really aren't there, and the methods of training and basically exercise isn't it, HRF' (W1Cp3). HRF for him was dominated by the physical benefits of exercise and training. The male teacher believed that W1 was 'way ahead' of other schools in terms of its teaching of certain aspects of HRF. He thought his department 'would place a lot more emphasis on telling the kids about conditioning, the benefits, than a lot more of other schools' (W1Cp3). This emphasis on 'the benefits' ran throughout his teaching. He would 'link, I would think, all the way through wouldn't it, you know the warm ups, the running, the talking, why you warm up, benefits would be all the way through, no matter what we're doing' (W1Cp3). The female teacher also reported a 'focus on pupils' understanding of why they exercise, the terminology, and the benefits' (W1Dp1).

Examination PE also required pupils to develop a knowledge of the benefits of physical activity. The male teacher knew that 'the GCSE as well goes into a lot of benefits of exercise, how you train, you know, why you train' (W1Cp4). This meant

that both core and examination pupils experienced teaching on this aspect of HRE.

Healthy/Active Lifestyles

The term 'fitness for life' was used by the HoD when describing elements of HRE practice in his department (W1Bp3). This formed part of his 'philosophy of life'. This philosophy was dominated by principles of fitness and training, as he said that 'fitness is for life isn't it. Lose it, use it or lose it. Reversibility, this, you know that's, that's my philosophy' (W1Bp6). The HoD believed that being fit was important for lifelong health. What many people call 'health related education or fitness' the Head of PE termed 'conditioning'. He believed the two were the same thing. He thought that 'know if you're well conditioned you're, it's good for your body, it's good for you, it's good for life, for the rest of your life' (W1Bp3). This was a concept that his department had 'tried to introduce' over the preceding year. They had aimed to 'incorporate' some form of exercise or training into every lesson (W1Bp8).
The HoD was aware that curricular PE was not enough for pupils to improve their fitness and that 'in the end they've got to do it on their own as well haven't they'. One role of his subject was 'to educate them so they go away then and do a little bit in their house' (W1Bp8). Here the focus was on a current healthy lifestyle, rather than future activity, ensuring that pupils continue to be active after school. The HoD was aware that this was a problem that needed addressing. For him the 'problem is then that people, kids stop exercising at fifteen' and so the key age to focus on was shortly after pupils left school. It was during this time, he felt, that 'exercise goes down the pan doesn't it, so there's no continuity' (W1Bp11).

PE could help with lifelong health, thought the HoD, through getting pupils to do various forms of 'aerobic type exercise'. Examples he gave were running, skipping, swimming and using rowing and stepper machines. He thought that doing this type of activity was 'just a way of life'. This could be encouraged through making the activity fun, and in a 'nice, warm environment' (W1Bp11). Another tactic for encouraging pupils would be to have 'nice equipment so that I could con the kids that they are not working as hard as they actually are'. The HoD felt that 'if you can make it fun and, con them, they might maintain it, they might keep it up' (W1Bp12). The female PE teacher also felt that health suite style exercise was the avenue to promote with pupils. She expected pupils to use a gym and attend aerobics classes once they left school,

rather than continuing with competing in traditional sports teams (W1Dp1).

Extra-curricular provision at W1 encouraged pupils to be active outside of their normal PE lessons. Part of this provision was based on pupils adopting their own training programmes. The male PE staff were compiling a 'training booklet' at the time of the interviews. This would contain 'little routines of exercises' and a 'diary' (W1Bp1).

Fitness for Sports Performance

Fitness and training was considered to be an important aspect of sports performance by the HoD in particular. Whilst he was 'not saying that's the be all and end all conditioning' he did believe that 'it is important' and that in order to 'play a game you got to have skill as well as conditioning'. He added that 'the more senior you become the more conditioning is important' (W1Bp9). In his view then fitness became a more important factor in performance as the level of competition increased.

Lesson time in curricular PE was often devoted to training to improve fitness, at least during many of the HoD's lessons. This training was often carried out with the intention of improving particular components of pupils' fitness, that would consequently improve their performance in a particular sport or activity. One such example was gymnastics. The HoD reported that 'in every gymnastics lesson' pupils would do a flexibility 'routine' or a 'strength routine with body weight' (W1Bp2). The HoD spoke about 'handling bodyweight'. At first his comments were quite general, stating that bodyweight was the pupils' 'responsibility', and that he would tell pupils that they 'will feel better and move better, if you are handling your bodyweight better' (W1Bp3). Here the reference was more in relation to body weight itself and 'body fat issues', and the affect of this on how pupils 'move' and thus how they would perform in a sport. Later the term 'handling bodyweight' was used to mean strength and how this related to performance. The HoD was describing the differentiation in place in a gymnastics lesson for a pupil who was 'scared of gymnastics' because he 'hasn't been able to handle his body weight'. This pupil was 'on a program to make himself strong enough to handle his bodyweight' and was so 'getting on with his little individual programme' during the lesson 'in preparation for the, you know, when he can handle his gymnastics' (W1Bp3). Here the HoD was

clearly viewing fitness as a factor for sports performance. The pupil was not improving his fitness for his own health benefits, or for intrinsic reasons, but to enable him to participate in a sport. The male PE teacher also used the term 'handling bodyweight'. In his case this was in reference to the 'conditioning' that the department did in gymnastics (W1Cp1).

In rugby the HoD might have been 'talking about flexibility, I'm talking about range of movement, range of motion, to maximise ability then they've got to have a, their range of move movement mustn't be restricted' (W1Bp3). Here the HoD was referring to improving performance in rugby through improvement of the flexibility component of fitness.

The extra-curricular provision at W1 combined an element of fitness for sports performance with what could be termed fitness as sports performance. Staff did 'a lot of strength work' and flexibility work with pupils, particularly in Years 10 and 11. This was predominantly aimed at those male pupils that competed for the school football and rugby teams, referred to by the male PE teacher as 'the team boys' (W1Cp3). However, the HoD also said that he was aiming to make this extra-curricular training more structured. The goal that pupils were progressing towards was 'Olympic weightlifting exercise' (W1Bp2). This could be considered as adopting a component of fitness, strength, as being a sport in itself. The aim of weightlifting is to use a specific technique to lift as great a weight as possible, so strength itself is, in a way, the performance. The stated philosophy behind incorporating more fitness and training into the extra-curricular schedule was very much one of fitness for sport. The HoD said that it was increased 'so individuals can perform closer to their potential really' (W1Bp8). The idea behind introducing the booklet containing the training programme was to 'sort of try and sell it more really'. Here the HoD was wishing to encourage more pupils to train to improve their fitness. He explained that the booklet, with the programme of conditioning exercises, was 'the sort of thing that I've done with some of my rugby players' and that he was trying to introduce this structured training 'for as many people as demand it really' (W1Bp8).

The philosophy of promoting fitness for sports performance differed somewhat for girls at W1. The female PE teacher did highlight the benefits to the girls of 'being

fitter and stronger to benefit team game performance' (W1Dp1). However whilst the boys were taught fitness 'as a means to an end' she felt, this was different for the girls. She herself placed an emphasis on 'fun and body fat management' when teaching HRE, or the conditioning units to girls (W1Dp2). This may be connected to her expectation that pupils would not continue with traditional team sports once they left school, but use a gym or attend aerobics classes instead (W1Dp1). In this avenue fitness itself was the measure of performance and the goal of training, rather than fitness for sports performance.

W2

Fitness Levels

Pupils' fitness levels were important to the HoD at W2. She showed concern for those pupils who showed signs of having low levels of fitness. There were 'so many' pupils that she taught that 'can't even run round the sports hall without being red faced and out of breath' and that were 'completely knackered' after 'forty five minutes of PE' (W2Cp8). She also described in depth a warm up routine that she may use in lessons, and many pupils response to this, which was 'puffed, puffing and blowing' (W2Dp18). She noted that many pupils had 'reached their maximum heart rate' and had 'to sit down 'cause they're sweating. They're red in the face and they can't cope with it' after just the warm up (W2Dp18). Her concern over fitness levels was linked to her assumptions about the future health of such pupils. These were the pupils 'who'll have heart attacks I'm sure' and about whom the HoD thought 'if they're like that at 13 they're really gonna struggle when they get older' (W2Cp8).

Fitness levels were monitored throughout the pupils' time at the school. The bleep test score for each child was recorded each year alongside their 'athletics scores' (W2Dp5). When reporting this system the teacher commented on how pupils' lifestyles can sometimes be seen to be having an effect on their fitness levels. Her example was that fitness levels may drop in Year 10 'because you've been out drinking too much with the boys or something like that you know' (W2Dp5).

Pupil's fitness levels were an issue that the part time PE teacher felt would be of increasing importance within PE. She thought that it would 'become a lot more, you

know, in the limelight in the next, what, you know, five years I think we'll have a real push on it, if they're, you know, if they're not doing it already'. Her reason for this view was one that she obviously felt others in the profession agreed with, that 'there's too many unfit children' (W2Cp16).

Activity Levels

The two younger members of the PE department made many comments during their interviews regarding pupils' inactivity and how much some pupils strugglde to do physical activity in lessons. The female teacher began with an example of an HRE lesson based on circuits, stating that after 30 seconds of an exercise 'they're practically dying some of them because that's as much exercise as they'll do in the whole week' (W2Cp2). The department found it 'difficult' to get some pupils 'interested in PE', because 'they don't do any sport outside of school'. She conceded that a 'handful' of pupils do participate outside of school, but 'the majority they don't enjoy it' (W2Cp5). The department had no actual data on pupils' physical activity as this was not monitored in any way (W2Cp2). Reluctance to participate in physical activity made getting pupils to participate in PE lessons 'a struggle at times, especially with certain children'. The reason the female teacher gave for this was that pupils were 'just not interested in their own health' (W2Cp5).

The male PE teacher felt that inactivity was a problem with boy and girls. The department did not place any different emphases on HRE teaching according to gender as 'generally you're talking about being active at that age, you know, and trying to promote them being active as opposed to being lazy more than anything'. He stated that as a department 'we certainly find that, children nowadays just, well they just don't really want to exercise at all' (W2Dp2). In response PE at W2 taught 'so the onus is on trying to make it enjoyable, but also giving them the understanding that it is good for them and it will benefit them, and its not just hard work really' (W2Dp2).

HRE was of a high status within the department because of the knock on effects of pupils' activity levels on the rest of the PE curriculum. The male teacher thought that 'if the children aren't up on health related exercise then really they can't compete in any of the different activities'. If children had no knowledge of HRE and were 'not

active' then he felt there was 'a problem'. As a result HRE was 'viewed very highly' (W2Dp6). The status of HRE was related to the strength of the PE staff's concern over pupils' activity levels and the effect this would have on current and future health. The male teacher spoke extensively about the different opportunities pupils would have to be active outside of school and that 'maybe that's having an effect, well it is definitely having an effect on the overall health I think of people full stop'. Whilst he understood that every school has pupils that are 'better off than other children', he felt that the issues of opportunity may be heightened in 'a school in a reasonably deprived area' as there may be more pupils whose parents were unable, for example. 'to take them swimming, to take them to the sports centre on the weekends, to take them to their football training, to take them to rugby training things like that'. For these pupils the only opportunity for physical activity was 'an hour a week to do activities' within PE, as although pupils could 'go out on their bike' or run independently, the teacher believed that 'they don't do they?' (W2Dp17). The male teacher felt that this inactivity would lead to problems in the future, not just for certain individuals but for society in general. He pointed out the health risks of 'sitting on a chair all their life eating cream cakes and watching television' and questioned the relative status in schools on 'other subjects' as in his view 'it doesn't matter if they can't read or write does it cause they can't walk, they're dead' (W2Dp18). The male teacher felt that the trend of inactivity would 'lead on and on and on' until the point at which 'future generations are gonna, are just gonna become so physically inactive that it's going to be very difficult, unless they get more of an experience of doing it' (W2Dp18).

The school did offer opportunities for pupils to experience physical activity outside of PE. The 'Youth Award' was run in Years 10 and 11 for 'admittedly only a small portion of the school population, about thirty to forty pupils each year'. As part of this award pupils were 'encouraged to do activities in their spare time which show they're developing personal skills, and then bring back some evidence about that to put in their folder which builds up to this award'. Activities in this sense included physical activity, but also more sedentary games such as darts and table games (W2Ep3).

Pupils' Current Health

Staff concerns over pupils' current health were mainly related to pupils' physical

activity levels. The male teacher thought that PE time in schools was inadequate to maintain pupils' health as they were only 'given an hour a week to do activities'. Some pupils would have opportunities to participate in physical activity outside of school, but 'in a school in a reasonably deprived area' this may not be the case for all (W2Dp17). Staff looked to the near future as a focus for their aims for PE. As pupils came to the end of the time at W2 staff hoped that they would 'know what is, you know, sort of important, physically what they're able to eat and be able to keep healthily'. The main element of this was that pupils would find one of the 'sports areas' that they were 'good at' and would 'be able to continue those after they leave school so they get a sense of enjoyment from it' (W2Cp6).

Pupils' Future Health

The female PE teacher several times made the link between pupils' current behaviours, and the impact that she thought these may have on their health in the future. She thought that 'especially with certain children' getting 'them to do, you know, to do PE lessons is a struggle at times'. She believed this was because these children were 'just not interested in their own health, you know, the thought of having a heart attack at you know forty fifty doesn't concern them at the moment but I'm sure it will do at the time' (W2Cp5). The impact of a lack of physical activity on future health combined with the effect of diet in some cases in this teacher's opinion. Thinking of her current pupils she was able to 'pick out half a dozen who'll have heart attacks I'm sure (laugh) with what they eat, and what you see they eat at break and lunch, you know, forty five minutes of PE, they're completely knackered' (W2Cp8). HRE was an important area of the curriculum for this teacher. She felt that 'it is important, you've got to make the kids fit'. Her reason being that 'there's so many of them that, you know, can't even run round the sports hall without being red faced and out of breath'. Her concern was based on the impact of this on pupils' future health, as she thought 'if they're like that a 13 they're really gonna struggle when they get older' (W2Cp8). It was important to her that pupils learned as early as possible how behaviours impact upon health. She felt that 'kids have got to know, you know, what's good to do, what not, what isn't good for them because it's gonna help them, you know, when they get older' (W2Cp15).

Pupils' future fitness levels, and the effect this would have on their health was an

important factor in PE for the male teacher. He felt that pupils' physical education would have been wasted if they left in Year 11 then 'forgetting about activity full stop'. He hoped that pupils would leave 'knowing that if they do exercise hopefully that's gonna lead on to them living a little bit longer, hopefully they're gonna be a little bit more physically fitter, they're not gonna get puffed out when they're walking down to the shops' (W2Dp7). This teacher was concerned that the current focus in schools on literacy could cause health problems in society later on. Whilst other subjects were 'important' he felt there was 'too much onus on' them. In his opinion 'obviously if the children can't read or write then there's a problem there, but if at the age of 35 they die of a heart attack because they've been sitting on a chair all their life eating cream cakes and watching television it doesn't matter if they cant read or write does it cause they can't walk, they're dead' (W2Dp18). He felt that if the focus in schools remained the same then this would 'lead on and on and on' until a point where 'future generations are gonna, are just gonna become so physically inactive that, it's going to be very difficult'. The solution he saw to this problem was that children 'get more of an experience of doing' physical activity (W2Dp18).

Warming Up/Cooling Down

Warming up was taught at W2, mainly through permeation. It was used in all activities as 'every single lesson we've got a warm up, then we'll always do stretching, make sure that they're, you know warmed up, ready to do the main activities' (W2Cp3). During HRE lessons this element was often team taught, with one teacher doing 'stretching and vice versa and we'll both do exercises and games and so on' (W2Cp4). Other aspects of HRE were not particularly included in other activities, 'just generally the warm up yeah and stretching' (W2Bp2). More specifically teachers covered 'how to warm up safely and correctly'. The female PE teacher felt that this was important, because 'a lot of the time they'll just think they're doing something right, but they're not actually and they're probably doing more damage than they are good' (W2Cp2). The male PE teacher stated that 'we look at stretching' and went on to say that 'every PE lesson will have an element of health related exercise in it anyway, 'cause it's obviously a common requirement' (W2Dp1). This 'element' may be limited to the warm up section of each lesson. He confirmed that HRF 'is included in everything because I mean, it's such a vast, vast subject isn't it'. However, the only aspects of HRF that he mentioned were the warm up and

knowledge of 'muscle parts'. According to this teacher 'every lesson will involve a warm up, every lesson will involve questioning on stretching, whether it's dynamic stretching, static stretching. So, you know, there is an aspect of health related exercise in every lesson' (W2Dp1). Activities on the PE curriculum such as rugby and football were 'based on skills, and then a game'. However 'the beginning of the lessons will always be based on a warm up, talking about different muscle parts and how we warm up different muscle parts and what activities we'd use for different muscles' (W2Dp1).

Teaching about warm ups tended to be linked to teaching about 'muscles' (W2Cp2). In Year 7 teachers would begin 'working on um warm ups, stretches, looking at specific muscles um so that the Year 7s can start to understand them'. The female teacher believed that this practice of learning muscle names 'from an early age that might help them later if they take to GCSE' (W2Cp1). Pupils were also taught the reasons for the warm up part of the lesson. The female teacher said that as a department 'we'll make sure that they know why they're warming up, so we'll do questions as we're working our way through it'. This teaching would generally take place whilst pupils were doing the 'warm up games' and stretches. She found that pupils were often the instigators of these questions as 'a lot the time they'll say well why are we doing this and they've got to know why, it is important for them' (W2Cp3).

Resources and equipment were used for teaching the warm up part of lessons at W2. The department had 'lots of equipment' that it used for the 'warm up games'. It also had 'resource books' that staff consulted for 'specific stretches, exercises' (W2Cp4).

Flexibility

The main focus of the warm up element of every PE lesson appeared to be 'stretching' (W2Cp2). Pupils were taught 'the stretching' part of warm ups and how to do this 'safely and correctly' (W2Cp2). Pupils were also involved during circuit training with 'looking at specific muscles' (W2Cp1), and every lesson involved questioning on stretching (W2Dp1). This was done in preparation for GCSE rather than to further pupils' knowledge with regard to stretching or flexibility (W2Cp1).

The department used specific stretches that they took from 'resource books' (W2Cp4). They also used different types or techniques for stretching, such as 'dynamic stretching' and 'static stretching' (W2Dp1). All this stretching appeared to be done as part of the warm up, and no mention was made of flexibility itself. In fact the term 'stretching' appeared to be synonymous with warm up, in the case of the male PE teacher.

Through permeation teachers 'look at stretching, the body, the effects of exercise and all those sort of things really'. The same topics were taught through the 'health related exercise module', in which they were examined 'a little bit more in depth' (W2Dp1). Again though, stretching appeared to be limited to its role in the warm up.

Diet and Nutrition

The school canteen obviously had an effect on the diet of both staff and pupils alike. The foods being served were described as 'very fatty foods' such as 'chips, pasties, cakes' (W2Cp5). The availability of this type of food impacted on the diet of those who had to eat what was on sale. No mention was made of the availability of a healthy alternative. The female PE teacher did point out the contradiction between what was on offer in the school canteen and the 'pictures of lovely healthy food' on the walls. She stated that 'nobody has that', meaning the healthy food, and that 'the kids just aren't bothered in eating healthy' (W2Cp5).

The other way that the school canteen impacted on diet and nutrition was more indirectly, through the timing of the school day. Lunchtime had been moved that year to much later in the day. The consequence of that for the HoD was that 'you get used to that, getting really starving' (W2Ap7). It may be assumed that this was similar for the children. The canteen did 'do breakfast' at breaktime, which was at 11.30am, presumably to counteract the length of time between the start of school and the lunch break.

The school canteen was under revision at the time the PSE co-ordinator was interviewed. The 'whole school' was involved with 'looking at…the school catering contract'. This was done through a 'pupil comment box' that had been 'run in this school for a while'. The PSE co-ordinator reported that 'lots of the comments come

back that the food is greasy and fatty and it's only chips'. He said that the school were 'trying to alter that'. They had 'talked about what we would like, are there any other options, are there breakfast bars that could be run for pupils, are there things like brown bread sandwiches that could be put on instead of the white bread and so on' with the 'people who manage the contract'. This teacher hoped that 'there will be a change regarding that in the future' (W2Ep2).

Nutrition and its role in health did form part of the philosophy of PE of one member of staff. The female teacher felt that following successful physical education pupils should leave school knowing 'what is, you know, sort of important, physically what they're able to eat and be able to keep healthily' (W2Cp6). She also showed concern for some pupils' current diet and the effect this may have on their health in the future. She felt that after observing many pupils she could 'pick out half a dozen who'll have heart attacks I'm sure (laugh) with what they eat, and what you see they eat at break and lunch, you know, forty five minutes of PE, they're completely knackered' (W2Cp8). It seemed in her case that poor diet and lack of physical activity combined to make a pupil seem at particular risk in terms of their future health.

Diet and nutrition were topics covered as part of the PSE programme at W2. The female PE teacher was aware that as part of the programme 'they'll do healthy eating things like that' (W2Cp10). The PSE co-ordinator also reported that with the PSE element 'we have healthy eating as a topic' (W2Ep1) and that during these lessons there may be 'discussion of healthy eating habits and so on' (W2Ep6). Nutrition was also covered in science, which delivered a module on 'energy and food', and in the subject 'Catering' pupils did 'food hygiene, again benefits of exercise and healthy eating'. As pupils progressed through the school the learning tended to become more technical in nature, as in science by Year 8 pupils were taught about the 'digestive system' and in Catering pupils would study 'food hygiene' alongside 'healthy eating' (W2Ep1). A more practical approach was taken to healthy eating with pupils following the Youth Award programme at the school. One activity asked these pupils to 'prepare a healthy snack' for example (W2Ep3).

Drugs

The PSE programme at W2 included work on 'drug abuse' (W2Cp10), 'smoking,

alcohol, drugs, and drink drive' (W2Ep1). Learning in PSE was based mostly on 'little booklets and things' (W2Cp10). The PSE co-ordinator confirmed that there 'isn't a lot of practical things in' the PSE programme, 'apart from first aid um apart from showing kids a smoking machine' (W2Ep6). The school did also arrange for specialists to teach some PSE lessons, the co-ordinator reported that 'there are people coming to the school to talk about drugs education'. (W2Ep2). This was an area that particular members of staff at W2 were taking forward. The male PE teacher and a music teacher were working together to be 'putting on a drugs information session next term, something they've worked out between them'. As part of this they had 'invited people in to come and talk to pupils'. The PSE co-ordinator felt that this was 'going to be quite a wonderful experience apparently' (W2Ep6).

Elements of PSE were taught through other areas of the curriculum. The Welsh department 'talk about smoking and drugs in Welsh 'cause we've got resources that are bilingual' (W2Ep2). The male teacher felt that PE had a 'good link' with PSE. He believed that 'PSE is more to do with finding out about themselves, finding out about different aspects drugs, alcohol, but a lot of it's down to themselves and fitness of the body is the main, it's them isn't it, so yeah, I think it's an important link' (W2Dp12). Teaching in PSE on drugs issues seemed to focus on the effect of drug and alcohol abuse on pupils' health.

The male PE teacher made a comment regarding alcohol abuse amongst pupils whilst discussing how pupils' fitness scores were compared year on year. He would often discuss pupil's bleep test scores with them. Sometimes pupils might find that their score had dropped and the example explanation that he gave was that 'oh Year Ten you've gone back down to where you were in Year 7 cause you've been out drinking too much with the boys or something like that you know' (W2Dp5). This showed a concern for the effect of drugs on sports performance, rather than health.

Cardio-vascular Fitness/Heart Health

Cardio-vascular fitness was addressed in every PE lesson at W2. The HoD said that 'there should be some section of the lesson where you, there's health related fitness, you know raising the heart and lung basically, that's it' (W2Bp1). The terms used by the HoD are interesting. It can be assumed that she meant raising the heart rate, but

the words actually used could indicate that she was not familiar with the scientific underpinning of HRE.

Health related exercise at W2 did focus somewhat on CV fitness and heart health. Pupils learned the 'taking of the pulse' and 'the effects of exercise on the heart' as part of HRE (W2Dp1). The male teacher felt that this was a particular area of PE that had strong links with science, and also with maths. One of the examples he used was 'where do you take the pulse' and 'counting the pulse rate' (W2Dp2).

Heart health appeared to be the main aspect of children's future health that PE staff were deeply concerned about. In the female teacher's opinion, the children themselves were not so concerned about this. She believed that certain children were 'just not interested in their own health, you know, the thought of having a heart attack at you know forty, fifty doesn't concern them at the moment but I'm sure it will do at the time' (W2Cp5). Looking at some pupils' current behaviours she felt able to 'pick out half a dozen who'll have heart attacks I'm sure with what they eat, and what you see they eat at break and lunch, you know, forty five minutes of PE, they're completely knackered' (W2Cp8). The male PE teacher also used the example of a heart attack to indicate what he thought may be the consequences of a lack of emphasis on PE in schools. His example made his point through being somewhat extreme, saying that 'but if at the age of 35 they die of a heart attack because they've been sitting on a chair all their life eating cream cakes and watching television it doesn't matter if they can't read or write does it cause they can't walk, they're dead' (W2Dp18).

Well-being

Health in general was considered to be important by staff in the PE department. The female teacher felt that 'kids have got to know, you know, what's good to do, what not, what isn't good for them because it's gonna help them, you know, when they get older' (W2Cp15).

PE obviously taught pupils about the importance of physical activity and the benefits of exercise. It did also touch upon a few other issues. Personal hygiene was considered by the male teacher to be addressed by the question 'do they have a shower, you know, do they know how to look after themselves' (W2Dp12). The PE

department also discussed ‘body type’ when comparing pupils’ fitness test scores. The male teacher got GCSE pupils to consider ‘body type difference, why is it that, you know, smaller people seem to be a little bit more agile than the bigger bodies’ (W2Dp3). How this discussion was held with pupils was not known. It would be interesting to see whether the teacher used these terms and if he picked out pupils as examples of ‘smaller’ and ‘bigger’ bodies. The department appeared to carry out body fat measurement on pupils. This was indicated by the male teacher listing ‘skinfold calipers’ as one of the resources used by the department for HRE (W2Dp4).

PE was thought by one teacher to contribute to psychological and social aspects of children’s health. The male teacher thought that PE, unlike other school subjects, helped pupils to ‘find out…about themselves’. In PE lessons pupils ‘get to find out their strengths and weaknesses, what sort of character they are, you know, are they a team player as such’. Teachers of PE were in a unique position, he felt, to see children’s true character. Through how pupils dealt with situations in lessons ‘you really get to see, you know, you get to find out about children’ (W2Dp12).

Many aspects of health were covered in the PSE course at W2. The HoD described the programme as going ‘right through the spectrum’ from ‘personal hygiene’ through to ‘abortion and things like that as far as sex education and health education is concerned’ (W2Bp2). The PSE co-ordinator listed many topics that were covered during the PSE programme or the Youth Award scheme. Pupils had learned about ‘body language’ and practiced ‘stress relief exercises’ (alternately termed ‘stress release exercises’) (W2Ep1). Outside agencies visited W2 ‘to talk about even things like advocacy and mediation which, again, we talk about stress in people’s lives and reducing it’ (W2Ep2). On this front the co-ordinator had attempted (unsuccessfully) to introduce yoga and meditation to classes. It seems then that a fair amount of attention was paid to stress and ways of coping with it in PSE. This aspect of mental health was thus acknowledged and addressed.

Teaching regarding sex at W2 covered the physical aspects of health (for example ‘STDs are talked about’, W2Ep1). This led on to the ‘emotional aspect’ of health, through work in RE on ‘sex and responsibility of marriage and so forth, fidelity’ (W2Ep2). PSE also dealt with ‘bullying’. The school had ‘an anti-bullying

group again, which is meant to help our pupils in that respect' (W2Ep2). Religious Education looked at 'conflict and conflict resolution' and PSE 'kind of assertiveness, assertive behaviour' (W2Ep2). These elements all contributed in different ways to pupils' emotional and mental health and gave opportunities for social learning.

The school did also, at one time, have 'a counsellor attached to the school, a school counsellor'. Her role was such that 'people would go to her and discuss their problems'. The co-ordinator recalled that 'there was a hard core of kids who, you know, needed that kind of help'. The other role of the counsellor was to 'train up sixth form pupils to take over the role of counsellor when she left'. At the time the school had 'a Year Eleven group who've been through a similar kind of training on anti bullying and you know, have been able to counsel and listen to pupils' (W2Ep5). The school clearly valued peer mentoring and the concept of pupils helping each other, as well as ensuring pupils had avenues to address problems with mental, social and other aspects of health.

Knowledge and Understanding of Fitness and Health

Some areas of HRE specific knowledge were considered important by the PE department. The first these was anatomy and physiology, in terms of 'what muscles' would be used in a specific exercise and also 'the technical name for each muscle'. This would be taught for example, using 'cards' in circuit based lessons 'that show them the activity they're going to be doing, with information on there about muscles as well' (W2Bp2). The reverse of these cards showed 'a picture of the body front and back with arrows pointing to the muscles which should be, they should be working' (W2Dp3). Using these cards pupils were expected to use the rest time between exercises to 'look at the work card so you know what you're doing and what muscle you should be working'. The male teacher felt that this 'gives them a bit of understanding as to, you know, am I working my lower abdominals, am I working my, you know, upper abdominals, pectoral muscles or whatever' (W2Dp3). This approach to teaching HRE through circuits was particularly effective at increasing pupils' knowledge and understanding in the male teachers' opinion. Circuit training introduced 'all these different types of exercises to them'. Pupils' responses to him were 'oh what's this, and they're like Sir, Sir I can feel my obliques, you know, they are, they didn't know what oblique was' (W2Dp10).

Knowledge about 'muscles' was also taught through the warm up phase of the female teacher's lessons (W2Cp2). This was also the case for the male teacher. The beginning of his lessons would 'always be based on a warm up, talking about different muscle parts and how we warm up different muscle parts and what activities we'd use for different muscles' (W2Dp1).

An understanding of the reasoning behind certain activities, or aspects of HRE was also considered important. Staff in the department tried to 'make sure that they know why they're warming up, so we'll do questions as we're working our way through it'. The female teacher found that pupils were often actively seeking this knowledge. She claimed that 'a lot the time they'll say well why are we doing this and they've got to know why, it is important for them' (W2Cp3).

The reason that the department started (in circuit training) 'looking at specific muscles' in Key Stage Three, was 'so that the Year 7s can start to understand them, you know, from an early age that might help them later if they take to GCSE' (W2Cp1). Examination PE seems to have altered what knowledge and understanding was considered important in PE. A knowledge of basic anatomy and physiology was required to successfully complete GCSE PE. W2 appeared to be aiming to introduce this knowledge to pupils as early as possible.

Expectations of pupils in terms of knowledge and understanding were different for the different groups of pupils. Teaching style was also adapted according to these expectations. The female teacher taught mainly lower ability groups for PE. With these groups 'we want them to be hands on practical work rather than them sitting down, it's not going to be beneficial for them, for the mind span that they've got'. She had found that with these groups 'if you do something like ten minutes later you ask them a question they've forgotten it already'. As a result she had adapted her teaching, so that 'to try to get them to remember we'll do like a little question and answer at the end and give them clues, you know, relate it to the words, which they tend to like, and quite surprisingly they actually can remember it' (W2Cp2).

The most important area of knowledge and understanding for the male teacher is

pupils' knowledge of themselves. He believes that his subject is 'probably the most important subject in school'. His reason for this is that through PE, pupils 'get to know about the body, they get to know about, well they get to know about themselves' (W2Dp12).

Health and Safety

Teachers at W2 showed a concern for pupils' health and safety, particularly during HRE related lesson activities. Pupils were taught 'how to warm up safely and correctly'. This was something that the female teacher thought pupils struggled with, because 'a lot of the time they'll just think they're doing something right, but they're not actually and they're probably doing more damage than they are good'. This was particularly the case with certain stretches during the warm up, where this teacher had to tell pupils 'no that's wrong' and they were being unsafe (W2Cp2).

Staff also ensured pupils health and safety when doing circuit training during PE lessons. These lessons utilised 'work cards' which showed pupils the 'activity that they're supposed to do and how they're supposed to do it correctly' through pictures and text (W2Cp13). The cards also listed 'any safety precautions' for that exercise, for example 'sit ups, don't grasp your hands behind your neck things like that' (W2Dp3).

At the time of the interview the male teacher still had very strong feelings regarding the decision to drop swimming from the PE curriculum. One of the reasons for this was the importance of learning to swim to children's safety. He thought that 'swimming is possibly one of the most important things that children are ever gonna learn'. This was because, put simply, 'if you fall into a river and you can't swim you're gonna drown. Simple as that' (W2Dp8). The school had a high number of pupils entering in Year 7 'who couldn't swim full stop, you know, were in arm bands'. Even a small number of swimming lessons gave these pupils 'confidence' in the water (W2Dp8).

Appropriate equipment was another element of health and safety practice addressed in PE. Pupils in PE were expected to know 'the importance of wearing the right equipment for different activities'. Whilst the male teacher felt this was also important in other school subjects (such as science and woodwork) he felt that this was of

particular importance in PE as 'there's more accidents can happen over in the sports hall and in PE than in most subjects'. Pupils were expected to be somewhat independent concerning their own health and safety. The male teacher questioned 'can they look after themselves, you know, it's a dangerous place when they're outside' (W2Dp12).

The PSE programme also encouraged pupils to play a role in their own health and safety. The Youth Award scheme included a lesson delivered by the PSE co-ordinator based on a 'take care of yourself in awkward situations pack'. The co-ordinator thought that this pack was 'linked to a disappearing estate agent, a trust then was formed and they put together this pack; how to help, look after yourself when you're out in the environment if you get into a threatening situation' (W2Ep1). The Youth Award scheme and the PSE programme also both included a 'first aid course' (W2Ep1). In PSE this was mainly taught by form tutors, but where possible there was 'input from other people outside the school when we can get hold of them'. The first aid part of the Youth Award was taught by a 'proper first aider' in the previous academic year, so pupils 'got a certificate out of it' (W2Ep2).

Types of Fitness

The male PE teacher twice mentioned types of fitness. Once was in general, when talking about 'game related activities' done in PE 'which involve different types of fitness aspects' (W2Dp1). The second was when he was describing the links between PE and science. He thought that there was a 'big link' with that subject 'with regards the body and training principles and anaerobic or aerobic fitness and different types of, you know' (W2Dp2). Here the male teacher showed a level of knowledge and understanding of the types of fitness, and it could be assumed that this knowledge was passed on to pupils during HRE lessons.

Components of Fitness

The components of health related fitness were only referred to once during the interviews. The male teacher was discussing how importantly HRF was viewed by the department and how it may be taught through permeation. In his own teaching of rugby or football, he would keep 'talking about speed, agility and things like this, in the context of playing rugby' (W2Dp6). It seems that pupils were not taught directly

what the components of HRF were. It may be that circuits lessons delivered as part of HRE were focused on various components, but this was not stated overtly.

Training

HRE teaching, at least for two of the members of the PE department, was based on physical training. The female teacher said that 'the majority that I, I tend to do is, is circuit training and weight training' (W2Cp1). The male teacher said that in his HRE lessons 'we're looking at circuit training, different types of fitness training, we've done a little bit of aerobics and all that sort of type of activity' (W2Dp1).

The male teacher felt that this aspect of his HRE teaching was very much linked with science 'with regards the body and training principles and anaerobic or aerobic fitness and different types of, you know, where do you take the pulse and things like that'. Cross curricular links were also made to maths, through 'sets and reps' amongst other things (W2Dp2). These statements reveal a knowledge and use of traditional principles of training on the part of the male teacher. His teaching of HRE could be considered to be scientific in approach, from the terms he used here, but it is not known how much of this knowledge was used in lessons. None of the staff at W2 seemed to place any particular emphasis on training (either practically, or knowledge and understanding of) or on the improvement of pupils' fitness.

Improving Fitness

Although the word fitness was omitted, the female teacher did talk of improving pupils' fitness through HRE teaching. She was concerned that the circuits based approach to HRE delivery may not always be effective. As a department they were 'trying to improve them but then I think you can do too much of it and then they lose interest and it does get a little bit boring, cause sometimes you do repeat yourself' (W2Cp4).

Fitness Testing

Fitness testing was used at W2. It was done, in the case of one teacher at least, at 'January time', at a time when 'we were doing circuit training most lessons'. Pupils were thought to enjoy the test, in the male teacher's opinion 'the kids loved it' (W2Dp6).

Some KS4 pupils did testing as 'they measure physical fitness as part of the GCSE course'. A limited number of KS3 pupils had also experienced testing as 'we have done it yeah, a couple of times in Year 8' (W2Bp3). The female teacher confirmed that testing 'tends to be with the older ones' (W2Cp2). The male teacher however said that testing was done in KS3, as in 'Year 7, 8 and 9 where we go through things like circuit training, the bleep test, the multistage fitness test' (W2Dp1). The only test used outside of GCSE PE (as specifically stated by staff) was the 'bleep test' (W2Bp3, W2Cp2). GCSE pupils completed a variety of tests. The male teacher felt that 'health related exercise and fitness, fitness and physical fitness is a big part of the GCSE course'. As a consequence the course would 'go into all the fitness tests, general and specific fitness test, um, obviously multistage fitness test, Harvard, Harvard step test, cooper run all basic tests then really'. Pupils would do more testing in a 'work cards' based lesson. These tests would be those for 'co-ordination, tests for explosive strength, tests for reaction times, we'll use the Illinois agility run' (W2Dp1).

Fitness testing was used as a form of assessment within PE. The HoD said that pupils 'do the bleep test and we keep recordings of their scores' (W2Bp3). Pupils' bleep test score was recorded alongside 'all the athletics scores'. The score was noted each school year. This enabled staff to show pupils their previous scores and discuss with them causes for trends in their performance (W2Dp2).

Testing and the management of pupils' scores was an area the department was hoping to use to extend its use of ICT. The HoD was hoping to 'use that in ICT as well, where, you know they can make graphs of their scores' (W2Bp3). This could well be a future cross curricular link between PE and ICT, using pupils' own bleep test data. The male teacher spoke of this possible development in more detail. The department 'would like to, given the provisions, link it somewhere into IT, or ICT where we could perhaps do certain fitness tests and we record all the fitness tests that we do at GCSE level'. The male teacher envisaged ICT assisting staff and pupils to make gender comparisons using the test data. He would 'maybe use ICT provisions to compare the different scores, you know, why is it that the boys are getting higher scores on the explosive vertical jump test, or why is it that girls get a better score on the flamingo balance test, and things like that' (W2Dp2). Comparisons would also be

made on the basis of 'body type difference', considering for example, 'why is it that, you know, smaller people seem to be a little bit more agile than the bigger bodies, I mean it's obvious, but we could to talk about all that sort of stuff as well' (W2Dp3). On an overt level the teacher would merely use these data comparisons to hold discussions on the relation of gender to physical performance. It could be that gender differences could somehow influence practice, of this teacher, or within the department.

Testing was also a means through which PE made links with 'science and then obviously maths when it comes to, you know, … counting different measurements for fitness tests' (W2Dp2).

Effects of Exercise

As part of the physical education curriculum at W2 pupils 'look at stretching, the body, the effects of exercise and all those sort of things really'. Exercise effects were thus covered through permeation and also 'obviously within the health related exercise module we look at it a little bit more in depth' (W2Dp1). The only effect more specifically mentioned by PE staff was the 'effects of exercise on heart rate' (W2Dp1). This could be considered a fairly limited range of effects and may indicate that this was not something particularly emphasised in the teaching at W2. In general though, the effects of exercise on the body appeared to be considered important to the male PE teacher. He criticised the amount of curriculum time given to PE at W2, claiming that an hour per week was insufficient 'to learn about the body and to be physically active' (W2Dp17).

Benefits of Physical Activity

Pupils at W2 were expected to know the benefits of physical activity by the time they left school, and staff expected that they would act in response to this understanding. The male teacher said of PE at W2 that 'the onus is on trying to make it enjoyable, but also giving them the understanding that it is good for them and it will benefit them, and it's not just hard work really' (W2Dp2). Pupils should leave school 'knowing that if they do exercise hopefully that's gonna lead on to them living a little bit longer, hopefully they're gonna be a little bit more physically fitter, they're not gonna get puffed out when they're walking down to the shops' (W2Dp7). The benefits of physical activity that this teacher described here were maintenance or improvement of

general physical fitness, the ability to cope with exertion, and a presumed effect on lifespan. The teacher did not mention any of the specific benefits of exercise on health, merely 'the general idea that, by doing exercise it is good for them'. He did allude to other benefits of participation, saying that he hoped pupils would 'continue their activity as a social thing more than anything, not as a highly competitive thing' (W2Dp7).

Many aspects of health were covered in the PSE programme at W2. However, as far as the female teacher was aware, there was an absence in this programme of 'anything to do with … exercise'. The programme did not contain any 'sort of like hands on… lesson to do with taking part in physical activity' (W2Cp10). The co-ordinator's list of topics taught in PSE did include 'the importance of exercise, the importance of fitness' (W2Ep1). It could be assumed that 'importance' would make some reference to the benefits of exercise and fitness, on various aspects of health. The PSE co-ordinator was asked about the input of subject areas into the whole school teaching of health. He knew 'not really that much' about PE's contribution, 'apart from PE being physical activity that's essential to maintaining good healthy condition' (W2Ep1). He was aware that science included teaching on 'benefits of exercise'. The same topic was covered in 'catering' (W2Ep1). This element of HRE was therefore delivered through many areas of the school curriculum.

Healthy/Active Lifestyle

Learning in physical education was intended to be applicable later in pupils' lives. The HoD hoped that 'what they learn in school, what they achieve in school they can carry on after they leave'. For her this meant that pupils would continue into 'further life to you know, make sure they have a fit and healthy life' (W2Bp4). As a PE teacher she wanted pupils to be 'fit for life' and to 'prepare them'. This meant preparing pupils for the opportunities for activity they were likely to pursue once they had left school. She thought that this would be through 'leisure centres' and the 'sort of health related um classes you can go to'. She clarified further that these centres had 'suites there, you know, the fitness suites they've got it all, they've got aerobics classes, they've got step, they've got circuit training, they've got all those'. It was important to her that pupils became familiar with these types of activities during their time at school. She felt that, as a department, if they were able to 'teach them how to

do these things before they leave school then they're going to be more confident to go out and do it themselves as individuals' (W2Bp7). This teacher saw leisure centres and gyms as the likely way forward for exercise in pupils' lives, rather than traditional team sports. Whilst rugby would be played by some boys after school 'it's a minority with them'. She thought that 'it's more individual stuff, and joining clubs'. The reason that she felt team sports were not attracting many pupils after school was that they are 'a bit restrictive as far as numbers are concerned'. Using netball as an example she made the point that 'a lot of' club members were 'not going to be used'. This was still something that would be pursued by those who 'want to play competitively' however (W2Bp7). The male teacher also seemed to feel that leisure centre style activity was what pupils would participate in in the future. He hoped that pupils would 'enjoy' doing exercise and 'hopefully they'll go on and maybe they'll pick up circuit training, swimming, rugby or whatever outside in another, in a club or a sports centre so hopefully they'll continue their, their activity as a social thing more than anything, not as a highly competitive thing' (W2Dp7).

Healthy lifestyles formed part of the purpose of PE for the female teacher. She felt that pupils, after leaving school should 'be able to continue with' the 'sports areas' they were 'good at', so that 'they get a sense of enjoyment from it'. Her philosophy for pupils' adult lifestyles went beyond just being active lifestyles. Pupils should also, in her opinion, 'know what is, you know, sort of important, physically what they're able to eat and be able to keep healthily' (W2Cp6). Healthy and active lifestyles were part of the philosophy of PE for all the teachers at W2. The department encouraged this sort of lifestyle in some practical ways. One of these was to give pupils 'options' in Key Stage 4, in which pupils could choose the activities they did in PE. In contrast pupils in Years 7 to 9 were told what they were 'going to be doing throughout the year'. The department acknowledged that 'because they get older, you know, yes they lose interest in certain things so we'll give them a bit of leeway' (W2Cp12). Another way of encouraging active lifestyles was simply to give pupils 'a good experience of physical education'. The male teacher stated that whilst he 'ideally wanted pupils to come out of school and 'be great at rugby, great at football', in fact 'ideally what you want them to come out with is have a good experience of physical education', whatever the activity was, so that they would 'want to continue to be physically fit really' (W2Dp7). He certainly did not want pupils 'coming out of Year Eleven and

then forgetting about activity full stop', rather that 'hopefully they'd come out at the end of Year 11 knowing that if they do exercise hopefully that's gonna lead on to them living a little bit longer' (W2Dp7). This teacher repeatedly emphasised that 'realistically' the goal for the department was that pupils in PE 'have a good experience of it and not hate it'. He was aware that 'some people come out and they hate PE and that's it they don't do any sport for the rest of their life'. The aim for him was that pupils 'come out and they'll have a good experience and they'll want to go on and continue it and, you know, just socially more than anything' (W2Dp7). The repeated mention of social participation again indicates a fitness for life, and active lifestyle philosophy in the department. They appeared to wish for pupils to choose to participate in activity with a social or leisure aspect, rather than for pupils to excel at competitive sport beyond school.

Criticisms were levelled at the whole school attitude towards PE and the effect this potentially had on pupils' future lifestyles. The male teacher questioned whether an hour's lesson per week (which he thought was effectively thirty minutes of activity) was enough 'under guided supervision to learn about the body and to be physically active'. He doubted whether pupils would 'get an experience in an hour a week' that would impact sufficiently upon them for them to make the choice to be active later in life (W2Dp7). This teacher also felt that there was 'at the moment, … too much onus on, on other, on other subjects'. Whilst literacy was important he thought that physical inactivity would have a greater effect on pupils later in life, phrasing his thoughts as 'it doesn't matter if they can't read or write does it cause they can't walk, they're dead' (W2Dp18).

Participation, rather than competition could be seen as an indicator of a prevailing philosophy of active lifestyle. Extra curricular programmes at W2 offered opportunities for pupils to simply participate in physical activity. The PSE co-ordinator recalled the homework club, run at the school which 'in the past' hosted 'roller hockey going out on the tennis courts in the evening', and 'a mixture of girls and boys football'. These were activities he did not suppose 'you necessarily see in PSE lessons', and instead were 'a chance for kids to just kick a ball around for fun rather than be forced to do it'. The advantage of this opportunity was that 'you get a bit, kind of a different mixture, different response then' (W2Ep2).

A weakness of the PSE programme was thought to be the lack of practical opportunities it provided for pupils. Despite many topic areas that could theoretically be open to experiential learning, 'most PSE lessons in truth are perceived to be like a classroom activity rather than, you know something practical that you go out and do'. This was the case even with, for example 'use of leisure time', as 'you wouldn't go out and visit a leisure centre necessarily alright. How, which is unfortunate but it's realistic' (W2Ep3). So whilst PSE did cover lifestyle issues (such as use of leisure time) it did not do this in (in the co-ordinator's view) the most effective way.

Fitness for Sports Performance

Health related exercise was considered by the male teacher to be 'the most important part of physical education'. He said that 'HRF' was at the 'back of your thinking during other … topics'. When teaching rugby, for example, 'obviously you're concentrating on rugby, but I think it's one of those things, it forms a great part of every activity even though you don't actually think about it yourself, it's one of those things you're talking about all the time'. This teacher would, whilst teaching rugby or football for example, also be 'talking about speed, agility and things like this, in the context of playing rugby' (W2Dp6). He also mentioned using in lessons 'various other sort of game related activities which involve different types of fitness aspects' (W2Dp1). Fitness was one aspect of his teaching of sports, and so he must presumably have felt that fitness is important for performance in that sport, or at least can have an impact on performance. At the lowest level, poor fitness was seen as preventing good performance. The male teacher thought that 'if the children aren't up on health related exercise then really they can't compete in any of the different activities'. He did not directly say if children are not fit then they cannot compete in the activities, but this could be one possible meaning. The teacher did go on to say that if pupils were 'not active then, there's a problem really' (W2Dp6). A lack of activity may signify a poor level of fitness, and an inability to participate properly in a sport.

Fitness was thought by the HoD to aid sports performance. She explained how the department had used an 'allocation of money we had from the WRU' to purchase 'extra resources' for HRE by saying that 'we justified spending that because it was

health related and it would help the boys basically, you know, as far as their rugby was concerned' (W2Bp6). So circuits and other HRE lessons in the PE curriculum focusing on fitness were thought to contribute to boys' performance in rugby.

Section 4: Discourses expressed in practice

The expression, privileging and silencing of discourses that was evident in the six week 'Fitness' block taught by the older female teacher at E2 is explored in Appendix A.4. Categories of discourse are examined, in relation to how the learning tasks completed, teaching styles adopted and topics discussed (amongst other features of the practice) may express certain discourse. This analysis is used in the discussion chapter, in particular to explore the difference between reported and actual policy, and to note the amount of scope individual teachers have for interpreting department policy, and altering the expression of discourse at the level of practice. A summary of the analysis of this teacher's practice follows.

The first lesson of the Fitness block focused on defining health and fitness and considering the difference between the two. Pupils thought about what it meant to be fit, to be healthy and whether they saw themselves as fit and healthy. Pupils made the link between fitness and exercise, seeing fitness as being able to do exercise without getting out of breath. Pupils also linked fitness with diet (not eating fatty foods). Pupils connected fitness with not being fat. The teacher discussed with them the values attached to fatness, correcting their opinions to assert that being fat did not automatically mean a person was unfit. The terms fitness and health were used interchangeably by the teacher and pupils. Both concepts were linked to lifestyle, particularly in terms of the effect of activity and diet on fitness. Fitness was defined by the group as the body's ability to cope with demands.

Pupils were told that their PE teachers were concerned about their activity levels, as compared to previous generations. Children today were seen as less fit due to their sedentary lifestyle. National concern for children's fitness was linked to future health problems, and class discussions had a strong fitness for life message. The teacher encouraged pupils to work on their fitness at home, with the focus firmly on raising heart rate. Cardio-vascular fitness was viewed by the teacher as being fitness itself,

with other components making up 'general fitness' which was not as important in her view. The aim of the fitness block was to measure fitness and improve it, an aim the teacher questioned as to its achievability. Pupils considered why improving fitness was important. The link was made between fitness and quality of life. Components of fitness were linked to individual strengths and weaknesses and to gender.

Knowledge and understanding delivered in the unit focused on heart rate including the effects of exercise on heart rate and the basic biology (functioning) of the circulation system. In the first and third lessons pupils measured the effects of exercise on their pulse and were taught to use heart rate as a measure of fitness. A major aim of all four lessons was to get pupils raising their heart rate. This was reiterated throughout the unit. Activities in the third lesson had pupils working within their calculated target zones (based on heart rate), and finding the activities which raised their heart rate the most. Other principles of training (FITT, specificity) were also discussed. Pupils were encouraged to make their lifestyles active, with a particular emphasis on making the heart work harder. Pupils tested their fitness, through heart rate measurement (in the third lesson), running based tests (lesson two) and also a circuit of standardised tests for fitness components (the fourth lesson of the unit). Test results were used to allow pupils to find their strengths and consider their individual needs. This information was then used by pupils when designing their own exercise programme in the final lesson of the unit.

The reported practice of the department was that pupils were taught how to warm up properly in the Fitness unit, and were then expected to do this increasingly independently in other PE lessons. However, none of the lessons in this particular Fitness unit include a warm up.

The unit as a whole can be succinctly described as a battle for expression between the 'fitness for performance' based scheme of work and the 'lifestyle' discourse based teacher. Learning activities and the knowledge and understanding set out in the pupil booklet expressed fitness and training discourse. The teacher delivering these activities was clearly drawing upon activity and health discourse, which led her to promote fitness for life.

Section 5: Summary Tables

The following tables show a brief summary of how the discourses were expressed at each case study school. These tables will be used to make comparisons between the practices and policies of the schools.

Table 7.1 Why HRE is important

Discourse	E1	E2	E3	W1	W2
Fitness Levels	- fitness levels a precursor for effective teaching - pupils should be aware of own fitness	- HoD thought children were getting less fit. - children 'generally unfit' and department's responsibility to do something about this. - fitness levels of new Year 8 intake a factor behind the intro of the F block - fitness block intended to improve poor levels of fitness - different expectations of pupils' fitness among staff - try to make pupils aware of their own fitness - Cross country block provides 'some fitness' and experience of prolonged activity. - HoD interest in research on fitness (elite and childrens)	- no data	- fitness taught in ability groups, according to levels of fitness	- concern that many pupils show signs of low levels of fitness - this concern linked to predictions of their future health - fitness levels monitored (bleep test) throughout school - an area of increasing importance within PE in general
Activity Levels	- benefits (not just physical) of doing sport. Encourage participation outside of lessons. Lifetime activity a concern. Suitable activities tracked back each year	- concern for children's inactivity and in society (couch potatoes). Inactive LS (car to school, computer games. - less opportunities to be active and children less willing to take opportunities. - inactivity parents responsibility, too late by secondary school	- refer to pupils being physically active in lessons, maximum participation - pupils lose interest in sports, esp KS4 esp girls.	- HRF educated pupils to be able to do exercise on their own - concern for future activity patterns	- most pupils considered inactive, struggle to get participation in lessons, most do not participate in activity outside school - aim to make PE enjoyable and for pupils to know why ex is impt - HRE viewed highly, effect on rest of PE curric. - lack of opps for some pupils - impact on future health - opportunities for activity provided as part of Youth Award
Discourse	**E1**	**E2**	**E3**	**W1**	**W2**

Current Health	- no data	- pupils' health a responsibility of PE - society of couch potatoes and smokers and overweight people - asthma as a social disease among children. Not an excuse for not doing your best. - compulsory non smoking policy - health topics covered within PE and Complimentary Studies - discuss ways of being healthy in the Fitness block	- no data	- pupils educated how to manage their asthma, seen as their responsibility	- concerns over current health related to activity levels - hope pupils will know how to keep healthy on leaving school
Future Health	- pupils' future health part of PET job	- pupil's future health not mentioned directly, only implicated - heart health implied in work on pulse rates (last longer if look after them)	- HRE not an area pupils can relate to easily as there is no immediate result - stated fitness for life beliefs.	- no data	- link between current behaviours and impact on future health (lack of physical activity and diet) - future health not a concern of pupils - pupils should learn what is and is not good for them for when they get older - concern for pupils' future fitness levels and their impact on health - too much emphasis on literacy etc in schools

Table 7.2 Discourse included or excluded through delivery

Discourse	E1	E2	E3	W1	W2
Warm Up/ Cool Down	- WU in schemes of work, and talked about every activity. - CD – no mention	- what is, how to and why of WU and CD taught in Fitness block - different types of WU related to the activity. - pupils plan own WU in the Fitness booklet - WU revisited every lesson. K+U checked through questioning. - pupils expected to be able to do WU independently. - WU used to teach anatomical terms - CD taught, but not done every lesson	- pupils taught importance of WU and CD in HRE block - includes why should WU and CD and muscle names	- WU and CD written into the schemes of work and included in every lesson - geared to flexibility/strength and consist of running and stretching - staff talk about the purpose of the WU - some activities or skills introduced through the warm up	- taught through permeation, warm up done every lesson (the aspect of HRE) - stretches exercises and games - linked to teaching about muscles
Stretching/ Flexibility	- no data	- only covered as part of WU - pupils learn muscle names during stretching phase of WU	- no data	- extra curricular booklet included flexibility work - flexibility circuits included in some areas of activity - flexibility viewed by how it affects sports performance	- main part of warm up every lesson - different types of stretching used (static, dynamic)
Nutrition/ Diet	- nutrition part of GCSE syllabus. - canteen food changed to be more healthy.	- healthy eating a topic in the Fitness block - pupils see eating healthy food as part of being healthy - diet recording and analysis done in GCSE course - pupils encouraged to become critical consumers - diet also covered in CS and home economics. - pupils encouraged to drink water during PE lessons. -little choice of healthy food in the canteen	- diet considered important k+u for GCSE PE and for when pupils left school - nutrition included in HoD description of healthy pupil	- sole comment that food in canteen not very healthy	- very fatty foods served in the canteen, no healthy alternatives - late lunchtime, breakfast served at school mid morning - whole school initiative examining the catering contract, seeking change - poor diet linked to concerns over future health - healthy eating a topic in PSE, science and catering
Discourse	**E1**	**E2**	**E3**	**W1**	**W2**
Nutrition/ Diet Cont.		- encouragement to eat healthily as part of Healthy Schools			

		award no longer happens			
Drugs	- component in GCSE syllabus - topic in PSE	- previously taught in CS course, Taught in other areas of the curriculum - drugs in sport taught in CS depending on teacher.	- no data	- no data	- PSE programme includes drugs, drug abuse, smoking, alcohol and drink drive topics, incorporating effect on pupils' health - some teaching by outside specialists - concern for effect of drug (alcohol) use on sports performance
Heart Health/ Cardio-vascular Fitness	- pulse rate measured in HRE lessons. Pulse talked about in other activities	- cardiovascular warm up done in some lessons. - Fitness block includes effect of exercise on the heart, including pulse rate recording and recovery rates and max heart rate - discuss looking after the heart - pulse rate sometimes used in reports. - heart rate testing also done in science	- taught through permeation, using the game to look at the change in heart rate, where to find pulse - cv and respiratory system considered important k+u for pupils - heart rate monitors and computer programmes recently purchased - CV machines in schools fitness suite	- effects of ex on the heart the core of PE - purpose of many activities was to keep the heart rate raised - raising the HR the 'object of exercise' - use of heart rate zones and pulse measurement - mechanics of heart rate included in GCSE syllabus	- CV fitness addressed every lesson, some element that raises heart rate - HRE focussed on CV fitness/heart health, pupils learn to take their pulse and the effects of ex on the heart. - heart attack main future health concern of staff (for inactive pupils)
Well Being	- no data	- department policies address health (sun protection, availability of showers) - stress a concern, particularly due to frequency of testing in schools	- perception of health as freedom from disease - qualities of health based on physical fitness, body weight and external attributes	- bodyweight and body fat considered from the perspective of sports performance - social and psychological problems in HRE of pupils being conscious of their bodyweight - differentiation between fitness for sport and fitness for health (users of gyms).	- health in general important to department, mainly benefits of physical activity - also mentioned personal hygiene (showers) and body type (effect on fitness test scores) - measurement of body fat - PE contributes to children's social and psychological health
Discourse	**E1**	**E2**	**E3**	**W1**	**W2**
Well Being Cont.				- different emphasis in HRE for girls and boys (fitness/bodyweigh t/body image)	- PSE covers many health topics (personal hygiene, sex education, stress management

				- mental health in relation to physical – healthy body healthy mind phrase	anti bullying, assertiveness) - incorporates physical, mental, social, emotional aspects of health - school counsellor lead on to peer mentoring
Knowl-edge and under-standing	- no theory in core PE. Doesn't seem to be an aim, not assessed.	- HRE knowledge a life skill, non examinable but pupils carry with them for rest of lives - pupils expected to learn muscle names and about how the body works, effects of exercise - more advanced k +u: recovery rates, an/aerobic, - HRE best taught through discrete block, pupils given k+u at start of time at school - new intake more knowledgable each year - k+u used for assessment of Fitness block	- scientific knowledge valued, including muscle names and an/aerobic fitness, where to find pulse - emphasis on practical work but lessons sometimes include a theoretical chat - terminology taught through warm up phase of lesson and orienteering activity - NCPE strand had affected the k+u taught and assessed - GCSE required k +u taught early	- PE a practical subject, emphasis on the physical - GCSE had altered status of k+u in PE - understanding of why exercise is necessary considered important.	- pupils taught muscle names through warm up and circuits (as preparation for GCSE PE) - pupils questioned why they were doing certain activities - expectations of k +u different for the different ability groups, affects teaching methods - greatest importance was knowledge about themselves gained through PE

Table 7.2 Discourse included or excluded through delivery (continued)

Discourse	E1	E2	E3	W1	W2
Health and Safety	- ensure pupils doing activities correctly - younger pupils not allowed to use weights in fitness room	- sun protection and drinking water - no somersaulting on trampolines, cross country course now on site - suitable forms of exercise in HRE	- no data	- no data	- pupils taught how to warm up safely and correctly - workcards for circuits show how to do exercise correctly and any safety precautions - anger at losing swimming, impact on pupils' safety - importance of wearing correct equipment - awareness of risk of accidents in sports situations - pupils' independence, taking care of themselves - PSE and Youth award include taking care of yourself in awkward situations module and a first aid course

Table 7.3 Discourses of fitness

Discourse	E1	E2	E3	W1	W2
Defining Fitness	- no data	- definitions of health and fitness discussed in pupil Fitness booklet - pupil misconceptions of fitness - recovery rates - pupils assessed on knowledge of fitness	- terminology important but no mention of defining terms with pupils	- no data	- no data
Types of Fitness	- say types, actually describe components. Types of fitness used within diff sports. Uses word aerobic for one of the fitness tests. - offers 'types of fitness' but describes types of training (interval etc).	- mention 'stamina training' and aerobic/anaerobic fitness	- no data	- mixing of components and types - focus on aerobic fitness (CV component)	- games activities in PE involve different types of fitness aspects - aerobic and anaerobic fitness mentioned
Compon-ents of HRF	- called types or areas of fitness. stamina, strength, flexibility etc reaction time	- fitness block covers 'aspects of health related' and 'areas of fitness' - testing shows pupils which components are their strengths/weaknesses - components examined in GCSE, from a training perspective	- HRE teaching in Year 9 involved 'looking at the main components of fitness and we were looking at speed, power, agility and using various games to highlight these'	- focus in conditioning on CV fitness, strength and flexibility (Strength in XCA) - introducing the 5 Ss through permeation	- taught speed and agility through the context of playing rugby
Training	- do circuit, continuous and interval training in HRE. - used to use fitness suite, pupils had programmes	- covered in fitness block and GCSE - include training zones, programmes, FITT principle, fartlek, stamina. - no weight training. - encourage independent training	- pupils taught importance of training	- called conditioning, very important in department - fitness for life, reversibility, use it or lose it. - principles of training and the training effect - continuous training (running) block and interval training (circuits) - fitness taught in ability groups, pupils work to their own level	- HRE teaching based on different types of training (mainly circuits, with weight training and aerobics) - cross curricular links to science and maths
Discourse	**E1**	**E2**	**E3**	**W1**	**W2**
Training				- aim of	

Cont.				conditioning blocks is overload and thus improvement of fitness - weight training programme in extra curricular for KS4 boys - examination PE has helped with training theory and knowledge	
Improving Fitness	- can't improve fitness during curriculum time, but aim to 'educate a way of improving' - encourage independent training - test, train, re-test system	- introduced in Fitness block. Compare fitness with other pupils, look at diff ways and activities to improve fitness - pupils encouraged to improve fitness independently - fitness block is dept's contribution to improving pupils poor levels of fitness - pupils keen to improve on previous fitness test scores - tests repeated after fitness block and cross country to show improvement - cross country block aimed at improving fitness	- Year 9 pupils design own fitness programme - ways of improving fitness important k+u for after school	- focus on individual pupils' fitness through conditioning - CV, strength and flexibility focus in lessons, strength in XC - test-train-retest structure to fitness blocks. - pupils' improvement an indicator of success for the blocks - time trial used for assessment of HRF - differentiated delivery and expectations in fitness blocks - extra curricular programme based on improvement of fitness (and team sport)	- circuits aimed at improving pupils' fitness
Fitness Testing	- HRE unit based on test, training, re-test - aerobic test, your bleep test, your cooper test, your Illinois agility test, your sit and reach test - test scores recorded, not reported to parents. - peer pressure not a problem in this school	- fitness block includes sit and reach, reaction time, co-ordination, speed, bleep test, Cooper run, step tests, agility run. - testing used for assessment and comparison. Results recorded in booklet - pupils enjoy and are motivated by testing	- testing included in HRE teaching, with emphasis on the practical, with theoretical chat - abdominal test, bleep test (VO2 testing), strength tests, Cooper Run, - tests used for assessment and results included in reports	- running block begins with 1km time trial to assess pupils for streaming into ability groups - time trial repeated at end of block to assess improvement in fitness - timed run used for assessment of the unit	- fitness testing done in Jan alongside circuits lessons - testing mainly in KS4 (all basic tests part of GCSE course) bleep test done with KS3 - test results recorded, comparisons made each year
Discourse	**E1**	**E2**	**E3**	**W1**	**W2**
Fitness Testing	- pupils keen to score well and	- HoD aware of negative side to	- system for tracking scores in	- trialled fitness testing of new	- plan to use ICT to compare test

cont.	encouraging with each other, tangible targets	testing	need of improvement - different pupil attitudes to testing according to age - resources influenced HRE teaching	intake	results - cross curricular links with science and maths
Effects of Exercise	- no data	- taught through permeation. Pupils develop an understanding of what happens to the body when it works. - Fitness block includes long and short term effects of exercise. - emphasis on effects of exercise on the heart.	- PE is where pupils learn about their own bodies, how they work and adapt - effects of ex, particularly on the heart covered in HRE lessons - only short term physical effects mentioned	- practical activity combined with theory teaching, a chat about what's happening - k+u of ex effects affected by examination PE - NCPE requires pupils to know short and long term effects of ex	- effects of ex examined through permeation, and in more depth in the HRE module - only effect mentioned specifically was heart rate
Benefits of Physical Activity	- pupils instructed in the benefits of the activities used. 'general education' about benefits of PA - health, social, communication, integration benefits of participation in sport.	- important that pupils understand benefits and experience them for themselves (XC run)	- wanted school leavers to know benefits of exercise and its contribution to a healthy lifestyle	- HRF concerned with the benefits of ex, as well as methods of training etc - Required k+u in GCSE PE	- pupils expected to know the benefits of activity and to act accordingly when leave school - mention benefits to physical fitness and lifespan - PSE programme included topic on the importance of exercise and fitness

Table 7.4 Approaches to HRE

Discourse	E1	E2	E3	W1	W2
Lifestyle	- LS part of PET responsibility - healthy LS a precursor for the rest of PE - HLS and PA linked - evidence of HLS promotion in department policy - promote activity through formal and informal XC programme and community links. - acknowledging pupils' individual needs and preferences. - options in KS4. Can 'specialise' in any activity area - PSE programme titled 'Life Issues', possible LS implications. - after school: know how to maintain and improve fitness, want to take part in an activity, ultimate outcome tracked back to finding appropriate activities each year.	- HRF part of sport and everyday life - philosophy of PE that every pupil finds an activity to continue after school - pupils consider differences between H and F, and think about themselves as fit or healthy - pupils encouraged to be independent (eg warm up) and to be active outside of lessons - individual taste and personality acknowledged hence wide range of activities on curriculum. Equal value for sporty pupils and social participators. lifestyle activities. - pupils prefer recreational activity to competitive sport and training - stressed importance of regular physical activity. - k+u of H+F a life skill - addressed drop out problem	- sports college commitment to promote healthy lifestyles through providing opportunities - personal philosophies based on children being active (in lessons and after school) - pupils given an understanding of what they can do to help themselves - phrases fitness for life and healthy lifestyle used - variety of activities offered in the curriculum – pupils find an activity that interests them - independence not mentioned (aside from PEP)	- use term fitness for life. Fitness part of philosophy of life - being well conditioned thought to be good for body and good for rest of life - pupils educated to be able to exercise independently outside lessons - introduce pupils to lifestyle activities	- learning in PE intended to be applicable for life - pupils expected to carry on being active, fit for life, have a healthy life - prepare pupils for leisure centre based opportunities including exercise classes likely to do as adults, so be more confident about doing these - team sports not thought to cater for many pupils after school - keeping healthy based on activity and diet - options in KS4 as pupils lose interest - want pupils to leave with a good experience of PE and want to continue to be fit/active - emphasis on social rather than competitive participation after school - curricular PE time thought to be insufficient to give pupils a good experience, impact. - XCA programme based on informal opportunities for activity, participation not competition (PE dept ran teams, PSE and Youth Award offered other opportunities) - criticism of lack of practical lessons/opportunities in PSE programme

Discourse	E1	E2	E3	W1	W2
Fitness for Sports Performance	- no data	- fitness taught through permeation as the training pupils should do for that activity. - influence of (youth) elite sport performance on department practice - problem of talented pupils not training, limits level of competition	- continuing participation after school, emphasis is on joining sports clubs - teaching HRE through permeation that year had put a sport perspective on most aspects of HRE	- conditioning important, necessary to play a game - circuits in lessons aimed at improving components of fitness, often to enable sports performance. - fitness as a precursor for sports performance (handling bodyweight) - improvement of sports performance through improvement of fitness - XC training programme of weight training aimed at boys in the school teams. - helping pupils perform closer to their potential - with boys emphasis was fitness as an end in itself - particularly in XC programme fitness as sports performance.	- permeation of HRE, fitness aspects in the context of sport - poor fitness thought to prevent good performance, fitness thought to aid sports performance.

Section 6: Conclusion

This chapter has explored the discourses expressed in the case study schools through aspects of their HRE delivery. The terminology that teachers used when talking about health in PE, and in their departments' policies and schemes of work was examined. The words that were used can reveal much about the underlying discourses of health that teachers draw on. Discourses are also variously expressed and privileged through teachers' practice. This chapter focussed on the curricular provision for HRE, and also departments' extra-curricular provision for pupils in the case study schools. In one school the actual teaching of one unit of work on 'Fitness' was observed. Teachers' practice is the level at which discourses are, in effect, 'expressed' to pupils. These discourses may, or may not, be the same as those expressed in national and department policy. They can reveal much about a department's and teacher's philosophy of PE.

A rationale for HRE?

Many teachers voiced concerns over children's fitness levels. Pupils were perceived to be generally unfit, and less fit than previous generations. Some staff thought that

this impacted on teaching and learning in PE, as pupils' performance in lessons was affected. As a result some PE teachers saw pupils' fitness levels as a precursor for quality physical education. Departments tackled the issue of poor fitness levels through monitoring pupils' fitness, making them aware of their own fitness, and through a perceived responsibility as a department to improve pupils' fitness. Activity levels were also a cause for concern. This ranged from a noted drop in participation in PE lessons, to a lack of independent activity to a concern for activity levels throughout pupils' lifetime and the associated impact on their future health. Children in general were perceived to have a relatively inactive lifestyle, with fewer opportunities to be active. Teachers felt that children should learn the importance and benefits of physical activity and be provided with opportunities to be active, on an increasingly independent basis.

Activity levels and lifestyle were the foundation of teachers' concerns for pupils' current health. Management of asthma was the only specific health issue mentioned by staff. Teachers believed that pupils' future fitness levels were likely to have a detrimental impact on their health. Staff expressed a need for pupils to be educated according to a philosophy of fitness for life and to be taught what is 'good for them' as they get older. Teachers were concerned for the impact of pupils' current behaviour on their future health, something that pupils found problematic as they did not connect current lifestyle choices with future health.

Discourse included or excluded through delivery

Certain discourses of health and fitness were expressed in all the case study schools in a broadly similar way. Other discourses were notable in their common absence. Warming up was covered in every school. It was the medium used for teaching about flexibility and was frequently used to introduce knowledge of muscles and other terminology in preparation for GCSE PE. The warm up was also the part of the lesson where pupils were reported to become increasingly independent of the teacher. Cooling down however, was not mentioned in any of the case study schools.

Teaching about diet and drugs was restricted to certain areas of the curriculum. These discourses appeared to be the domain of examination PE, and PSE delivery. Diet may also be a whole school issue. Teachers concerns in this area were dominated by

opinions about the unhealthy nature of what was offered in the school canteen.

'Heart health' was addressed in the case study schools, but mainly in a somewhat technical and indirect manner. Pupils learnt about pulse rate and measuring heart rate, using training zones and discovering the effects of exercise. Direct reference to heart health and the benefits of exercise were less common.

Discourses of health expressed in the schools were generally limited to those of physical health. Health issues were rarely mentioned specifically, although bodyweight issues were discussed by several teachers. Most specific health issues beyond physical fitness appeared to be left to PSE for delivery. Few members of staff were aware that PE contributes to other (social and psychological) dimensions of health, and these contributions were not made specific or overt.

Discourses of fitness

Fitness itself was rarely defined in the selected schools, and much confusion appeared to exist over the types and components of fitness. The focus of teaching, and of training was generally cardio-vascular fitness, along with strength and flexibility to a lesser extent. The components of fitness were frequently taught through team games and fitness testing.

Fitness training and testing formed the basis of much of the HRE delivery in the case study schools. Pupils were usually tested during HRE units, and then expected to improve their fitness levels through physical activity. Tests used were predominantly standardised tests such as the 'bleep test', the Cooper run and the sit and reach test, each focusing on a single component of fitness. Training was based on circuits and continuous (and some interval) cardio-vascular training. This process was carried out most scientifically, and possibly most effectively, at W1, where a test, train, re-test procedure had been adopted.

Expression of discourse pertaining to the effects and the benefits of exercise was decidedly limited in many of the PE departments. Teaching on the effects of exercise was focused predominantly on the effects on the heart, and was limited to only the short term physical effects in most cases. Almost all staff believed that it was

important that pupils understood the benefits of exercise, particularly its role in a healthy lifestyle as an adult. However, these benefits again seemed limited, to heart health and physical fitness, and were often discussed only in vague terms.

Lifestyle versus performance

'Lifestyle' discourse was expressed through various aspects of curriculum organisation and department or teacher philosophy in all of the case study schools. Departments were aware of the need for pupils to adopt healthy and active lifestyles and thought that PE had a role to play in this, particularly in terms of activity promotion. Staff in the schools regularly acknowledged pupils' individual needs and provided options based curricula and recreational activity outside school hours in order to increase pupils' opportunities to be active.

Discourse on fitness for sports performance was expressed mostly through permeated HRE delivery. Pupils learned the importance of various fitness components when this was taught through team games. This was particularly the case at E3. This school also placed more emphasis on competitive sport in its extra-curricular programme, and in directing pupils towards clubs. W1 placed an almost overwhelming amount of importance on training to improve fitness and thus to improve sports performance, particularly for its male team players.

Discourses expressed through teacher' philosophy, policy and practice are further analysed in the discussion chapter.

Chapter 8 – The factors affecting school level policy and practice relating to health in the PE curriculum

Section 1: Introduction

This chapter aims to explore the factors affecting the case study schools' policy and practice regarding health. The analysis itself sought to set out the influences that existed at each case study school. Most of these were directly referred to by staff as influencing their practice. These included the effects of the curriculum, pupils, the whole school and the PE department. The next section of the analysis focused on those factors that were an influence on the PE staff themselves, and the main factors they saw as influencing their own HRE delivery. The data were divided into sections for each influence, which were largely the same for each school. Some absences or unique influences did naturally occur. The main influences existing for each school arising from each case study's data are summarised in this chapter. These influences are further explored in the discussion chapter. An example set of data from each LEA is included in appendix A.5, as the analysis proved too lengthy for inclusion in this text.

Section 2: Summary of the influences at each school

The next part of this chapter summarises the influences at each school that have had the most direct, or the widest ranging effect on policy and practice relating to health in PE.

E1

At E1, staff appeared to be the main influence over the PE curriculum in general. Practice has been affected over recent years by changes in key members of staff, most notably the HoD, and also members of the senior management team.

The new HoD had, at the time of the interview, not been able to make many changes to his department. Since his arrival part way through the academic year, the HoD had been teaching the existing PE curriculum as he had not had the time available to make

his own revisions to the existing schemes of work that had been recently rewritten by the previous HoD at E1. This was particularly the case for HRE, which was one of the first blocks timetabled for the HoD to teach. One change that the HoD had been able to make, however, was to introduce HRE as an option into the Key Stage 4 curriculum.

In addition to the change of Head of Department E1 had also seen a change of Headteacher in recent years. The previous Headteacher was described as not being supportive of PE in general. That Headteacher was apparently responsible for many early retirements and an important change in the staffing of the PE department. The older male teacher claimed that he was forced out of the department by the Headteacher, rather than being encouraged to take over the leadership of it when the opportunity arose. He was moved into the Humanities department and given the additional role of PSE Co-ordinator.

The PE staff were the biggest influence over their own practice, but they were far from being unified in their attitudes and views of their role within the department. The new HoD had a professional approach to his work and was concerned with furthering his career and taking the department forward, mainly through the medium of examination PE. He was seen by the rest of the department as being very knowledgeable and enthusiastic about HRE. Other members of the department, notably the older male, tended to avoid rather than promote HRE. This teacher was, however, an influence on the teaching of health elsewhere in the school, through his role as PSE Co-ordinator. The female teacher seemed to teach what she was told to, she was not concerned about her career, being happy to stay as a main scale teacher, not wishing to take on any management or pastoral roles. Although the department 'discuss' all relevant issues, neither of the PE teachers showed a desire to be more involved in the decision making process, leaving this predominantly to the HoD, making him the greatest influence over department policy and practice.

Practicality was also a major influence on practice at E1. HRE was taught indoors and was organised around the weather. Classes took place in the sports hall, as this could accommodate large numbers of pupils. The fitness suite was not used as this was too small to cope with a whole class. The grouping of pupils for HRE was done on the

basis of the numbers of pupils that were timetabled for PE, rather than being organised by gender or ability. The department had relatively few resources for HRE. They made use of the limited equipment they had for circuits, and used the Multi-stage Fitness Test (MSFT) resource for teaching. Updating of the fitness suite would dramatically change the department's practice, but this was prevented by limited finances.

The LEA was not a major influence on E1's PE department, mainly due to the lack of a dedicated PE adviser. INSET was taken up by members of the department, but this was mainly in terms of the HoD attending management related courses, and those facilitating the implementation of GCSE PE.

Ofsted had had a major influence on E1 as a whole, due to the serious weaknesses and special measures process they were 'put through'. Their influence on the PE department, however, had been minimal. PE had seemed to have been of low status in terms of Ofsted attention, which had suited certain members of the department.

Examination PE had had some impact on HRE delivery at E1, in that HRE teaching was different for examination pupils, as core PE did not include any 'theory' teaching. Key Stage four pupils not taking GCSE PE could choose HRE as an option, covering practical activities, with no emphasis on improving pupils' knowledge and understanding.

Pupils themselves were a major factor in influencing individual teachers' HRE delivery. The female teacher in particular was concerned with pupil response to teaching and pupils' enjoyment of activities. Relationships with pupils were important to this teacher, in terms of group dynamics and a concern for meeting individual pupil's needs. She also used the relationships developed with pupils to encourage independent activity after leaving school. Low pupil numbers and perceived lack of commitment amongst pupils were an influence over extra-curricular provision at E1. The programme's flexibility appeared to respond to pupil needs and interests in this respect.

In terms of personal influences, the two male teachers had very different backgrounds

that affected their teaching of HRE. The HoD, who was seen as being responsible for decision making in the department, and had changed HRE practice by introducing Fitness as an option in KS4, was very much influenced by experiences and resources from his previous schools. His philosophy of PE and views regarding the importance of PE and the social benefits of sport, stemmed from his experiences of sport as a child and activities he covered during his training at college. The older male teacher was also influenced by his teacher training, but this was before the introduction of the National Curriculum and did not feature any HRE, hence he does not feel comfortable with teaching this area of PE. Experiences at this school had also influenced this teacher in a more general way. 'Battles' with the Senior Management Team over PE had left him embittered.

E2

HRE was delivered at this school through permeation and through a discrete unit of work in Year 8. The 'Fitness' block at E2 was considered to be an important component of the PE curriculum. It was taught during the autumn or winter term, around Christmas and alternated with the cross country block. It was positioned like this in the annual curriculum so that it was one of the first blocks that pupils did upon their arrival at E2. The department considered that this provided pupils with the understanding, which was then reinforced through permeation of HRE throughout all subsequent activities.

The pupil booklets for the Fitness block defined most of the practice at E2, in terms of topics covered and activities used during the block. This booklet was designed and later revised by the HoD and the younger male PE teacher respectively. Previous to these booklets being introduced, much of the HRE delivery at E2 was based on fitness testing. Staff believed that pupils enjoyed doing fitness tests, and that they were motivated by testing and the opportunity to set and meet targets in particular. Staff had attempted to make the block interesting, often using fitness tests, and had tried to make it different from the cross county block, so that it was not based on running. Staff found pupil motivation a real problem in the cross country block.

Indoor facilities at E2 were considered to be good, as there were two halls and a

gymnasium available, and use of them was made in the Fitness block. Indoor activities were predominantly used for the Fitness block to exploit the facilities and ensure that the block was not interrupted by the often poor weather at that time of year. Resources used in the delivery of the block were those that were considered by staff to be easy to set up, such as the bleep test. This test was often carried out outside of the Fitness block, as an indoor activity pupils did when the weather is poor.

The school had a very good reputation for elite sport. Elite performance seemed to be quite separate from curricular PE, as the philosophy of the PE department was one of meeting individual pupils' needs. The PE staff aimed to provide a selection of activities in KS4 that pupils most enjoyed. Taking different personalities into account they hoped to find an activity for each pupil that they could do.

As a whole school, E2 was not considered by the PE staff to be particularly healthy. In the past the school had a dedicated Health Co-ordinator, who got the school involved in the local healthy school scheme, gaining an award for this. Involvement in this scheme was not thought to have had a lasting effect at the school, other than with the non-smoking policy. The loss of the teacher who held the role of Health Co-ordinator was thought to be the reason for the lack of continued impact of this scheme.

There was no major input into the PE department from the LEA, due to the absence of a PE adviser. Staff did take up PE INSET, but this was mainly to update sports qualifications. The HoD had completed a course promoting a more holistic approach to health, but this had had no significant impact on the curriculum or whole school policy. The impact of Ofsted on the PE department had been to discourage change, the department preferring instead to continue with what they knew worked for them.

Whole school changes made recently and those planned for the following academic year affected the PE department. Changes made to the timing of the school day had had a major impact on the cross country unit of work, as there was no longer sufficient time in lessons to take pupils off-site for this activity. The combining of the sixth forms of three local schools the following September was expected to affect PE, in terms of the delivery of examination PE in particular.

All members of the PE department at E2 contributed to the planning of the curriculum according to their own areas of expertise. Two members of the department in particular had determined the delivery of HRE at E2. The HoD originally introduced the block and the booklet. Much of his expertise in this area arose from his personal exercise history, competing in marathon and triathlon events. The younger male teacher had been responsible for recent revisions to the Fitness booklet. He brought with him many ideas from his time at college, and was thought to be quite influential amongst the other PE staff. All PE staff influenced the delivery of HRE as there were some lessons in the Fitness unit that were prescribed by the Fitness booklet, and some that were left up to the individual teacher delivering the unit.

The department was open to influence and change from all directions. One particular source of new ideas was the student teachers on teaching practice at E2, and the relationship that the HoD had with tutors at the local university. Health teaching elsewhere in the school was influenced by each of the form tutors who delivered the Complimentary Studies programme. Pupils exerted an influence on the delivery of health at the school. The PE department was careful to consider barriers to participation, such as the activities used, gender grouping and policies relating to showers and kit. Pupils' age and interests were taken into consideration when placing the Fitness block into the curriculum as a whole, as the department thought that it would be a challenge to get older pupils to do the same activities.

The PE department had many strong personalities working together. All appeared to have specific experiences that influenced their approach to HRE. The HoD developed his philosophy whilst still at school himself, and later during his teacher training. Fitness was an area of personal interest for him, not only training and competing in endurance events, but also keeping himself up to date with research in this area. He was also influenced by his family and friends, such as training partners' experiences with asthma, and his children's sporting achievements.

The young female teacher's main concern was pupils' fitness levels and their knowledge of how and why to improve their fitness. She had seen how pupils can fail to cope with cross country running, and in some cases even the warm up for an activity. This had influenced her expectations of pupils, which were different to some

of the other PE staff. This teacher had been influenced in her philosophy by her teacher training, and also by observing pupils in schools take part in physical activity.

The older female teacher had been influenced by the pupils she taught and also her own children. She strongly believed that HRE was relevant to pupils, which was important to her philosophy of teaching as she thought that you teach something better if you believe in it.

E3

The PE department at E3 had recently gone through structural, staffing and curriculum changes. A new HoD had been employed to fulfil the school's aim of bringing girls and boys together in PE, as before there had effectively been two separate departments. HRE delivery had undergone significant changes in the year interviews took place. Previously, HRE was delivered through a discrete unit of work in the PE curriculum. That year it was being taught through permeation in games. This change was made because some teachers had thought that this approach had worked well in the past in girls' PE, but many members of staff thought that it was not working now.

The school had a good reputation for extra-curricular sport, and elite performance seemed to be one of its main concerns. PE had a high status within the school thanks to the specialist sports college status, although not all staff were supportive of PE or the new role of the school. As a sports college E3 now had a whole school training ethos, and a commitment to provide opportunities for staff to exercise. Staff also felt that PE and sport now had a higher profile with pupils. As a sports college the school also had more funds available for resources. Staff thought that this may eventually change HRE delivery, particularly if this money was ever able to provide a sports hall or a fitness suite.

The Local Education Authority had not been an influence on the department in recent years. Sports Governing Bodies (e.g. BOF and British Cycling), however, had exerted an influence over the activities included in curricular and extra-curricular PE. Feeder schools had also had such an effect, notably in the inclusion of Korfball.

Various members of staff at E3 had been influential. The previous HoD had been in the post for many years and had obviously influenced the PE curriculum a great deal. Current staff commented more specifically on the impact of the Key Stage Three Co-ordinator, who changed the length of the units of work in PE, moved HRE from the PE curriculum to the games curriculum, and designed the proforma for the writing of the department's latest schemes of work. Many of the changes were likely to be short lived as the new HoD planned to revert to teaching HRE as part of PE (as opposed to games) in the next academic year, and also planned to rewrite many of the schemes of work. His approach was new to the department, who previously debated decisions and shared the planning of units of work, and were now waiting to be told what they would be doing the following year by the HoD. The current HoD was influenced himself by INSET and accompanying resources. Of particular interest to him were courses and information regarding planning, such as the QCA guidelines on writing schemes of work.

Examination PE had affected all PE at E3. Being a sports college, many pupils were encouraged to take GCSE PE, in fact pupils at KS4 either took GCSE or Certificate of Education PE. HRF was an option as part of the GCSE course, but had also become part of core PE. HRE knowledge and understanding had become 'legitimate' knowledge for PE as a subject, often introduced in KS3 to take pupils towards GCSE.

Staff at E3 felt that PE should be enjoyable for pupils and wanted all pupils to find an activity they enjoy. Pupils have influenced the PE curriculum and the activities offered. Orienteering for example was offered instead of cross country running, as pupils found the former more enjoyable. A positive response from the girls towards HRE being delivered through permeation led to this change being made across the whole department. HRE was thought by some teachers to be an element of PE that pupils did not relate to easily, and was taught differently to pupils of different ages.

Teacher training had had a very different level of influence on the members of the department interviewed. The HoD and the young female teacher were both very much affected by their higher education and teacher training. The HoD studied sports science at Loughborough, and still remembered many of his experiences and lecturers from his time there. He moved to Exeter to do his teacher training and was very much

impressed by Ted Wragg during that time. The female teacher also recalled a lecturer from college who influenced her philosophy and delivery of HRE. The male teacher claimed not to have been influenced by his training, but felt more strongly that experiences during his training confirmed what he already thought. For him, pupil response and interest is more of an influence on HRE delivery.

W1

Aspects of HRE permeated the curriculum and the philosophy of the PE department at W1. Principles of fitness and training (or conditioning) did underlie much of what the department did, and this was almost certainly due to the influence of the Head of Department and his expertise in this area. The other major influence on the department was examination PE. The school had a good reputation in terms of its PE exam results, especially for pupils' performance in the practical component of A-level PE. In its philosophy, the department was very much geared towards its exam students, on whom they concentrated most of their efforts. There was relatively little PE time at W1 for non-examination pupils. The department was hoping to introduce a BTEC course for the 'non-academic' pupils who would not take GCSE so that all pupils took a qualification based course in KS4 PE.

Whole school issues had no major influence on the PE department, neither did the LEA, as although the PE staff professed to be flexible in their ideas and approaches, they also did not like being told what to do by anyone outside the department. The department was seemingly quite independent and confrontational, and seen by some other staff members at the school as 'cocky'. This attitude was furthered somewhat by the recent change in leadership at the school, as the department felt it was of lower status under the new Headteacher, leading to occasional 'battles'.

Practice at W1 had undergone some changes at the time of the interviews. These were mainly due to staffing changes and also the practical implications of reduced curricular PE time. Another teacher had joined the PE department on a part time basis that academic year. She was involved in the delivery of KS3 PE only, so had no contact with examination pupils. Her other role was to help with extra-curricular sport provision, as the load had become too great for the other female PE teacher.

Additional changes within the department, mainly to the philosophy and atmosphere within the department resulted from the departure of a female PE teacher, who it seems disagreed with the Head of Department on many issues. Changes to facilities at W1 were limited to the construction of outdoor basketball courts by the Welsh Basketball Association. These were used primarily to hold coaching sessions run by the local women's basketball team.

HRE was taught at W1 through a discrete unit of work and also through permeation. For the unit of work, pupils were put into groups according to ability rather than gender, which enabled the successful use of continuous training activities. Some teachers felt that the lower ability groups gained more from the HRE unit of work, as they did not take their fitness for granted, and were also able to see greater progress over the course of the unit of work. Each of the ability groups were taken by different teachers for the Fitness work, and thus received different delivery of the block as all the teachers varied in their expertise and enthusiasm for this area. HRE delivery through permeation was also different for certain groups of pupils. For boys' groups the emphasis was on conditioning and fitness, whereas female teachers taking girls' groups focussed on body image and body fat management. Other groups of pupils who received different emphases in their lessons were GCSE and representative team pupils. For them, the focus was on improving performance through meeting individual needs and often through individual training programmes.

The department was concerned with the health of all pupils, and with their participation in physical activity after leaving school in particular. The HoD felt that gyms and health clubs were the means by which these concerns would be addressed. He wanted to be able to introduce pupils to gyms and health club environments whilst at school, using the equipment and surroundings to make exercise more fun and pleasant for pupils. Financial restraints prevented this at the time of the interviews.

The most significant influence on HRE delivery at W1 was the HoD. Fitness and conditioning was his personal area of interest and expertise. He himself was greatly influenced in turn by research in this area and also by his brother, who was involved in rugby and athletics coaching at a high level. The HoD had been responsible for the activities used for HRE delivery at W1 and also for the knowledge and understanding

he passed on to staff and pupils. He considered that his practice was often restrained, as he would like to teach at a much higher level, including the theory of fitness and training in his teaching.

W2

The Physical Education department at W2 was a small department, but one that often had to teach large classes. Finances were limited, as were the facilities as there was only one indoor space available to PE. The department did feel supported, but health and PE were not major issues at the school.

The school had introduced several changes that academic year that impacted upon the practice of the PE department. Alterations had been made to the structure of the school day. Only having one lesson in the afternoon had not caused any problems for PE, but the shorter lunchtime meant that PE could no longer successfully run any of its lunchtime clubs and team practices. The change that resulted in the greatest changes for HRE at W2 was the withdrawal of the funding necessary to bus pupils to the local leisure centre for swimming lessons. This decision was made by the Senior Management Team. The department subsequently had to find a way to accommodate large numbers of pupils indoors, including during the poor weather likely in the winter term. HRE was thought by the department to be an 'activity' that could safely be done by a large class (or classes) of pupils in the indoor space available. HRE activities featured in the department's Year Plan as ones that would be used in the event of poor weather. Several other factors affected the delivery of HRE at W2. The first was the Welsh Rugby Union which had provided the school with some funding for resources for the teaching of Rugby. The department used this funding to purchase resources for HRE, particularly equipment for circuit training. More facilities and resources would allow the department to introduce additional HRE activities, and some difficulties arose practically as the resources the department did have were not set out in a dedicated space. Additional resources for HRE were created by the male teacher. He used knowledge from his own personal experiences of gym classes and circuits sessions to produce workcards for pupils to use during circuits lessons. The Local Education Authority had also been an influence on HRE delivery, as one such lesson had been observed by the PE adviser who was able to give the department

guidance on improving their HRE practice. The HoD wanted to introduce aerobics into the HRE unit of work, and as an activity for wet weather lessons, having recently been on a course, so INSET also had an influence over practice at W2. The last major influence over HRE practice was other local schools. The HoD and male teacher had looked at documentation from other schools when planning for the introduction of the HRE block and had taken ideas from this. They did not observe any lessons at other schools.

Physical Education was different for GCSE pupils. They got more curricular PE time than core pupils, and continued to do swimming as part of their course. GCSE pupils also covered more fitness testing. Examination PE had influenced core PE. Knowledge of muscles and similar technical information was introduced to all pupils from Year 7 onwards, in order to help those that may go on to take GCSE PE.

The availability of curricular PE time and the staffing levels in the department combined to affect what the department could offer. Staff said that they would introduce more HRE activities if they had more core PE time. The number of PE staff limited what options were available to pupils, mainly in terms of examination PE.

PE was not the same for all pupils at W2. Aside from the differences for GCSE and core pupils there were also differences that resulted from pupils being streamed by ability for PE. Groups covered different activities, and with lower ability groups delivery took a more practical approach. Pupils' enjoyment was central to the HoD's philosophy. Pupils were seen by PE staff to either 'love' or 'hate' PE. HRE in particular was an area of PE that staff believed pupils enjoyed, but were aware that they could do too much of it. Pupils had responded well to the circuits based lessons, as this was a new experience for them, and a somewhat social activity. Lifeskills were considered to be an important part of learning within PE, especially those associated with swimming. Working together was also something that the HoD wished to promote. Although most of the PE curriculum was based on traditionally gendered activities, the HoD wanted to introduce HRE activities such as aerobics to boys and girls together early in their time at the school, so that they got used to working together.

Personal experience and initial teacher training influenced both of the younger members of the department. The male teacher responsible for the planning of the HRE scheme of work was very much influenced in that process by his own exercise habits, gaining new ideas from the classes that he attended. His ITT folder was also a source of ideas and inspiration for his teaching. The female teacher found that teaching practice in schools had a particular effect on her, as did her own personal experience and areas of interest.

Section 3: Common features

There are some factors influencing HRE practice that appear to be common to all or most of the schools studied. One of these is very much a practical issue. HRE activities were often used as indoor options in the event of bad weather preventing PE being taught outside. The weather was also often given as a reason for the timing of an HRE unit within a school's PE curriculum, usually being delivered in the autumn or winter terms, to make use of indoor facilities.

Staff were obviously an influence on all practice within PE. It seems common however, that in schools that had a strong emphasis on HRE, there was at least one teacher within the PE department for whom HRE or fitness was an area of particular personal interest. This teacher may be interested from the point of view of their own training, or have a certain expertise in this area. He/she may be the person responsible for introducing HRE to their school, or may play a role in updating and revising practice. In schools where there was no such teacher (E1 to a certain extent and E3), HRE practice did not seem to have a high status, or be particularly organised in its delivery. Awareness of HRE requirements and ideas for effective delivery appeared to be more common in more recently trained PE teachers, possibly those who had taught since the introduction of the NCPE.

Local Education Authorities were not an influence on four of the schools. The reason for this in the English schools was that for several years there had been no appointed PE adviser. INSET did not appear to be of particularly great influence either, possibly as HRE INSET was not commonly provided or attended. Governing bodies for sports did have an impact on several schools. This was generally an impact over a specific

activity or area of the curriculum and arose from the provision of funding. Facilities, resources and coaching have been seen in these cases to have had at least a short term influence on practice.

Section 4: Conclusion

This chapter has reported the summarised analysis of the data from each case study school concerning the factors affecting each school's policy and practice relating to health in PE. It could be seen from the data reported in this chapter that HRE in some of the case study schools was influenced most heavily by the presence of a teacher with strong personal beliefs about health, and/or fitness (such as was strongly the case in E2 and W1). In the absence of this influence, HRE delivery was an area that appeared to be somewhat subject to pragmatism. It could be used to conveniently fill a gap in the PE curriculum (as at W2), or be dropped from a crowded curriculum (E3).

These changes in policy and practice made by departments are further discussed in the following chapter, with particular reference to the models of change described in Chapter Three, and to teachers' philosophies.

Chapter 9 – Discussion

Section 1: Introduction

This chapter aims to pull together the main themes arising from the data presented in the previous analysis chapters. The nature of the research means that whilst it may not be possible to make generalisations that are applicable to all secondary schools, it is hoped that a greater understanding of the social world of the case study schools will be made possible (Hoyle, 1988), and this understanding may facilitate consideration of the social processes that occur in many similar schools. The intention of this study was to explore the meanings and interpretations of events by the teachers. However, it is also acknowledged there is no definitive account or 'god's eye' view, and that data is always open to multiple interpretations. (Denzin and Lincoln, 1994)

The promotion of educational change has been described as 'a complex and precarious affair' (Sparkes, 1990, p. 3). One major factor that causes this complication is the notion that there exist different levels of change, and that innovation within schools may actually result in no real change. Sparkes (1990) comments on the apparent phenomenon within education that 'the more things change the more they stay the same' (Sparkes, 1990, p. 3). He provides a method for investigating the 'paradox of innovation without change' by introducing the concepts of 'real' and 'superficial' change. Superficial, or surface, change involves the use of new or revised materials and activities in teaching, whereas real change requires changes in 'beliefs, values, ideologies and understanding with regard to pedagogical assumptions and themes' (ibid, p. 3). Sparkes' model for change was outlined in chapter three. This chapter aims to show what level of change occurred in the case study schools with regards to the delivery of HRE and health in PE. This change may have been prompted by revisions to the NCPE, or may have been initiated by other factors. These other factors will also be explored later in the chapter. Sparkes (1990, p. 6) lists many studies that suggest that 'despite numerous changes in the organisation of our schools over the last 25 years, there has been little deep change within them'. He suggests that schools are in fact 'highly resistant to real change' and that teachers adjust to change by actually changing 'as little as possible'. In examining why some changes occur at a deep level, and others only at a surface level, the research has

utilised Berstein's concept of recontextualisation.

The case study schools all reported changes to their HRE practice in recent years (since the introduction of the NCPE). These changes were commonly the introduction of new activities (such as circuits at E1 and W2) or of a block of work on Fitness or HRE (E1, E3 and W2). None of the schools made significant changes to their curriculum organisation, centring, for example, on themes of HRE rather than activities. This may indicate change only at a superficial, not real level. These issues will be examined in more detail later in the chapter.

The data revealed the significance of micropolitics in the process of change. In particular, the philosophies of the HoD seemed to have a strong impact upon not only the decisions made in relation to the implementation of the curriculum, but also in terms of the wider culture of the physical education department. Power and politics were discussed in the review of literature (Section 2.6, p. 35). An aspect of this area that may be particularly relevant to the analysis is micropolitics. In each case study school, the HoD had affected the policy and practice of his or her department through the authority that they had. HoDs have been shown to have exerted this type of power within their department to introduce changes. Two schools had recently seen a change in their HoD, and both of these teachers reported to be changing aspects of their department's policy or practice within a few months of being in post. The HoDs at E1 and E3 had both made changes to the curriculum in their departments at the beginning of the new school year after their arrival.

Other teachers in the case study schools could be seen to have exerted influence over their department's practice or policy. This type of power is more informal than authority and relies on shaping decisions rather than exerting a legal right to make decisions (Sparkes, 1990, p. 15). Influence is considered to be 'central to the micropolitics of school life' (Sparkes, 1990, p. 33). In terms of HRE delivery, two schools had teachers who were not in a position of authority influence changes that were made to practice. In both E2 and W2, the younger male teachers played key roles in developing the delivery of HRE by their department. In E2 the male teacher was responsible for revisions that were made to the pupil booklet that formed the basis of the Fitness unit of work. The male teacher in W2 devised the circuit based

fitness activities and accompanying resources that were incorporated into the PE curriculum.

The concept of micopolitics can be applied to aspects of curriculum change within the case study schools. In particular it can serve as an explanation for the variable expression of discourses of PE within each department. Micropolitics was described by Hoyle (1988, p. 53) as embracing 'those strategies by which individuals and groups in organisational contexts seek to use their resources of power and influence to further their interests'. These interests can be seen in terms of the various discourses which individual teachers wish to or are able to privilege or silence. The strategies may be directed at policy, such as the writing of statements regarding warming up into the schemes of work for all activities taught (E1), or the programme of study in a Fitness course (E2). The strategies could alternatively be utilised at the level of practice. The teacher producing the work cards for circuits exercises at W2 for example was able to promote aspects of discourse relating to health and safety, and to the knowledge and understanding of health and fitness. Likewise, the teacher observed at E2 was able to privilege 'heart health' discourse through the directed discussions she held with the class during the Fitness block. Here, it can be seen that the micropolitics of each department can be important in determining the discourses that are transmitted to each class.

It is the influence and knowledge of individual class teachers that can determine to a large extent the HRE delivery that certain pupils 'receive', rather than the necessarily the power and status of the HoD. The department as a whole may have a largely common PE curriculum, but 'interest sets', or coalitions of staff members who collaborate over a common interest can also affect the practice of staff. Examples of interest sets in the case study schools were the male teachers at E2 who both had a science background, and worked closely on the delivery of the PE examination courses, and the production and revision of the pupil booklet for fitness. The three longest serving members of staff at W1 also showed evidence of being an interest set when it came to fitness. All were keen to improve particular aspects of pupils' fitness, for the common purpose of improving their examination performance, or the performance of the school teams. The newest member of staff in that department, the part time female teacher appeared not to share these interests.

HRE can be seen as being an 'interest' within PE. Teachers within a department can be at varying levels of 'commitment' to this interest. The concept of commitment was discussed by Sparkes (1990) in relation to innovation, and also to PE as a subject. Commitment can be 'multidirectional and multifaceted' rather than 'unitary' (p. 66). Teachers within the same department can be viewed as having varying levels of commitment to HRE, and also commitment to different elements of health within PE. Two teachers at E2 showed fairly high levels of commitment to HRE in PE, but each to very different versions of HRE. The HoD was keen to promote the discourse of fitness and training through the PE curriculum, as evidenced in the Fitness booklet and through his comments relating to fitness testing and the learning activities included in his GCSE syllabus. The older female teacher on the other hand was committed to relating discourses of cardio-vascular health and active lifestyles to the pupils in her lessons.

Staff may also have very different reasons for their commitment to certain discourses. The same female teacher, for example, was influenced by the media (by items on children's health in the news) and by observations she made of her own children's lifestyles. The HoD at that school felt strongly about discourses of fitness and training, probably because of his own sporting history, taking part in marathons and triathlons and taking an interest in the scientific basis of his training which draws upon medicalised and technical understandings of the body. Other teachers may have had a certain commitment to a particular aspect of HRE as a result of, amongst other things, their training (young female teacher E3), their experience as a child (HoD E1) or through their interests outside of school (professional coaching by the HoD at W1).

Section 2: Revisions to the NCPE (national policy level)

HRE has been described in the past as being an 'innovation' within PE (Sparkes, 1990 p. 3). Rather than being considered as a basis for PE, the purpose upon which a curriculum may be founded, it is seen as one of many innovations alongside examination PE. The Welsh version of the NCPE could be viewed as having taken HRE as its foundation, rather than as an addition to the curriculum, as the English NCPE might be considered to have done with the fourth aspect (ACAAC, 1999; DfE/ QCA, 1999). The changes that have been made to the NCPE in relation to health and

HRE have been discussed in chapter six. The most significant of these changes was the establishment of the 'knowledge and understanding of fitness and health' as the last of four aspects or key strands in the English NCPE, and the introduction of HRE as the largest compulsory element of the Welsh curriculum, along with exercise activities as an area of activity in its own right. These changes are potentially very different in their possible effect within schools. It is conceivable that the English NCPE includes revisions that only require a surface change to be made in schools. Department policy, particularly schemes of work may require some rewording to take into account the four aspects. This may be the only adaptation required of schools, and no change in practice need take place. The Welsh version of the NCPE may be quite different in outcome. In order to meet its requirements, it is possible that many schools will have to make significant alterations to the curriculum plan, and to the structure of schemes of work. Change may only occur at the level of department policy, but there is potential for the Welsh NCPE to cause change in the activities used in schools, or at least in the balance of the PE curriculum. It may also be that the Welsh NCPE results in real, deep change, and that schools reorganise their physical education around HRE and that areas of activity are taught through HRE, rather than HRE being taught through areas of activity. Teaching and learning styles may change, if HRE goals and indicators of success are adopted, rather than attainment in terms of skill based performance in sports. However, whilst things may change in terms of policy or curriculum, there is always the danger that traditional forms of pedagogy can remain in place. Even where particular meanings may be espoused within official discourse, policies may still be implemented differently as they are recontexualised into the pedagogical field.

The changes to the Welsh curriculum were not mentioned during interviews with those teachers in the Welsh LEA. This could be taken as an indication that the teachers were not yet aware of these changes, or possibly that they did not assign much importance to these changes at that time. The only direct reference to the revisions made by staff in the Welsh LEA was a criticism of the decision to make swimming no longer compulsory at KS4 (male teacher at W2).

The changes to the English NCPE were referred to only by certain teachers in the English case study schools. The changes to the four aspects were mentioned by two

members of staff at E3. They were aware that these changes had been made, and they formed part of their department's planning, but that the curriculum would still be organised around the activities (such as games or gymnastics) rather than these aspects (e.g. the knowledge and understanding of fitness and health).

Other changes that were made to the NCPE for England in the most recent revision were talked about by only one of the teachers interviewed. The Head of PE at E1 was positive about the changes made to the compulsory areas of activity at Key Stage Four, welcoming the increased flexibility at this Stage that resulted from the fact that Games were no longer compulsory. This enabled him to offer a curriculum to his Year 10 and 11 pupils that was based on options, and would not discourage pupils through having to do activities they did not want to. The same teacher appeared to have an understanding of the revisions in relation to the GCSE examination syllabus, feeling that the two were now more closely co-ordinated (HoD, E1). The remainder of the teachers interviewed were largely vague about the changes that had occurred within the NCPE, some commenting on its improved 'flexibility' (male teacher, W2), with some openly having 'no idea' about the revisions (male teacher, E2).

The majority of the teachers interviewed had an opinion on the NCPE as a whole (E1Ap9, E2Cp0, E1Cp9, E3Bp5, W1Cp2 for example). There was however much variation in teachers' familiarity with and knowledge of the NCPE. Heads of Department in general (at least in the English LEA) appeared to have a good understanding of the National Curriculum (e.g. E2Ap6), but some other teachers were open about their lack of familiarity with the policy document (E1Cp6). In some cases, knowledge of the NCPE was related to teachers' level of involvement in planning (male and female teachers at E3, HoDs) and others the additional roles that they had within school (Primary Link Teacher at E3). Some staff felt that their familiarity with the document was limited by their part time status. For one part-time teacher it was a case of having teaching commitments to other subjects (young female teacher W2) and in another a question of personal attitude, that he knew 'only the bits he has to teach' (male teacher E1).

Some younger members of staff (male and female teachers at E3) stood out, not through lacking familiarity with the NCPE (quite the opposite), but through their lack

of strong opinion about the National Curriculum. This may well be because these teachers had grown up with the NC as a pupil themselves and throughout their training, so saw it as somewhat of an unquestioned part of schools and education. It was not certain whether this was due to these particular members of staff viewing the curriculum as an inherently positive feature of education, or whether as young members of staff they did not feel as able to 'voice' their opinions around current policy within their own department. Further research may be needed on the micropolitics of resistance in relation to this.

One opinion held by teachers regarding the NCPE was that it had improved over the years since its first introduction (e.g.E2Cp9). Some staff thought that this had been achieved through simplification, others that the flexibility inherent within the NCPE had allowed or ensured that schools provided more opportunities for pupils and greater breadth within the curriculum. Other teachers felt that the flexibility was necessary to enable schools with different resources to achieve at least the minimum requirements of the policy. Some teachers had specific criticisms of the NCPE, that its implementation would benefit from a longer period of stability (E1B) or that its required breadth limited the depth to which activities could be taught (HoD, E3).

Differing opinions were held on the position of health in PE. Some teachers (E1A) felt that health was ever coming 'more to the forefront' of PE and in the NCPE. Other teachers felt that the increased emphasis on health in PE was not necessarily a result of the NCPE, but was more due to the influence of the media. The references to HRE within the NCPE were described by one teacher (E2C) as being too vague, and by another as being an afterthought (E2A), so teachers' views of HRE in the NCPE are far from consistent. Teachers engaged with and interpreted the curriculum in different ways as it was taken up within the pedagogical recontexualising field. Views about the presence of HRE within NCPE were affected by wider discourses of health, lifestyle, physical education and sport, which get recontextualised as they implement the NCPE.

The NCPE was seen by several teachers of PE to have influenced the *content* of PE curricula in their schools (including E1Ap5, E1Bp6 and E2Cp8). This influence was seen to have affected the curriculum itself, the selection of activities taught during PE,

and also the schemes of work for these activities. Specifically regarding HRE, the NCPE was cited as the reason for the introduction of any form of HRE delivery in the school (E1) and as the reason for revisions to be made to schemes of work for activities to include references to HRE (E1B).

The NCPE as a whole, rather than the recent revisions, was thought by some to have affected teachers' practice itself, and not just 'content'. The Head of Department at E2 was aware that the NCPE meant that lessons now had to be based on teaching rather than just playing a game, as may have been the case in the past, and appeared to cast a greater emphasis on pedagogical focus. Other teachers were aware that the NCPE had caused changes in their practice through the permeation of HRE delivery (E2C) or that it influenced their teaching through improvements in personal knowledge and understanding that it had been necessary to make (E3C). The NCPE had also been a prompt for schools to begin assessing pupils' progress in HRE. In some schools this was carried out with HRE as a criteria of assessment (E2) and in others HRE was assessed in a similar way to the areas of activity (W2). The NCPE may have had a debatable influence on practice for all teachers. The older male teacher at E1 pointed out that HRE was not necessarily delivered if it was not valued by the individual teacher, or they lacked the expertise.

Many staff in the case study schools were aware that the NCPE was a policy that they interpreted and adapted (E2D, E3), often with a view to practicality (E1). One teacher emphasised the fact that this happened at the level of practice rather than just at school policy level (E2D commenting on specialist teachers of PE). These comments indicate that teachers are not blind to the process of 'slippage' that occurs when policy is put into practice. Ball (1990) introduced the idea of slippage to describe the changes that occur in a policy as it is put into operation at different levels. In the case of the NCPE, the national level policy is interpreted at at least two levels. Firstly, it is interpreted by Headteachers and Heads of Department as they plan their school's curriculum. This may be in terms of the areas of activity included or excluded from the PE curriculum, or via the decision to teach HRE through permeation or as a discrete unit of work, or through a combination of approaches. Interpretation (and therefore potentially slippage) will also occur as schemes of work are written that meet the requirements of the National Curriculum. Slippage also occurs as school level policy (e.g. the

curriculum, schemes of work) is put into practice in the 'classroom' by each individual teacher. As a professional each teacher will devise their own lesson plans and put these into effect in their own way, using their own interpretation of these policies. This can be as simple as choosing which tests from the Fitness booklet to include in the block of six lessons (E2) or deciding how to teach the short term effects of exercise through rugby (E3).

An alternative way to view this process is to adopt Bernstein's (1990) concept of recontextualisation, as described in chapter 3. The Head of Department at E3 did make use of recontextualised versions of the NCPE in his planning. In fact, his first introduction to the NCPE was through an LEA consultation process. He accessed the recontextualisation of parts of the NCPE that can be found in professional journals, and based the planning of the schemes of work for all activities on the QCA schemes, which can be viewed as a recontextualisation of the original policy.

The work of Bernstein (1986, 1996) on pedagogic discourse is useful in understanding how discourses from outside the field of education become recontextualised to serve educational purposes. From the primary field into the secondary field, 'the recontextualisation rules are a principle to appropriate other discourses and to put them into a special mutual relationship for their transmission and acquisition. There is a process of 'dislocation and relocation' (Bonal & Rambla, 1999, p. 200).

There are two processes of recontexualisation:
1. The official and pedagogic discourses, which are clearly defined by Bernstein (1990, 1996) as the basic material to analyse the recontextualisation process.

2. Teachers' discourse - This sits between the construction of the particular pedagogic discourse (of health for example) and its practice (evaluative rules). This level can be studied by analysing teachers' discourses about their understanding of educational reform and, specifically, about their interpretation and use of the concept of health. Therefore, teachers' discourses are also part of the recontextualisation process.

The pedagogic discourse which marks the social relationship between teacher and

pupil not only constructs knowledge and skills to be acquired, but also the specific social identities and orientations to meaning for learners.

Some members of staff who did not have a responsibility for planning also reported the use of recontextualised versions of the NCPE. The female teacher at E1 was unfamiliar with the NCPE itself, stating that she 'does what she is told to do by the HoD'. Her practice was therefore guided by the HoD's recontextualisation of the NCPE, be that through the school's curriculum planning or schemes of work. It appeared to be common practice in many of the schools that it was the responsibility of one teacher (generally the HoD) to plan and produce department level policy that meets the NCPE's requirements. The other staff in the department would then follow the department curriculum and schemes of work rather than consult the NCPE directly to inform their practice (e.g. E2Dp11, W1Bp10, E3Bp4).

The process that policy undergoes from national to school level can also be examined using ideas put forward by Hoyle (1988, p. 58). He proposed that 'political changes' in education, such as the revision of the NCPE, focus more on overall structure and less on curriculum and pedagogy. Obviously, the NCPE does focus on curriculum but at, it could be argued, a fairly general level, stating only the elements that must be incorporated as a minimum, not setting out how this curriculum must be organised (e.g. proportions, activities used, basis for organisation). The NCPE does not stipulate how its requirements must be taught, this is left to the professional autonomy of the individual schools and teachers. Hoyle (1988, p. 58) also states that it is 'assumed that practitioners will interpret these external changes'. The NCPE has been shown in these case study schools to be an external change that is interpreted, and that this is done in a different way in each school, according to their own context. This can be seen to tie in with the view of many teachers, that the NCPE has inherent flexibility (or room for slippage) that allows schools to interpret the policy in order to fit their own circumstances (W2B, W2C, E3C). There is also the expectation, according to Hoyle, that innovation in education will be 'professionalised rather than politicised' and that this is often through the 'professional development' which accompanies innovation (Hoyle, 1988, p. 58). This professional development is one of the major sites of recontextualisation (Bernstein, 1990) of the NCPE. Interpretation can occur through privately or LEA run INSET, LEA adviser support, professional journals or

commercial resources for example. All of these may act as a kind of filter through which Heads of Department and teachers become familiar with changes and revisions.

Recontextualisation and interpretation can also be looked upon as a form of 'mediation'. Bell (1986, p. 96 cited in Sparkes, 1990) outlines two alternative views of the curriculum in schools. One is that the curriculum is a 'programme planned in advance for the benefit of pupils, taking into account the context of the school and the needs of the pupils'. Even this straightforward view acknowledges the flexibility in the NCPE which allows each school's own curriculum to account for its context and pupils' needs. The alternative view of curricula he puts forward is that they are a 'negotiated collection of socially organised knowledge shaped through effects of dominant ideologies' (ibid, p. 96). These effects are a complex range of factors which take into account 'prevailing views about content and pedagogy of the subject as mediated through advisors, professional bodies and journals' (ibid, p. 96). So whilst much of the content of school's curricula is determined by the National Curriculum, recontextualisation still has an important role, mediating both the NCPE and also the views of the various ideologies that exist within the profession. Bell also describes the school level policy in his case study school as being a 'negotiated curriculum' (ibid, p. 98). The room for slippage within the NCPE and the way in which recontextualisation works at many levels before reaching the pupils themselves means that the original NCPE may be pushed in many directions as a school's PE curriculum develops year on year. HRE delivery in itself may be a negotiated or even an 'ad hoc response to pressure' (p. 98). This was certainly the case in W2, where the withdrawal of funding for swimming left a large gap in the PE curriculum that had to be filled by an activity which could accommodate a large number of pupils in one indoor facility.

Section 3: The expression of discourses

Physical education is not a 'monolithic entity' characterised by uniformity across England and Wales, rather it should be viewed more as a 'shifting amalgamation of subgroups and traditions which at times can change boundaries and priorities' (Sparkes, 1990, p. 12). PE in schools can be looked upon as an amalgamation of the expression of many discourses, including those relating to elite sport, competition, health, social development and cultural restoration to name but a

few. Goodson (1983) also makes the point about subjects being like collections of different factions and traditions which develop and decline over time. Each of these traditions and factions will advocate different discourses associated with the subject.

Discourses of health are expressed variously within Physical Education. They are expressed through the NCPE itself, through the PE curriculum in schools and through each individual teacher's practice. All of these different levels are important in defining the messages that are transmitted to children. Sparkes (1990, p. 10) points out that, regarding children's learning experiences in schools, the 'form of communication is as important as the content of the curriculum'. So the discourses that teachers express through their talk, or the learning styles used, or the ethos of the department, are as important as those expressed by the prescribed curriculum and lesson content. These 'flexible' processes of implementation of the NCPE in some ways open up possibilities for changes of power and control in terms of how teachers were able to 'variously' organise and transmit the curriculum in line with their own values and philosophies.

9.3.1 NCPE

The NCPE has had a major impact on PE in schools, including the delivery of HRE. This was acknowledged by many of the PE teachers interviewed (including E1A, E1B and E2C). Many discourses of health are expressed in the policy documents for the NCPE for England and Wales. These were examined in a previous chapter. The main discourses expressed through the 1995 version of the NCPE were those pertaining to warming up, the effects of exercise and the benefits of activity at Key Stage Three. Healthy and active lifestyle discourse was expressed in the KS4 programme of study, along with training and fitness for sports performance. The general requirements for the 1995 NCPE privilege discourse of healthy lifestyle, particularly the role of physical activity within that, and the development of components of fitness. Many of these same discourses were also expressed in the 1999 revisions of the NCPE. The English NCPE again drew upon discourse of warming up and the effects of exercise, but progressed from this at KS3 to place more emphasis on the benefits of exercise to fitness and certain dimensions of health, and on lifestyle and well-being. Discourse on pupils' independence and individuality found much greater expression than

previously. Fitness for life discourse (signified by independence and participation, acknowledging pupils' preferences) was expressed alongside fitness for sports performance discourse (independent training and its effect on sports performance) at Key Stage Four. In the revision of the NCPE for Wales, discourse of health and well-being dominated over fitness discourse at KS3. Knowledge of warming up for exercise was included, but the focus is on pupils' current and future health and the management of this through physical activity and exercise. Fitness for life discourse is privileged at Key Stage 4 as pupils learn to be independently active for life, and achieve health through physical activity. The attainment target for PE reveals a progression in the understanding of discourse on exercise effects, to fitness for life and then to fitness for performance. A multi-dimensional view of health is present in the NCPE for Wales.

The discourses that are present in the NCPE are not there by accident. Penney and Evans (1999) discussed in detail the formation of the first incarnations of the NCPE. The privileging of certain discourses reflects the interests of those playing a part in its conception and revision. Ball (1987, p. 32) states that 'innovations are rarely neutral. They tend to advance or enhance the position of certain groups and disadvantage or damage the position of others'. The NCPE can be viewed as an innovation affecting all schools. Those advocating certain discourses (not just of health) will have had their position advanced through the revisions of the NCPE, those seeking expression of other discourses will have been disadvantaged. This is true at the national level, for professionals and those in government with a vested interest in physical education and school sport, and at the school level, for teachers with their own particular area of specialism or discourses that they feel are part of their philosophy of teaching. The changes made to health and HRE within the NCPE may advance or threaten these interests.

9.3.2 Teachers' interaction with the NCPE

Part of examining the process of recontexualisation of the NCPE involved the exploration of teachers' discourse. Recontexualisation of the NCPE via the pedagogic recontexualising field occurs as policy is interpreted and implemented by teachers. Teachers draw upon wider understandings and beliefs around health, physical activity

and the body. In this sense, total agreement regarding which discourses should be privileged, expressed or silenced will not exist among the working parties producing the revisions to the NCPE, or within PE departments. There will be ‘simultaneous competition and collaboration‘ (Burns & Stalker, 1961, p. 10) existing between staff in schools and departments, and also between discourses within PE. This is because teachers are individuals, they bring their own ‘personalities, attitudes, values and beliefs’ to their roles in school. This affects the privileging of discourses by teachers in their practice. Teachers will seek to privilege certain discourses. Some will have greater ‘resources of authority and influence’ available to further their own interests (Sparkes, 1990, p. 11) and so may see greater expression of these discourses in policy and practice. Those responsible for curriculum planning, or the writing of department schemes of work for example, will likely be more able to see their interests expressed in the practice of the department. In this way the Head of Department at E3, who was by choice solely responsible for curriculum planning was able to exert his authority and decide that HRE would be delivered through permeation, whilst younger staff in his department were only able to have an impact on PE within their own lessons, and not on the practice of other teachers in their department.

Teachers are thus able to affect the expression of discourses of health within PE. This effect may not be consistent. Teachers may express certain discourses in one arena of their professional role, and other discourses in other arenas. Sparkes (1990) has proposed that teachers can operate in two ‘modes of consciousness’ (p. 19), the ‘discursive’ and the ‘practical’. The former incorporates the teacher’s philosophy and beliefs, and involves the use of ‘knowledge forms that can be expressed at the level of discourse’ (ibid, p. 19). This mode is utilised in the ‘educational context’, which may include discussion in the staff room, department meetings, conversation with the senior management team, or, I would suggest, the research interview. The practical mode of consciousness is that utilised in the classroom. In this mode, teachers draw on ‘tacit, craft and commonsense knowledge to survive in the classroom’ (ibid, p. 33). It is more than plausible that teachers in the case study schools may privilege different discourses in each of these contexts, or mode of consciousness. In the classroom context they may want to retain their sense of self and their competence (e.g. as a teacher of team games) but in the educational context (such as the research interview) they will express different discourses, notably those represented in the department

policy and the 'official' philosophy of the department. The consistency with which most or all teachers within each case study school reported to have broadly the same philosophy of PE suggests that this may be the case (for example E1Ap2, E2Bp3, E2Dp6, W1Bp9, W2Cp5 and with the notable exception of E3Ap10). It is doubtful that all staff would employ this philosophy so consistently in their actual practice. The lesson observations showed how much the discourse privileged by the teacher in practice (predominantly 'heart health' and 'active lifestyle') differed from those discourses that dominated the policy (booklet) that the teacher was working from (fitness testing and training). The inclusion of a warm up is also a good example of the two contexts, educational and practical. Department policy at E2 was for pupils to perform a warm up at the start of each lesson, with pupils becoming more independent following the teaching of the warm up in the Fitness block. In practice, the warm up was not carried out in any of the lessons in the particular Fitness block observed. The pressures of time and the desire to get pupils started on the main activity as soon as possible, or maybe even simply forgetting, meant that the teacher failed to match policy with practice.

The situation in many of the case study schools, as listed earlier, whereby the majority of teachers cited a very similar philosophy for teaching (often that pupils would find an activity they enjoy and carry on being active after they leave school, or are able to be independently active as an adult) was an example of what Sparkes (1990, p. 35) calls 'rhetorical justification'. Teachers may be drawing on certain discourses in the educational context in order to justify their subject. This may be to seek or maintain status or resources for the subject, or to defend it. PE departments may seek to gain status and accompanying power for their subject by justifying it on the basis of the benefits to pupils' health to which it can contribute. This rhetorical justification (one that is not necessarily backed up by practice) may also be used by individual teachers within a subject, drawing on discourse to fight the case for their own particular ideology or philosophy. Teachers may have variable access to these discourses, which in turn may reflect the strength of their justification. The Head of PE at W1 had access to discourses of fitness and training through his own professional experiences outside of school and through his brother who was involved in coaching. This knowledge of these areas of discourse facilitated his rhetorical justification of PE, in terms of the contribution of 'conditioning' to pupil performance, in particular their sporting

performance for school teams and their performance in examination PE, both of which gained status for his department.

Further to the concept of rhetorical justification is the idea that teachers and departments may use a 'strategic rhetoric' (Sparkes, 1990, p. 37). This means that as a group they will employ the 'collective use of a specialised language form activated in specific social settings within the school in order to enhance subject status' (ibid, p. 37). In terms of the case study teachers, there may have been evidence of teachers doing this not only within school, but also in the research interviews. Teachers may have collectively drawn on vocabulary that privileges certain discourses (such as fitness for sports performance in W1 or active lifestyles (E1, E2) as a department strategic rhetoric. Teachers may have been drawing on health discourse in their rhetoric in order to gain status within the school or to ensure resources and curriculum time, as they may see this particular aspect of PE as being valued by the SMT, or by parents, or by the researcher. The department ideology conveyed by the strategic rhetoric of course may, or may not be that conveyed through practice. Unless the practice of every teacher at all the schools was observed across a number of units, this would be impossible to determine. The strategic rhetoric does therefore, serve to manage the impression of the department that selected groups and individuals receive. This masking of practice from outsiders is also termed 'formal doctrine' by Sparkes (1990, p. 38). When teachers recite this formal doctrine, they are in a way perpetuating the 'official' department policy and philosophy. Teachers may have been using a formal doctrine specifically related to HRE in the interviews. The impression that was given to me through teachers' talk was that all the schools valued HRE in one form or another, and all included it in their curriculum. What seemed to be an 'official' philosophy of each department was that a central aim of PE was to enable pupils to be active for life. This was particularly strong in E1 and E2 (E1Ap4, E2Ap5) and at least evident in the other three schools (E3Dp10. W1Bp12, W2Dp6). Actual practice may, or may not have followed this philosophy. A formal doctrine or rhetorical justification for PE based on discourses of health and fitness for life may be particularly tactical at the current time. Departments may well gain status in school for their purported contribution to children's health. This contribution may be privileged by the school's SMT, the LEA, and parents, particularly in the light of the current media portrayal of the issues of children's health and lifestyle.

9.3.3 Clarity and commonality

The previous sections have shown that the practice of all teachers within a department is not necessarily the same. Slippage occurs between the department policy (the curriculum, the schemes of work, department lesson plans) and practice in 'the classroom'. This is because teachers are all individuals and all have their own agenda regarding which discourses they wish to express in their teaching. Another reason for the difference between teachers' practice may be that for some aspects of PE this is not a conscious decision to deviate from the department line, but simply a lack of clarity within the department about some issues. The title given to the delivery of HRE within each case study school can be taken as an example of this. The teachers within departments often used different titles for HRE delivery. Sometimes even individual teachers used more than one term. The terms HRE, HRF and Fitness were all commonly used within the same school. In some departments there was no consistency (E1, W2) whilst in others one term was mostly used (HRF at E3). One school (W1) used its own term 'Conditioning' to describe HRE delivery. This term is not used in the NCPE or commonly in PE literature, but derives from the HoD's experiences outside school. The inconsistency in the term used may indicate that HRE is a low status area within PE, one that is not given much attention in department planning and discussion. It could also indicate that HRE is an area that in general lacks clarity and understanding within PE departments. As found by Harris (1997), many and varied discourses can be drawn upon when considering HRE, and it is possible that the focus of these discourses is undergoing change from what may have been expressed as health-related fitness. In general, discourses pertaining to health or to fitness may have become mixed together within the context of school physical education. Teachers in interviews sometimes used the term for one when referring to a discourse relating to the other for example. Some teachers also talked about the teaching of health in their department, discussing what can strictly be considered fitness. Confusion can occur within discourses, or at least in teachers' understanding of them. Many of the teachers interviewed confused different aspects of fitness and training discourse. The data contained examples of teachers talking about types of training (e.g.E1Ap2), whilst the rest of their speech related to types of fitness, or vice versa. There was also confusion on occasions between types and components of

fitness (E1Ap1, E2Cp1 and W1Bp4 for example). This happened often when teachers were making links between fitness tests and the components (rather than types) of fitness, or between exercises used in circuits and components of fitness.

Certain discourse was expressed at the level of policy and (reported) practice by all of the case study schools. A warm up was, according to teachers in each school, included as standard and as part of every lesson (E1Bp2, E2Bp1, E3Ap10, W1Bp2. W2Cp3). Some schools (E2 and W2) placed a great deal of emphasis on warming up in the interviews. At E2, this was supposedly an area that pupils were to show increasing responsibility for. However, the lesson observations clearly showed that this was a case of 'slippage' at work (at least in the case of this particular block) as a warm up was included in none of the six lessons. The Head of PE at W1 used the warm up as a mini fitness session in each lesson, and many of the case study schools (particularly E3) used the warm up to teach pupils basic anatomy and other aspects of PE theory. Teaching pupils about the effects of exercise was also reported to occur in all of the case study schools except E1. This aspect of HRE delivery was often taught through permeation (see summary table 7.2). In general only the short term effects of exercise were covered and effects were limited to those that are physical (i.e. excluding mental, psychological and social effects).

The effect of exercise most widely incorporated into HRE delivery was the effect on heart rate. This was spoken about by at least one teacher in each school (see summary table 7.2) The link between heart rate and fitness was commonly mentioned, in fact this was in a sense the basis of the teaching in the observed fitness block (E2). All schools with the exception of W1 discussed heart/pulse rate and its measurement (E3 looking to involve ICT in this). Some staff (W2 HoD, E2D) placed particular emphasis on the aim to raise pupils' heart rates in every PE lesson. W1 and E2 used the concept of heart rate based training zones in their HRE delivery.

These discourses, the ones commonly expressed in the case study schools, by the majority of PE teachers, are the same discourses privileged in Key Stage 3 of the NCPE. It is no coincidence that the elements of PE, warming up for exercise and a knowledge of the effects of exercise, that are explicitly specified in the NCPE are the same elements most universally reported as being part of department policy and

practice. These two discourses are also the main discourses of health and fitness that pupils are assessed on. Warming up and exercise effects are included in the attainment target for physical education. PE departments must therefore be able to demonstrate that these particular elements have been taught to pupils. It may also be that these elements are the least difficult for teachers with perhaps a limited familiarity and understanding of HRE to include in their practice.

The knowledge and understanding expected of pupils was another area that showed some commonality between case study schools. Teachers in all schools except E1 reported that pupils acquired some theoretical knowledge relating to fitness concepts during their PE lessons. This was particularly the case in E2, E3 and W2 (see table 7.2) This knowledge included familiarity with anatomical terms such as muscle names, a knowledge of exercise effects (in physiological terms) and some understanding of the principles of training. This knowledge was sometimes imparted through HRE delivery, such as through workcards in circuits (W2) or permeated through other activities, often through the warm up (E2, E3). Many teachers explained that this was to prepare pupils for GCSE. Some of the departments were keen for their pupils to become familiar with basic knowledge and understanding relating to fitness as early as possible, in preparation for examination PE. All the case study schools (apart from W2) offered pupils a minimum of GCSE PE. It seems that examination PE has changed what is seen by these departments as legitimate knowledge for PE (W1Bp7 for example). The knowledge of fitness discourse required by the GCSE syllabus is to a certain extent accepted as a standard expectation of pupils in PE. It is possible that teachers are merely attempting to make their GCSE results as good as possible by preparing for the course early. It seems to be more the case, however, that the knowledge and understanding reported by teachers is becoming 'part and parcel' of PE.

A similar approach was taken to delivering HRE through discrete blocks in four of the five case study schools. All of the blocks included some fitness testing. Some schools (notably E1, and E2) used a variety of commercially produced or standardised tests (most often including the Multi-stage Fitness Test, along with the Cooper run, agility tests, and the sit and reach test). Other schools used their own version of fitness tests, such as the time trial used at W1. HRE units of work also all included some form of

training. Circuit training was included in all four schools. W1 in particular also included running based interval and continuous training. Weight training was also used in the Welsh schools and some departments spent time in the unit helping pupils to design their own training or exercise programmes (particularly E3). The school that taught HRE through permeation only during the year the interviews took place (E3) also included many of these activities during previous years, and also on occasion during that year. There are three main reasons I would suggest as to why fitness testing and training is so commonly used for HRE delivery. The first is that these types of activities fit in well to the pragmatic aspects of teaching PE. Most departments have access to the resources required, which are often minimal (the MSFT for example requires a tape, a stereo and a large space). Fitness tests and training activities can also accommodate a large number of pupils, if need be in a relatively small space. Some departments (notably W2) reported using circuits or other testing or training based activities when poor weather and limited facilities meant that more than one class had to be taught in an indoor space.

The second reason for HRE delivery to be heavily biased towards fitness training and testing is that these activities can be considered safe, or 'easy', by PE teachers. By this, I mean that these activities fall within most teachers' comfort zones. Referring back to the work of Sparkes (1990), testing and training allow teachers to retain their sense of self and competence in the practical context. It is likely that most PE teachers will feel comfortable teaching these activities. They will know how the resources are used appropriately, they will be able to use established teacher oriented teaching styles and the practical aspects of the activities will not include anything unexpected. Teachers may also be familiar with the discourses upon which these activities are based, and in fact the activities themselves, from their own sporting experience and from their training, particularly those who completed a sports science degree. Other activities that are more pupil centred and which deal with a wider range of discourses may take the teacher outside their classroom comfort zone, and may thus be avoided by teachers lacking self efficacy in the area of health and fitness.

Lastly, and perhaps most logically, testing and training may be the basis of HRE delivery simply because teachers want to improve pupils' fitness. W1 was perhaps the strongest example of this. All case study schools reported concerns about pupils'

activity and/or fitness levels during the interviews (see table 7.1). These concerns were most strongly expressed at E2 and W2, and less so for E3. Concerns related both to pupils' performance in PE lessons, and to their lifestyle outside of school, so teachers' opinions of these issues were influenced by their observations during teaching and around schools, and also in their life outside school. Strong external influences may be teachers' experience of their own children's lifestyles (E2 A and D) and media reporting of children's activity and fitness levels (E2D). One school (E2) had also taken on board scientific (physiological) and educational research on this area. Teachers' concerns about pupils' activity and fitness levels were generally linked to concerns about pupils' current and/or future health. This link was seen as 'part of the job' by the HoD at E1, and as a whole school issue at E2. Particularly strong links were made between pupils' current lifestyle and their future health by staff at W2. These issues give teachers strong reasons for wishing to play their part in ameliorating the situation. HRE delivery may be seen as the ideal medium through which to do this. Training activities seemed an obvious and direct way to improve physical fitness and testing allows the monitoring of these improvements. Teachers believed that this can work very well, with pupils being motivated by tests (e.g.W2Dp6, E3Bp3, E2Dp3). They were also aware that the difference that can be made in one or two hours per week (for up to 6 weeks) is limited (W2).

Commonality also existed between case study schools in terms of the teaching of other discourses of health. Discourse of diet, smoking, drugs and other aspects of physical health were frequently addressed not in PE, but in other areas of the whole school curriculum (see table 7.2). These discourses were not usually included in teaching in HRE units, and had tended to be omitted in practice at E3 due to the adoption of the permeation approach. Most case study schools gave expression to discourses of diet and drugs through their teaching of PSHE, variously described as Complimentary Studies, Lifeskills and PSE, or to some extent through GCSE PE (E2).

Physical Education in the case study schools featured a general lack of attention to discourses beyond those of physical fitness. Dimensions of well-being tended not to be addressed within PE. Strategies to cater for some aspects of pupils' physical health needs were in place at E2. These were practical in nature, including policies relating

to drinking water and sun cream in the summer. The HoD was also concerned about stress on pupils from the amount of exams they now sit. At W1 bodyweight management was mentioned several times. This was considered important in relation to pupils' physical fitness and its effect on performance, rather than on the physical, mental, emotional and social health implications of body weight and body image. The most extreme example of this narrow view of health was expressed by the HoD at E3. He defined health as being freedom from disease, a person being healthy if he/she was not overweight and not ill (E3Dp3). Multiple dimensions of health were specifically referred to only by the PSE Co-ordinator at W2. He had attempted to address issues relating to physical, mental, psychological, sexual and social health through the PSE curriculum. Activities used included yoga, stress release exercises and a peer counselling scheme. These discourses may, unlike discourses of fitness and training, be outside of teachers' sphere of knowledge and experience, and to teach them would take staff far beyond their comfort zone.

9.3.4 Philosophy versus practice

The discourses expressed and privileged at the case study schools can be broadly grouped into two categories. The discourses themselves, or the perspective from which they are seen, can be viewed as reflecting a broad ideology of promoting 'fitness for life' or 'fitness for performance'. A fitness for life perspective privileges discourse on active and healthy lifestyles and independence. It encourages pupils to take control of their own health and fitness, for the purposes of life-long well being. In contrast to this, a fitness for performance perspective privileges discourse relating to the effects of exercise on physical fitness, and the subsequent effect on sporting performance.

The following table presents examples of the expression of these two perspectives in the case study schools. Expression can be seen to take place through comments, reported classroom practice, philosophy and curriculum organisation amongst other factors.

Table 9.1 Perspectives of HRE

School	Fitness for Life	Fitness for Performance
E1	- Recreational approach to extra-curricular programme - Philosophy: pupils being active post school - Community links - Options based KS4 curriculum	- Unit of work based on fitness testing and training
E2	- Department philosophy of pupils continuing with activity post school - Broad curriculum aims to provide activities suitable for all pupils - Recreational extra-curricular programme - Developing independence (e.g. doing own warm up)	- Health-related fitness considered part of sport - Criticism of pupils' performance in competition due to lack of training - Unit of work based on fitness testing and training - Pupils devise training programmes based on the components of fitness
E3	- Staff understand the benefits of exercise as part of a healthy lifestyle - Encourage pupils' participation in sport post school - Teacher philosophy: pupils being active post school	- Teach pupils the importance of training and the components of fitness to sports performance through permeation - Pupils design their own fitness programmes

School	Fitness for Life	Fitness for Performance
W1	- Encourage independent physical activity - Philosophy: pupils active post school - HoD philosophy of fitness for life - Role of gyms, pleasant environments and lifestyle activities in pupils' future participation - Address issues of body image with girls	- Fitness circuits included in many lessons - Focus on flexibility, strength and CV fitness and training - Conditioning underpins teaching - Use of fitness testing in HRE units - Training based units (running and circuits) - Personalised weight training programmes - Permeation of the importance of components of fitness to sports performance
W2	- Concern for pupils' future health linked to current lifestyle - Philosophy: pupils learn the importance of exercise to life expectancy and quality - Aim for pupils to be active post school - Familiarise pupils with future participation opportunities (e.g. fitness suites, circuits classes) - Extra-curricular programme biased towards participation - Understanding that sport/activity participation post school is more social than competitive	- Unit of work based on circuit and weight training - Use of fitness testing, and use of scores for pupil assessment - Permeation of the importance of components of fitness to sports performance - Impact of poor fitness levels on sports performance - Choice of resources, develop rugby through fitness training

The table shows that, to varying degrees, both areas of discourse were expressed at all of the case study schools. In most departments the philosophy generally voiced and the stated aims of the PE curriculum privileged lifestyle oriented fitness for life discourse, whilst practice in terms of actual HRE delivery always (at least overtly) privileged fitness for performance discourse. Two case study schools varied from this

trend in terms of the overall feel of the department. Teachers at these schools still expressed fitness for life discourse, and in the case of W1 this was done quite strongly. However, at E3 most policy and practice was centred on competitive sport and the role of fitness and training in sporting performance. The Head of Department controlled most of the policy and planning at E3, and his philosophy of health was very narrow, focusing only on the physical, including bodyweight and behaviours such as exercise and smoking. The PE department at W1 had a strong fitness for performance perspective, and this was most likely due to the influence of the Head of Department. He did believe that 'fitness is for life' and that it was important that pupils were active after school, but he did pay a great deal more attention in his own (and to a high degree, the department's) practice to the effect of training on sports performance than to the benefits of activity on lifelong health. Curriculum PE and the school's extra-curricular programme were dominated by training activities focusing on addressing pupils' individual needs in terms of cardio-vascular fitness (running ability), flexibility, and strength in relation to bodyweight.

The remaining schools all held fairly strong fitness for life philosophies which were expressed through certain elements of school policy and practice. At Key Stage 4 schools attempted to encourage pupils to find an activity that suited them and that they might pursue after leaving school through having a broad Key Stage 4 curriculum (E2) or through allowing pupils themselves to choose which activities they did in PE (E1). Extra-curricular programmes in the case study schools were reported to be recreation based to encourage maximum participation, rather than catering solely for school team members, and the stated aims of PE in most of the schools, most strongly E1 and E2, particularly in KS4 were to facilitate pupils becoming independently active with a view to continuation when they left school. Despite this strong fitness for life perspective evident in many of the case study schools, actual HRE delivery was based upon discourses that were ostensibly concerned with fitness for sports performance. Units of work, and much permeated delivery, was based on fitness training and the applicability of this to performance in sport.

Within each case study school, there were some teachers who held a stronger orientation to either perspective than the department as a whole (the HoD at W1, E2 and E1 for example, and the male teacher at W2). These teachers privileged certain

discourses in their planning or their own practice according to the favoured perspective. This was evident in the observed unit of fitness at E2. The block itself (as laid out in the department scheme of work and the pupil handbook) expressed solely fitness for performance discourse through the use of fitness tests, circuit training activities, the defining of fitness and health in a scientific way and the use of knowledge of fitness components and training principles to design personalised fitness programmes. The teacher delivering the observed block was influenced by her own experience of children's lifestyles and by reports regarding children's activity and fitness. Her ideology was based on discourses of health and lifestyle, so it was these discourses that she expressed through her teaching in the Fitness block. Much emphasis was placed, during these lessons, on pupils raising their heart rate as often as possible and understanding the reasons for doing this. Wherever possible, learning activities were approached from a lifestyle perspective. All forms of activity were allowed to be included in pupils' fitness programmes, not just formal exercise. During circuits, pupils had to consider which activities best suited them in terms of raising heart rate. The teacher also discussed many of the issues regarding sedentary lifestyle directly with pupils, during lesson introductions and plenaries. The teacher herself admitted to not feeling confident with much of the content of the fitness booklet, so it may be that in the spoken (as opposed to pupil activity) aspect of her teaching she felt more comfortable drawing on fitness for life discourse than more scientifically based fitness for performance discourse. It is likely that the Head of Department, with his science background and personal experience of fitness and training, would have taught the block very differently.

If the teacher with a strong perspective is in a position of power or influence with regards to curriculum planning, the whole department's practice may follow this perspective. The Head of PE at W1 had vast personal knowledge of training and its application to sports performance. He believed that 'conditioning' was at the heart of sports performance and it was clear that not only did fitness training permeate the whole curriculum at W1, but his beliefs had also permeated the perspectives of the two teachers that had been in his department for some time. The perceived importance of personal training was particularly high for GCSE and A Level pupils, and those representing school teams. The new part time teacher in the department held a more lifestyle oriented perspective and did not agree with the department's preoccupation

with fitness.

Individual discourses could also be expressed very differently by teachers with different perspectives. Some teachers expressed discourse on the role of diet and nutrition in maintaining physical health in a way that focused on the availability of 'healthy' or 'fatty' foods in the school canteen (e.g.E1Bp4, W2Cp5), or through comments made on pupils' current diets and the impact this would have on their future health (W2Dp18 for example). These teachers attached perceptions to foods and eating habits, according to whether they were healthy or not. The HoD at E2 addressed discourse on diet from a different perspective. His class considered food in terms of its proportional content of fat, carbohydrate and protein.

Returning to the department's overall picture, taking in philosophy, beliefs, aims, policy and practice, the differences in expression of discourse can be considered, as stated earlier, in terms of an overall ideology or philosophy of fitness for life, which can seem to contradict the privileging of fitness for performance discourse through HRE delivery itself. Another way to examine this is to consider the expression of discourse in the educational context and the practical context (Sparkes, 1990). PE departments in case study schools all at some point (but markedly less so at E3) shared philosophies for teaching PE, voiced concerns and stated aims for pupils that drew on lifestyle and fitness for life discourse. In this way teachers privileged this area of discourse in the educational context, yet in the practical context, the field and the gym, discourses of fitness for performance were privileged (although as the lesson observations showed, there is room for slippage and the expression of alternative discourse). The data from the case study schools show that many of these teachers were now drawing on discourses of lifestyle and fitness for life and were aware of the issues relating to children's activity and fitness levels and the implications this had for their role. These discourses were becoming part of these teachers' philosophy of PE, determining what they hoped to achieve with pupils through the PE programme (curricular and extra-curricular). Discourses of fitness for life, with particular emphasis on the role of physical activity in maintaining health, were being used to form some teachers' rhetorical justification for their subject and its status in schools. Less attention seemed to be paid to competitive sporting success (except at E3, and at least in the rhetoric stated in the interviews), and more to gaining status and respect

within the whole school through examination results (W1) and highlighting the importance of PE to children's health. In the practical context however, many of the teachers seemed to remain with 'safe' discourses, particularly where HRE delivery (through units and permeation) was concerned. Teachers, or at least department policies, seemed to prefer to stay within their comfort zone and draw predominantly on discourses of fitness for performance. Some teachers, as discussed earlier, may have addressed HRE delivery from their own 'angle' in their practice, drawing on their own knowledge and expertise.

There is one last area of division in which the same difference in the expression of discourses appeared to exist. Although it was not discussed in much depth during the interviews, the impression was given in several of the case study schools of a pronounced difference between core and examination PE at Key Stage 4 (see p.379, 384, 385 and 388). Core PE was generally based on lifestyle discourse. The curriculum tended to be organised around breadth of choice, often through an options system. Activities were in many cases delivered on a recreational basis, and often the overall aim of core PE at Key Stage 4 was to aid pupils in finding an activity that they wished to continue participating in once they left school. GCSE syllabi, in contrast, seem to be founded on principles of fitness and training, studying the effects of exercise on performance and manipulating these effects with the goal of improving sports performance. In addition to a difference in ideology, core and examination PE also differed in terms of their status within the department in some of the schools. This difference was very pronounced in some schools. W1, for example, did a great deal of extra work with its exam pupils, and was very proud of their performance in the practical examinations for their courses. Core PE students appeared to receive very little attention from the staff.

Section 4: Ideology and philosophy of departments and teachers

This section considers teachers' and departments' ideology and philosophy as they relate to the process of change in school. Apple (1979 in Sparkes, 1990, p. 5) defines ideology as a 'system of ideas, beliefs, fundamental commitments, or values about social reality'. Sparkes (1990, p. 23) points out that 'ideologies are not discrete packages with tightly defined boundaries' rather that they are often ambiguous and

contradictory. In the context of this research, I am using the term ideology to refer to a teacher's, or department's system of ideas, beliefs, commitments and values about the nature of and purpose of Physical Education. Previous sections of this chapter examined how teachers' ideologies influenced the discourses that they privileged in their practice or how a corporate department philosophy may affect the overall aims of the department as well as HRE itself. The ideologies were broadly centred on fitness for life, or fitness for sport. The concept of ideology may also be useful when examining the change that takes place in schools.

Sparkes (1990) highlights many of the key elements of the process of change that can be affected by ideology. Innovations and changes that challenge teachers' ideologies may be difficult to accept as they can 'undermine our sacred conceptions of self, fracture our professional identities, question our daily practices (ibid, p. 6). Fullan (1986, in Sparkes, 1990) explains that this is because even if participants in an innovation wish to, it is difficult to change personal behaviour and ways of thinking.

Change is not responded to by all teachers in the same way (Oliver et al, 1988 in Sparkes, 1990). This is because change is 'rarely neutral' (ibid, p. 30). Ball (1987, p. 32 in Sparkes, 1990) states that innovations 'tend to advance or enhance the position of certain groups and disadvantage or damage the position of others'. This advancing and damaging can be considered to occur to discourses, as well as members of staff. Changes to policy and practice in schools cause certain discourses to be privileged or enhanced and others to be silenced. This change in the position of discourses can favour or disadvantage teachers, according to their ideology. Revisions to the NCPE that privilege discourses of lifestyle will benefit those holding that ideology for PE, those teachers whose philosophy for teaching is based on fitness for performance may find themselves and their interests being threatened. All teachers have areas of specialism and discourses that they advocate. The change in requirements for teaching HRE may threaten teachers' established working practices, or they may serve to strengthen teachers' 'self concepts' (ibid, p. 32).

It may also be useful to consider teachers' conceptions of 'subject paradigm' and 'subject pedagogy'. Sparkes (1990, p. 13) defines these terms as the 'manner in which teachers view the content of PE', and the system of ideas and organisation of learning

(or method) respectively. Within each of the case study schools teachers in the same department had different ideas about the content of PE (e.g. the sports and activities, the Areas of Activities, HRE and Fitness) and about the methods of teaching PE (e.g. groupings, teaching styles, the curriculum organisation). E3 was a good example of the difference in subject pedagogy that occurred between the new HoD and other staff interviewed. The HoD believed that HRE was best taught through permeation, whilst those putting this belief into practice disagreed as they thought that much of what had previously been taught in a unit of work on HRE was being lost when trying to teach it through other activities. Staff at E1 held different beliefs about the content of PE, as the older male teacher gave the impression that he did not think that HRE should be part of PE, but that this was not really his problem as he did not have to teach it. Three of the four PE teachers at W1 held similar beliefs about the subject paradigm for PE in terms of HRE as they all held a strong fitness for sport ideology. The most recently appointed member of the department held a different view, thinking that the department placed too much emphasis on training. The department policy and practice reflected the ideology of the HoD, not the NQT, because of the uneven levels of power between these two teachers. Each PE department can be viewed as an 'arena of struggle' (Evans, 1988 in Sparkes, 1990, p. 105) in which power is unevenly distributed between teachers and groups of staff, and there exist ideological differences and conflicts of interest. At W1, all the power lay with the HoD and thus with his personal ideology. The older male teacher at E1 held a sport based ideology for PE, not valuing a subject paradigm based on fitness for life. However, the manoeuvring of the school's senior management team meant that he now had almost no power or influence within the department. Hence, the new HoD had been able to organise the KS4 curriculum to match his own subject paradigm and pedagogy.

It is possible that teachers in this situation of holding an opposing ideology to that which prevails in their school may feel that their sense of self is threatened (Sparkes, 1990). The NQT at W1 may have found it hard to continue working within the opposing fitness for performance ideology as this undermined her sense of self as a teacher of PE, and she was powerless to change the ideology of the department. Other teachers may find that this clash of ideologies can be a cause for change. They may be motivated to attempt to alter the prevailing ideology to meet their own. The new Head of PE at E1 could be considered to be in this situation. He had a somewhat career

driven, progressive ideology, which he found was at odds with the philosophy of the seemingly unprofessional and unmotivated department in which he found himself. Since he possessed power and influence, he was able to make changes within that department, not just to the way the curriculum was organised, so as to meet his ideals for pupil choice at KS4, but also to try to motivate his colleagues to improve their own practice (such as encouraging the female teacher to take up INSET or professional development opportunities).

I discussed earlier how teachers' ideologies, that is their philosophy of PE, influences the discourses that they express through their practice. Ideology may also affect teachers' access to and knowledge of certain discourses. An example of this is the HoD at E2. He could be seen to express a fitness for sport ideology (it could equally be argued that he also expresses a fitness for life ideology) and this was demonstrated through the HRE delivery in his department. He had access to and a wide knowledge of the discourses of fitness and training through professional journals, science based training magazines and his own experience. He therefore drew upon these recontextualised discourses to inform his practice. The older female teacher at E2 expressed different discourses in her practice, because her knowledge of fitness and training discourse was, in her own opinion, limited. Instead, she drew upon discourses of health and lifestyle that matched her ideology that had been recontextualised in the mass media.

How teachers develop their ideology is an interesting question. Ball (in Sparkes, 1990 p. 105) considers how teacher socialisation along with teachers' own school experience and their socialisation into particular subject sub-cultures contributes to the diversity that exist in the goals of teachers within a department. There may be many goals relating to HRE that teachers can have, and these will be influenced by the direction and strength of their ideology. Children's lifelong physical health may be a goal, or their current fitness, or possibly children's lifestyles in relation to a more holistic view of health. As teachers privilege different discourses they will also have different goals that form part of their ideology of PE. Teachers must somehow acquire and develop these goals and their ideology.
Green (2002) also considers how PE teachers form their 'philosophies' or ideologies. He suggested that these 'philosophies' and their underlying ideologies could only be

understood when teachers are located in their figurations (i.e. networks of social relationships). Philosophies in Green's view were broadly ideological in that they were constituted through ideas regarding the supposed worth of their subject and the value of aspects (such as sport) which made up their convictions, often this was an amalgam of various ideologies. Contradicting this in many cases are the constraints governing their practice of PE, or the context of their practice, which can lead to somewhat confused philosophies. Green (2002) regards teachers' philosophies as a process, subject to many influences. Childhood experiences of sport, along with emotional ties to and identification with sport constitute a major part of teachers' philosophies, particularly at the start of their career. Development of philosophy is ongoing however, and is influenced by professional socialisation (through teacher training and 'occupational socialisation'), senior colleagues, pupils and parents (Green, 2002, p. 73). Also relevant to the teachers in the case study schools was the influence of previous members of staff, and accepted ways of organising and teaching PE, which Green refers to as the 'inheritance of tradition' (ibid, p. 75).

Some of the teachers interviewed stated that their training had been an influence on their philosophy (female teacher E3). Others also felt that their own experiences at school or in sport had shaped their views (HoD at E1). The professional socialisation of teachers, which develops their ideology, may well be a long process. Their own experiences of PE as a pupil may begin this process, which continues throughout initial teacher training. The process will continue during service as a teacher, as they become involved in subject sub-cultures (Evans, 1987 in Sparkes, 1990) and interact with the ideologies of colleagues and the corporate ideology of their department. The NQT at W1 for example may have found that her philosophy underwent changes as she spent time working under a contrasting ideology with little power to change the prevailing fitness for performance philosophy.

As well as considering the socialisation of teachers it may be useful to use the concept of social and cultural 'habitus' defined by Evans (1988, in Sparkes, 1990, p. 109) as a 'deeply sedimented package of attitudes, values, skills (physical as well as social) and competences'. This takes into account the physical socialisation of teachers. Each will have their own particular specialisms within PE, not just in terms of teaching, but in physical performance also. A teacher's own skills, capabilities and even fitness may

affect their ideology of HRE. Some teachers in case study schools had high levels of fitness and maintained their own fitness programmes (particularly the HoD at W1, and the male teacher at W2). Some teachers competed in activities requiring a high level of certain components of fitness (such as the HoD at E2). These teachers may have favoured a fitness for performance ideology in PE as this was the one they chose to apply to their own life, and it was here that their competency lies. Alternatively teachers may feel that they are not particularly skilful, or have a high level of fitness, or at least not at this time. These staff may express discourses of fitness for life. The female teacher at E2 who delivered the fitness block was an older teacher who often commented on the fact that she could not perform certain activities now. She encouraged pupils to be active rather than to train, which may align with her own participation now, and how she viewed the importance of fitness for life for herself.

Individual teachers may have very different ideologies, but each case study school could be considered to hold a combined, or corporate, ideology. In W1 this was particularly strong, with only one part time member of staff expressing an opposing ideology. The ideology of the PE department at E3 was not particularly clear and although two members held a fitness for life ideology, their beliefs did not seem strong, and they held little power within the department. There may be aspects of department policy and practice that indicate the corporate ideology. Pupil grouping may be one example. Mixed gender and mixed ability grouping may indicate a fitness for life ideology, whereas the streaming by ability used at W1 matched their fitness for performance ideology. Departments may have different indicators of success and achievement (Sparkes, 1990, p. 27) according to their ideology. For example, staff at E1 took the number of pupils returning after they had left Year 11 to talk to staff about PE and their current activities as an indicator of their success in enabling pupils to be active into adult life.

Section 5: The level of change in case study schools

The first section of this chapter looked at Sparkes' (1990) notion of levels of change. This section aims to apply this model to the changes reported by the case study schools. It also draws upon ideas put forward in previous sections about teachers' ideologies and the expression of discourses in policy and practice.

9.5.1 Surface or real change to HRE

Sparkes (1990, p. 4) describes Level 1 (Surface) change as including the use of 'new and revised materials and activities'. All the case study schools showed evidence of surface change in line with the requirements of the NCPE. All schools reported including a warm up in most or all lessons. This change fulfils one of the main requirements of the NCPE with regard to HRE, but can be seen as only a surface change, as teachers have in effect added a five to ten minute activity to the start of their lessons, and not necessarily made any deeper changes. Four of the five schools had added a unit of work on HRE to their curriculum. There is some variation in the extent to which this could be considered level one or level two change. The change at W2 is an example of surface change, as circuit based activities were introduced into the curriculum as a way of accommodating large classes indoors after swimming was removed from the curriculum. Other schools, particularly E2 and W1 accompanied the introduction of HRE activities with changes in other aspects of teaching. Fitness (or conditioning) in those schools had become more of an integrated part of the whole PE curriculum. In E2 changes had also been made to teaching approaches and strategies, which encouraged pupil independence and involved them more in their own planning (e.g. pupils leading their own warm ups and devising their own exercise programmes). At W1 staff tended to still use authoritarian class based teaching styles in the HRE units of work, but the department aimed to improve pupils' fitness, which formed the basis of their HRE delivery, and was permeated throughout the whole PE curriculum, rather than being confined to six lessons per year. An individual approach was adopted with many pupils, particularly those taking examination PE, so there had been changes to the overall teaching practices.

The depth of change occurring in each school may be determined by considering whether schools have simply added activities to their curriculum, such as circuits or a warm up or fitness tests, or if they have made changes to teaching methods and styles or to other aspects, such as their indicators of success. Many of these criteria have been mentioned earlier. W1 had adopted a more individual based teaching approach with examination pupils, with the intention of enabling pupils to effectively improve their performance through fitness training. The indicators of success in that school

were exam results and extra-curricular sports performance. E1, on the other hand, seemed to be changing its criteria for success in PE. It did teach examination PE, but this did not seem to be the central focus of the department. Its aims were more towards encouraging physical activity, acknowledging that pupils came from socio-economic and cultural backgrounds which could cause many barriers to healthy lifestyle and aspirations for success in life. Curriculum organisation at KS4 reflected these aims, so changes at this school went deeper than surface level. Staff at W2 mentioned concerns about children's health and how this was linked to their lifestyle. However, the only discernable change that had been made in response to this concern by the PE department itself was the introduction of circuits. This is a surface level change that was made for pragmatic reasons, and did not appear to be accompanied by any changes in pedagogy or philosophy.

Some of the case study schools, those that had made the deepest changes, appeared to have made those changes for ideological reasons (E2, W1). This could also be considered as having an 'educational rationale' for changing practice (Sparkes, 1990, p. 3). Other schools, most notably W2, seemed to have made changes for predominantly practical or pragmatic reasons. It is no surprise that these changes were limited to surface changes. W2 introduced circuits as this met their requirements for activities which could be used with large groups of pupils in the available facilities, with little requirements for resources or additional training of teaching staff. Circuit training activities were seen by staff at W2 as being a change that could be implemented which would fulfil the criteria for replacing swimming, yet at little cost to them as a department or individuals.

9.5.2 Teacher's sense of self

Sparkes (1990, p. 13) proposes that a teacher's 'sense of self' as a good teacher may be more achievable or more easily matched in certain contexts. There were examples of this in the case study schools. The older female teacher at E2 made comments during the Fitness block about her lack of confidence in teaching some of the content. The older male teacher at E1 saw himself more as a teacher of competitive team games, not of HRE. These two older teachers in particular in the case study schools did not seem to be familiar with HRE as an element of PE, the content or the

philosophy behind its inclusion. It is possible that teaching HRE challenged these teachers' sense of self, and their sense of being a good teacher, so they would prefer to teach team games or other areas with which they were very familiar. This sense of self is related to teachers' knowledge and understanding of various areas of PE, expertise in certain sports and activities, and also awareness of the many discourses associated with the subject. HRE itself could be considered an area of expertise, but even this area could be considered to contain many sub-cultures, or interest groups, each privileging different discourses of fitness and health. Again, staff at E2 could have had different areas of expertise within HRE. The older female teacher did not feel that her sense of self was matched in the context of the Fitness block, whereas the Head of PE was more than likely to have felt much more confident teaching the fitness testing and training based activities.

A teacher's 'personal and teacher behaviour' is said by Nias (1985, in Sparkes, 1990) to be determined by the teacher's own conception of self. Teachers in the case study schools had a perception of themselves in terms of health and fitness, and this perception was unlikely to be uniform. Teachers may conceive of themselves as being a 'healthy' person, or a 'fit' person, a sporty person, or maybe as 'unfit', or 'unhealthy'. This conception may affect the teachers' philosophy of PE, or the way in which they approach, or would prefer to approach, HRE. The older female teacher at E2 did not see herself as fit, and this affected her teaching of the Fitness block, particularly in terms of her being unwilling to demonstrate activities. The Heads of PE at E2 and W1 did have a self conception of being fit. They would be unlikely to teach Fitness in the same way as the female teacher at E2. The teachers who perceived themselves as fit may teach HRE very differently, possibly having higher expectations of what pupils should be able to do in terms of fitness and training. Teachers' conception of self may also incorporate their conception of their own expertise in certain areas. The older male teacher at E1 perceived himself as a teacher of games. The HoD at E2 perceived himself as a capable sports scientist. The younger female teacher at W2 struggled to perceive herself as a PE teacher, despite a self conception of being fit and healthy, because of her involvement in so many different subjects. All these self conceptions may affect teachers' practices.

Teachers' sense of self may well change throughout their teaching career. Staff in interviews reported that they were influenced by many factors, training being for

some a particularly strong influence. Young teachers' self conceptions may be shaped to a large extent by their first degree and initial teacher training. Some of the younger teachers reported that HRE had been included in their course. The female teacher at E3 had in fact been quite strongly influenced by a lecturer who promoted HRE within her course. It may be that the older teachers had not had this same experience, as HRE was not included in their initial training, or may have been included in the form of fitness training, or HRF.

Self concept and a sense of competence in teaching HRE may also be influenced by INSET/professional development, resources or personal experiences outside of teaching. All of these influences were cited by at least one teacher from each school in the interviews (see p379-386). The male teacher at W2, for example, felt able to introduce circuit training at his school because he regularly participated in classes as part of his own exercise programme. This teacher thus felt competent with delivering this particular activity. Sparkes (1990, p. 29) highlights that there are two components of competence. Technical competence is the ability to execute a physical skill, whilst procedural competence refers to knowing how to teach an activity. Evans (1987, in Sparkes, 1990 p. 110) refers to this as the 'professional knowledge of a pedagogy'. The male teacher felt that he had both types of competence, where circuit training was concerned. The female teacher at E2 seemed at times to lack technical competence (such as demonstrating press ups) and at other times procedural competence (relating to me that she felt unsure of how to approach some of the lessons that she was teaching for the first time, such as when pupils designed their own exercise programmes in an entirely 'classroom' based lesson. HRE may be an area in which teachers feel they lack technical or procedural competence which generates a feeling of insecurity with delivering HRE. This will impact on the activities used and the teaching styles employed. Within a department some teachers, such as the female teacher at E1 may feel that they lack competence with certain aspects of HRE, and so adapt their practice to minimise their insecurity. The issue of competence, and sense of self and security may explain the difference between the discourses many of the PE departments expressed in the educational and practical contexts. A high proportion of teachers interviewed made comments and reported policy and elements of practice indicative of a fitness for life ideology. However, in practice, within the dedicated unit of work on HRE, activities were used which reflect more of a fitness for performance

ideology (see table 9.1). It is possible that teachers and departments used fitness tests, circuit training, and running based training activities in their HRE units as these are the activities in which staff felt technically and procedurally competent. Staff may wish to deliver a unit of HRE which privileges discourses of lifestyle and fitness for life, rather than seeming to oppose their own philosophy and aims for PE through training and testing pupils, but do not know what learning activities they might be able to include, or how to go about teaching them. The only way teachers thus feel able to achieve the aim of improving pupils' fitness levels is through activities they know they can perform themselves, and know how to deliver to a group of pupils. To include pupil led lessons that genuinely empower children to become independently active may be too far away from a teacher's sense of self as a teacher. They therefore elect to stay within the safety zone of what they know works. This limits the level of change of actual practice, despite the fact that a teacher's philosophy may have undergone real and deep change in terms of how they see the role of PE and HRE.

9.5.3 Aims of PE

Teachers' perceptions of the role of PE will affect what they see as the goals of their HRE delivery. This will in turn determine the criteria for success. In the interviews some of the case study teachers (including E1A, E1C, E2A, W2D) stated that their philosophy of PE incorporated the aim that pupils continued to be active once they had left school. Measures were taken to achieve this goal in certain aspects of the PE curriculum. E1, for example, organised its PE curriculum at KS4 around pupils' options, attempting to ensure that no pupil was forced by the curriculum format to select an area of activity that they did not enjoy. E2 aimed to provide breadth in its PE curriculum, hoping to cater for the individual needs and personalities of all pupils at some point. Schools also provided an extra-curricular programme that was based on recreational participation, rather than solely on team practices. In the delivery of HRE itself, however, the activities used did not seem to contribute towards this aim, in fact the focus on fitness testing and training may have had the effect of putting many pupils off physical activity, so the discrete units of HRE delivery may in effect work in opposition to the departments' stated goals for PE. Staff in case study schools (except W1) did not overtly state that they aimed to improve pupils' fitness (or at least their test scores) rather this aim was implied through the concerns that teachers voiced

regarding pupils' poor fitness levels. The goals of independence and lifelong participation that teachers identified do not seem to translate to HRE delivery itself. Teachers may, in fact, be unsure of the achievement criteria they should use for HRE, which would lead to a lack of real direction in teaching, or to them aiming for different, easily evidenced goals (such as improvement in certain components of fitness).

The difference between these stated aims and the majority of actual (at least reported) practice in departments may be due to other aims that teachers are working towards. There may be other indicators of success that PE departments feel more pressured to work to. It is doubtful that Ofsted, for example, look at the number of ex-pupils that are regularly active during its inspection as a measure of the effectiveness of the department (E1C). Departments are more likely to be judged according to exam results, or the value added scores on pupils' attainment levels. They may even perceive that they are able to show success through quantitative improvement in pupils' fitness, hence the abundance of fitness test scores used in pupil reports. Green (2002) discusses the ideology of PE privileged by Ofsted. He notes that Ofsted reports often included comments that revealed value placed on achievement not on recreational activities and activity choice at Key Stage 4. Inspection may thus prove to be another pressure on schools to be concerned with raising attainment rather than raising a generation of pupils who have the knowledge, skills and attitude required to be active for life. It is possible, however, that the revisions made to the NCPE (notably the change in the statutory nature of games) may imply that national policy is now changing to encourage activity choice, potentially allowing participation to rank alongside attainment as an indicator of success.

The indicators of success used may be related to the status of the department. In a school environment in which departments compete for limited resources it may be that PE departments strive to achieve success through avenues which are recognisable to the whole school, examination results and school team success being obvious examples. W1 seems to have been very successful at achieving status within the school, and across the LEA using these two indicators of success. The department's contribution to children's PSHE is unlikely to give such returns in terms of status.

9.5.4 Teacher involvement in change

Data from the interviews showed that teachers within each case study PE department had very different levels of involvement in planning for HRE delivery, and in any changes to policy and practice that departments made. This level of involvement may play a part in determining a teacher's conception of HRE (Kirk, 1988 in Sparkes, 1990). Some teachers, such as the male and female teachers at E1, had no part in department planning whatsoever, and so seemed fairly detached from the PE curriculum that they taught, adopting the attitude that they simply did what they were told. Other teachers, such as the two young members of staff at E3, the NQT at W1 and the young female teacher at W2 wanted to be involved in department planning, and sometimes had quite strong opinions on the way HRE should be delivered (E3 C and D). Factors such as control by the HoD (E3) and commitments to other subjects (W1 and W2) meant that their involvement was very limited. Department policy devised without their input could therefore oppose what they believed to be best practice for HRE (such as delivery through permeation only at E3). In some departments (E1, E3 and W1) it seemed to be the HoD who took sole responsibility for the planning of HRE delivery, thus determining the nature of that delivery and any changes to it (and controlling to a large extent the discourses that would be expressed through department practice). At E2 and W2, the young male teachers were deeply involved in the planning of HRE delivery. These teachers produced resources for their department that, to a large extent, governed the delivery of HRE by the whole department (at E2 this was the revision of the pupil Fitness booklet and at W2 the male teacher produced the workcards for circuit training). It is possible that HRE is an area of the PE curriculum in which NQTs and young staff can gain recognition within the department and are able to effect substantial changes, possibly using ideas from their recent initial teacher training or placement schools. HRE may prove to be an ideal site for this, rather than teachers new to a department attempting to change an established area of the curriculum, such as how football is taught. The fact that more recently trained teachers have probably covered HRE in their course may cause them to be perceived as 'experts' on HRE within their department. More experienced teachers may be perceived as 'gate keepers' within the department (Sparkes, 1990, p. 127). They may control access to opportunities to participate in department planning (HoD at E3) or, if they consider HRE to be one of their own areas of expertise, they

may prefer to retain the ownership of the ideas for department practice and the professional recognition for defining that area of the curriculum (HoD at W1).

9.5.5 Slippage and the gap between policy and practice

This section moves on from considering the individual teachers themselves, to examining how the interaction between different levels of policy may allow different forms of practice to emerge.

Woods (1983, p. 9 in Sparkes, 1990) describes schools as 'places that invite complex strategies, for ideals are strong, yet the gap between ideals and practice is large'. This has been shown to be the case in the schools which took part in this study. At one level there was a gap between reported and actual practice (for example, the warm up that was claimed to be part of every lesson at E2 was not included in any of the six Fitness lessons). On another level most of the schools were shown to have a gap between their philosophy of PE (or individual and department ideology) and actual practice in HRE itself. Many of the teachers interviewed reported to have a philosophy that privileged lifestyle and fitness for life discourse (E1A, E1C, E2A and W2C for example), whilst units of work in HRE drew upon fitness for performance discourse. There was a gap demonstrated in some schools, between the ideals of creating independently active adults and the practice of training to improve and assessing certain components of physical fitness. Sparkes (1990, p. 16) cites some of the reasons that may be in place for this gap that exists between ideals and practice, these being resources, teacher-pupil ratios, the nature of pupils, and the organisation of the school, he refers to these as 'obstructions' to ideal practice.

There is also a gap that exists between school policy and practice. This was proven in the case of E2 by the lesson observations which showed that the teacher was able to adapt the scheme of work and to choose which learning activities she used. She was also able to use the teaching and discussions with pupils to express and privilege discourses that were not necessarily expressed in department policy. This is in addition to the simple example of omitting the warm up part of each lesson. Sparkes (1990, p. 18) states that this is possible because of the organisation of schools, which he sees as being characterised by 'structural looseness' and 'loose coupling'. For

Sparkes, this means that 'in essence, what is articulated at the level of school policy in curriculum documents and staffroom debates need bear little relationship to what actually happens in the classroom'. It is entirely plausible that if the practice of each teacher in the five PE departments was observed, their practice need not necessarily resemble department policy. Teachers' own practice is rarely seen by others. Even with current practice in schools focusing on performance management and annual department reviews, lesson observation by other teachers occurs infrequently. Teachers, therefore, hardly ever have to prove that what they say they do matches what they actually do. An earlier section established that what teachers said in interviews about HRE, and their aims for this aspect of PE as opposed to their actual practice, can be considered in terms of an educational and a practical context. Another way of describing this gap between ideals and practice would be to say that teachers can operate in a 'discursive mode of consciousness' when expressing discourse through voicing their philosophy and beliefs (Sparkes, 1990 p. 19). Teachers can also operate in a 'practical' mode of consciousness, when drawing on their tacit, craft and commonsense knowledge in the 'classroom' (ibid, 1990, p. 19).

This gap between policy and practice may not be accidental. Schools may be consciously organised in such a way that incorporates 'inbuilt slack in the system which allows for individual responsiveness, creativity and interpretation on the part of the teachers' (Sparkes, 1990, p. 19). This room for slippage (Ball, 1990) may well be necessary in allowing teachers to respond to the ever changing context that is the modern school. The 'loose coupling' that exists in schools means that teachers still retain a high degree of control and professional autonomy over what they teach, and especially how they teach it, as long as their reported practice, the department policy, meets NCPE requirements. The loose coupling between policy and practice also allows teachers to exert some control over the expression of discourse, as the gap allows them to privilege and silence discourses in their own practice. This may lead to an individual teacher's practice becoming somewhat divorced from department policy (Sparkes, 1990).

The gap between policy (or ideals) and practice has been termed the 'interactional space' (Sparkes, 1990, p. 33). Teachers can use this space 'to promote a specific set of interests in the educationist context while at the same time protecting a different set of

interests in the classroom context' (ibid, 1990, p. 33). So teachers may privilege different discourses in the educational and the 'classroom' contexts. In the classroom context, they will want to retain their sense of self and their competence (for example as a teacher of team games – male teacher E1) but in the educational context (such as the research interview, or the department philosophy that is projected to the rest of the school) teachers may express different discourses. Teacher autonomy gives room for this interactional space to emerge and allows slippage to occur between department policy and individual teacher's practice. So while the department policy may be to teach pupils about the effects of exercise through the various team games covered, the teacher does not necessarily do this in their lessons. This room for slippage to occur may in fact be very necessary in the typical school environment. The flexibility provided by this space allows the teacher to make changes to policy, and planned practice in order to cope with the ever changing circumstances in which they are required to deliver lessons. Sparkes (1990, p. 122) refers to this as the need for flexibility in teaching in order to 'cope with the exigencies of classroom life'.

The process of slippage can occur at two levels. I have just discussed how actual practice frequently differed from department policy in the case study schools because of the interactional space and the loose coupling of school's organisation. Slippage can also occur in the process by which the NCPE is translated into workable department policy. Very rarely did teachers in the case study schools work directly from the NCPE when planning their practice. Most used the department schemes of work as their guide, others went as far as adopting the attitude of being 'told what to do' by their HoD (E1, E3). Those staff responsible for planning may be able to utilise the gap between the NCPE and their department policy to exert their own influence. Discourse expressed in the NCPE may be silenced or expressed differently in department policy. Whilst department policy does have to 'show' that practice in a school meets the statutory requirements of the NCPE, many discourses of health, or of PE as a whole can be expressed, silenced and privileged in the translation of the national policy that results in departmental schemes of work.

This particular interactional space, the gap between national policy and school policy, can be thought of as being very necessary in the current education system. The gap provides room for flexibility which means that all schools are able to meet the

demands of the NCPE despite vast differences in the contexts of schools. Several of the teachers interviewed (e.g. W2Bp8, E1Ap9) commented on the vagueness and flexibility of the NCPE, and how this allowed all schools to achieve at least the minimum requirements, however limited their resources, whilst giving room for schools with better resources to deliver a better quality PE curriculum.

The changes to the NCPE may have necessitated changes to be made in schools, depending on the nature of their practice previously. The revisions to the NCPE may also have required no real changes to be made, according to how those responsible for planning have interpreted the requirements of the revised document. The flexibility and room for slippage may have allowed practice in schools to remain essentially the same. Only two schools mentioned any changes directly attributable to the revision of the NCPE. At E1, the HoD had chosen to alter his KS4 curriculum as a result of the change to the statutory nature of games at KS4. This was a choice on his behalf, the revision did not force him to make this change, rather it allowed him to make a change that was in line with his philosophy of PE. At W2 a major change was made to the PE curriculum because of the NCPE revisions. This change, the removal of swimming from the PE curriculum, was however implemented by the school's senior management team and thought to be against their philosophy by the department themselves. Aside from these changes, the NCPE had not caused any further changes to be made in the case study schools to meet the requirements of the revisions. Both versions of the NCPE itself were set out quite differently, but it is conceivable that the slippage that occurs between national and school level policy means that no changes to policy were seen as necessary, and there is certainly enough potential for slippage between the NCPE and practice itself to mean that what goes on in the classroom could remain the same.

Most of the changes implemented in the case study schools seemed to be more in the nature of 'coping strategies' (Bell, 1986, p. 96 in Sparkes, 1990) rather than carefully thought out responses to the changing demands of the NCPE, or innovations to align practice to philosophy. At W2 for example, circuits was introduced to 'cope' with the removal of swimming. At certain case study schools circuit training and fitness testing were often used to 'cope' with large numbers of pupils indoors in the event of poor weather. Individual staff also employed various coping strategies. The female teacher

at E1 coped with the low status of PE in her school by adopting the attitude of only doing what she was told. Staff at her school seemed to cope with the lack of success in extra-curricular sport by focusing on providing opportunities for all pupils. From personal experience, it is likely that all staff in the case studies utilise the gap between policy and practice to employ coping strategies on a regular basis. Lessons rarely run exactly to plan, for a plethora of reasons, most of which are beyond the teachers' control. The gap that exists between policy and practice is therefore hardly surprising.

Section 6: Conclusion

This chapter has discussed the teaching of HRE in the case study schools in relation to ideas put forward in the third chapter regarding the ways in which policy is translated into practice. Examples from the data have shown that slippage occurs at various levels, and that discourses are recontextualised as policies are adapted for use at different levels. The level of change occurring in the case study schools as a result of the NCPE revisions was also considered. It was seen that changes in national policy did not necessarily result in deep changes to practice in schools, and that there were often other influences on practice, such as teachers' ideologies, or the pragmatics of a modern school system that had a greater effect. The concepts which have been explored throughout this thesis are brought together in the following chapter.

Chapter 10 - Conclusions

Section 1: Conclusions

Drawing on case study research, this thesis has explored health-related exercise (HRE) policy and practice within selected secondary schools in England and Wales, and examined the impact of the National Curriculum for Physical Education (NCPE) revisions (DfEE/QCA and Welsh Assembly, 1999) on the status and expression of HRE in the curriculum. It considers the factors affecting teachers' approaches to change and their consequent decisions and behaviours. The research also makes comparisons between the policy and practice in schools at the time of data collection (2001) and that reported by Harris (1997).

The expression of health in schools, as indicated by the survey data from 1993 (Harris, 1997) and 2001, appears to have remained broadly similar. Delivery of HRE is still based upon circuit training and cross country running, and makes use of compulsory fitness testing. HRE delivery in the two case study LEAs had become more structured, compared to the findings of the 1993 survey. The vast majority of these schools had a written scheme of work for HRE, along with a written policy for the promotion of physical activity.

Recent changes had been made in approximately a third of the schools in the selected LEAs. These changes were predominantly related to the introduction of a unit of work in HRE, a change in approach or in the activities used for the delivery of HRE. The NCPE and practicality were most often the reasons given for these changes.

Revisions to the National Curriculum do appear to bring about change in schools, as approximately half of the schools in the two LEAs reported that changes had been made following the most recent revisions. However, the influence of the NCPE revisions over the nature of the change is somewhat limited. This may be a result of the inherent flexibility and scope for slippage within the NCPE, which allows it to be delivered in a wide variety of contexts. By drawing upon Bernstein's notion of recontexualisation, the research has highlighted that the NCPE itself may not be the most effective avenue for changing HRE practice in schools. It was certainly the case

that the NCPE brought about some changes in terms of content, at a surface level, but deeper change with respect to pedagogy and philosophy, appeared to be restricted by the ways in which the NCPE comes to be interpreted and recontexualised within the pedagogical field. Bernstein's theory of the structuring of pedagogic discourses helps to illuminate how concepts of health may be variously interpreted and implemented during practice.

The study also explored the specific effects of change in the policy of the NCPE in England and Wales on practice in the case study schools, and thus highlighted processes of change and resistance.

Data from the interviews with teachers showed that the NCPE had changed school level policy and practice both in general and in relation to HRE. This influence was evidenced in school curricula, which in nearly all the schools included a unit of work on HRE, Fitness or Conditioning in some form. HRE was also present in department policies and in the schemes of work for other activities. Teachers reported that their practice had also been changed as a result of the National Curriculum, and that policies such as the inclusion of a warm up or consideration of the effects of exercise were translated into practice in the 'classroom'.

The most recent revisions to the NCPE had apparently, however, made very little impact on policy or practice in schools, particularly in direct relation to the delivery of HRE. It is possible that this is because there had been, at the time of the interviews, insufficient time for teachers to be able to act upon the revisions and introduce any resulting changes to their own policy or practice. The fact that most change under the National Curriculum has been gradual since the initial introduction in 1992 may support this view. The other explanation that I wish to propose is that in the case of the LEA in England, the 1999 revisions in terms of HRE were simply not radical enough to necessitate any change in school level practice. Any change that would be required in schools to meet the new requirements would anyway be superficial, not real or deep.

The NCPE for Wales appeared to make significant changes to how it required HRE to be delivered. However, both of the case study schools were already delivering HRE in

a discrete unit. This unit, at the time of the interviews, was not called HRE in either school, and focused on very specific elements of HRE (the improvement of fitness through training) or specific activities (circuits). To meet the requirements of the revised NCPE would though, only require superficial amendments to be made to policy (the title of the unit) and changes to be made to the schemes of work that need not necessarily be translated into day to day practice.

The NCPE has influenced the teaching of HRE in schools. The discourses expressed most openly in the 1995 version of the policy are those most widely expressed in schools, at least at the levels of policy and reported practice, namely warming up, the effects of exercise, and a focus on the physical features of health rather than other dimensions of holistic health. Commitment to the delivery of HRE may be at a superficial level, such as the inclusion of a statement about warming up in the schemes of work for activities. It may also be on a practical basis, as HRE activities meet requirements for accommodating pupils in contexts with limited facilities and few resources or as a contingency plan in the event of poor weather.

Specifically, the research sought to explore why the NCPE may have lead to only surface changes, or in other cases, deeper level change in terms of practice in schools. By drawing upon notions of recontexualisation, the intention was to highlight what processes regulate the distribution, implementation and understandings of various meanings of HRE within the NCPE.

The expression of health in the case study schools could be categorised as a combination of two perspectives, 'fitness for life' and 'fitness for performance'. 'Fitness for life' appears to draw upon wider discourses from the primary field, associated with health organisations, and biomedicine. This wider health focus tends to focus on risk, and is articulated in terms of various 'lifestyles' which are considered conducive to health, particularly in terms of minimising preventable ill-health. These wider discourses are taken up, refocused and relocated and thus recontextualised within the secondary field as a feature of educational practice. Certain elements of policy and practice, and stated aims for PE in the schools privileged discourse relating to fitness for life and healthy and active lifestyles. The delivery of HRE itself through discrete units and permeation was based on testing and training, expressing fitness for

sports performance discourse. Within this approach, the implementation and interpretation of the NCPE is influenced by 'sports performance' discourses associated with the body-as-machine, outcome and instrumental forms of assessment. Such interpretations of health may also be influenced by wider discourses impacting upon education associated with a performance culture (Ball, 2006) where increasingly schools are expected to measure and assess manifest aspects of young peoples' performances.

The data revealed the significance of wider primary fields in the process of recontextualisation of HRE aspects of the NCPE. In particular many of the teachers interviewed held a philosophy of PE that was based on the concept of 'fitness for life' and encouraging pupils to be active which appear to be connected to wider paradigms of health reoriented towards prevention and health promotion around lifestyle. This trend can be found in primary research in medicine and various health fields. Epidemiology for example, asserts that common diseases such as cancer, heart disease and strokes are related to social factors which relate to 'unhealthy' lifestyles and as such may be preventable if individuals engage in appropriate health behaviours (for example changing one's diet, or reducing exposure to risk factors). The promotion of these new paradigms of health has had a powerful impact upon teachers' interpretation of health. Some of the older teachers held philosophies based more on a sporting ideology. None of the teachers held a very strong holistic, well-being based view of health, rather perceptions of health held by teachers were generally limited to the physical dimensions of health.

Previous research concerning teachers' philosophies revealed a dominance of a sporting ideology (Green, 2002). The data from this study could indicate that many PE teachers have changed their philosophy over recent years, as most teachers interviewed now incorporated at least an element of a fitness for life perspective into their philosophy. Some had a fairly strong fitness for life ideology, at least in the educational context. If this shift in ideology is genuine then this would indicate a level 3, deep level change occurring within the profession (Sparkes, 1990). It may alternately be that those who had trained more recently have always had a fitness for life philosophy. It is likely that in many cases teachers' philosophy has shifted, but many elements of the curriculum and teaching have not followed this change, or have

been limited to only surface changes to practice. This greater inclination in teachers' ideologies towards promoting active and healthy lifestyles, may be the result of the privileging of discourses of health and physical activity in the mass media and the recontextualisation of these discourses in the PE profession. Teachers' awareness of the need to encourage physical activity and healthy lifestyles through access to and exposure to these discourses may have altered their view of their role within schools and society, from producing competent sports performers to facilitating future generations of adults to be healthy and active. Indeed schools' and teachers' actions have been subject to a plethora of policy legislation and initiatives associated with health, which emanate not just from Government departments specifically concerned with Education (for example, the Department for Education and Skills) but also those concerned with Sport (The Department For Culture, Media and Sport) and Health (The Department of Health). In addition, recontexualisation processes are influenced by less formal initiatives, such as those driven by celebrity or popular culture such as Jamie Oliver's 'School Dinners'. These approaches to health now receive increasing recognition not only with government organisations but also with wider health organisations. In this sense, they may serve to regulate what features of curriculum come to be recontextualised in practice to a greater extent than what is written into official policy texts. It is, therefore, hardly surprising that teachers take for granted these particular discourses of health as both non problematic and inherently a 'good thing', given that they are supported by significant government investment and recycled daily in the media.

Policy at a national and school level undergoes a process of recontextualisation and slippage before it is expressed as practice. This process is heavily influenced by the philosophy of the teacher delivering the lesson. Teachers' philosophies dictate the discourses that will be expressed through the elements of practice under their control. The case studies show that the greatest influence on HRE delivery within a department is the presence of a teacher with a strong HRE philosophy. At W1 and E2, the Heads of Department both held strong fitness for performance philosophies and this impacted greatly on policy and practice within their departments. At E1 and W2, key members of staff held a fitness for life policy which also resulted in changes being made to the PE curriculum. These philosophies were primarily due to these teachers' own life history, particularly their own experiences of sport and fitness,

rather than being a result of teacher training, the NCPE or INSET for example. These teachers all had the power or influence to introduce at least superficial changes to policy in their schools, such as the introduction of HRE units of work, or alteration of curriculum organisation at Key Stage 4. The research would appear to support literature that suggests that teachers' own lives and philosophies may have a stronger impact on changes to health related practice than current policy or curriculum changes.

Teachers' ideologies impact upon their own sense of competence in the practical context. Most teachers interviewed revealed their ideology to be based on a fitness for life perspective (to varying degrees). However, the PE departments expressed discourses of fitness for performance in the practical context. It could be that the teachers felt they were lacking competence when it came to delivering a version of HRE truly focused on fitness for life. In order to affect a deeper level of change, teachers would need to feel able to retain sense of self and competence in the practical context when expressing discourses of fitness for life.

This research has shown that change is occurring in the educational context. Teachers' reported philosophies have shifted, or at least their rhetorical justification has changed from a sporting ideology to a fitness for life ideology. A concurrent shift in the practical context will require changes to be made to activities used, curriculum organisation, criteria for success and pedagogy. Teachers may wish to make changes that align their practice with their philosophy, but lack the knowledge of how to make these changes. In order to deliver a new version of HRE (as opposed to the current dominant version based on training and testing), PE professionals will need to be given technical and procedural competence in fitness for life HRE.

The continued privileging of fitness for life and lifestyle discourse in the mass media and in recontextualised forms to which teachers have access can be seen to have been effective in changing teachers' philosophy. What is required now to change practice in schools is practical knowledge of what to teach as HRE and how to teach it. Teachers involved in this research understood the effects of exercise on heart rate and knew how to teach this to pupils. What they perhaps lacked is a multi-dimensional understanding of health, and how to effectively address topics such as stress, or

obesity, or barriers to exercise.

The way forward for PE as a profession may lie in how it helps teachers to acquire this competence. HRE within the NCPE does not appear to be sufficiently specific in its requirements to direct practice in schools, at least not to cause deep change away from the inherited tradition of HRE that appears to exist in many schools.

Physical education may need to decide on its goals and priorities. At the moment, PE in schools appears to be torn between examination PE results, school sport, and encouraging pupils to adopt healthy, active lifestyles. Teachers are asked to work towards all of these goals, each with very different indicators of success, and each relying on different ideologies. Professional socialisation of teachers, through teacher training, INSET, resources and policy will need to allow teachers to develop their technical and procedural competence in all of these versions of PE. This professional socialisation may be most effective currently at producing teachers of GCSE and A level courses, and coaches of a variety of sports. It may be less effective at giving teachers a way of delivering HRE that meets their requirements for practicality but also meets the demands of pupils in adopting a healthy, active lifestyle in a changing society.

Part of examining the process of recontexualisation of the NCPE involved the exploration of teachers' discourse. Recontexualisation of the NCPE via the pedagogic recontexualising field occurs as policy is interpreted and implemented by teachers. In this sense, the implementation of HRE features shifts in understandings and in representations of what is presented and centrally developed in the NCPE. The pressures to clearly fall within the boundaries of the NCPE are very real - the context of implementation is one of accountability and performance in relation to centralised frameworks and set criteria. However, it is also clear that the NCPE was always intended to be a 'flexible framework' for curriculum development and HRE in schools, leaving many key issues as ones for schools and teachers to make decisions upon in relation to HRE. There is a complex mix of prescription and flexibility inherent in the policy in relation to what should be taught in physical education, and assessment of learning. These were matters to be determined in individual schools and by individual teachers.

In some ways this leaves teachers with flexibility to mould implementation as they wish. However, within this process it would appear that teachers have been repeatedly marginalised - and accorded responsibility for implementation with little practical support, or resources. Thus even where there may be the desire to teach HRE in alternative ways, the technical and procedural knowledge may be lacking. The emergence of more recent resources and guidance material (e.g. Harris, 2000) would appear to be particularly important therefore, in the processes of change. However, the data revealed that accessing such resources may not always have been easy for schools or individual teachers.

Section 2: Recommendations for further research

A recommendation emerging from the research is, therefore, that further research on Continuing Professional Development (CPD) as a mechanism for support is conducted. This is because guidance material alone may itself allow and encourage superficial change, but for deeper change to occur, CPD may need to focus on encouraging teachers to reflect on their own philosophies, and perhaps experience differing embodied experiences.

CPD may be particularly significant given that the data suggests that teachers appear to be accessing interpretations of the NCPE not via the official discourse itself, but via recontextualised versions of this, which would be located within the pedagogical field. This would include the epistemic communities which influence the PE profession such as LEAs, professional associations, INSET providers, resource producers and other subject knowledge.

Finally, given that recent literature suggests that PE might not be maximizing its potential for forwarding 'health' as an important area of study, or indeed a rationale for the presence of PE within the curriculum, such flexibility might also be problematic. The scope for slippage between the curriculum and what happens in practice, is perhaps in this sense endemic to the processes of recontexualisation.

The research has begun to highlight some of the factors that have impacted on

teachers' approaches to change in relation to the effect of the NCPE revisions on the status and expression of health in the curriculum. The emergence of key processes of recontexualisation via both official and pedagogical fields has highlighted aspects of resistance and change in relation to this. However, further research is now needed to explore more fully the relationships and interconnections *between* the pedagogic and official recontexualising fields. Future research might also consider pupils' learning as a further feature of this process of recontexualisation in terms of the meanings of health that young people develop during their experience of PE.

In addition, further research may be needed with NQTs to explore how new teachers who may have experienced their teacher training in contexts where discourses associated with lifestyle / anti-obesity have been prominent may engage with HRE differently.

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Appendix A.1 – Interview Schedules

A.1.1 - Head of Department Initial Interview Schedule

Can you please tell me about the PE department

Prompts: context (geographical/socio-economic), staff and pupil numbers, responsibilities, facilities, reputation in school and area, status of PE in school (ethos, how perceived) support, CPD, OFSTED

How is the PE curriculum organised

Prompts: PE time for each year, number and length of lessons, AAs taught, length of units

Is PE the same for all pupils

Prompts: streaming, grouping, time, accredited courses (boards and numbers) options, extra-curricular

Have there recently been any changes to the general structure of PE

Prompts: number/length of lessons, new course, facilities, resulting changes in curriculum

A.1.2 - PE Teacher Interview Schedule

A – HRE in this school

- Can you describe how your department approaches the teaching of HRE?
    - who teaches, which year groups, what is included, which AAs it is taught through, links to other subjects (and to the activity areas), how important it is seen to be, written policies, SoW, teaching/learning style, resources, gender grouping, how is it assessed (e.g. fitness testing)

- Do you see any problems or difficulties with this area of work?
    - how/where it fits, time, approach

- How important does your department view this area?
    - everyone in dept think the same, reflect whole school ethos?

- What is your personal philosophy of what PE is (or should be)?
    - What does it mean to be physically educated, shared department view, where do you get this philosophy from?

B – Change in practice

- Who decided that this would be the way it is taught?
    - HoD/departmental decision/adviser – how, why, who
- Has HRE always been taught like this in this school?
    - When did it start looking like this?
    - Have there been any changes in the last 3 years

- Why were those changes made?
    - NC revision, departmental decisions, INSET, resources, adviser, inspector

- Would you say that the current way of dealing with this area is working well?
    - why/why not

C – Influences on practice

- What do you think has influenced the way your department does HRE?
    - know how other schools do it, considered doing it differently, discussed with other teachers/advisers
    - who is responsible for health in the school

- Give teacher the Factors sheet: Can you please write in the circles those things that you think influence the way you teach health work in PE?
    - if need help provide examples sheet
    - can you tell me which are the most important 3
    - what are your reasons for these being the most important

- Can you please give me your overall views of the NCPE
    - progress, status quo, strengths, limitations, degree of change, progression, aspects

D – Conclusion

- Summarise, is there any intention to change the way you teach HRE in the future? Any additional comments

A.1.3 - PSE/PSHE/Health Co-ordinator Interview Schedule

How is health taught in this school
- what is included, who teaches, curriculum time and organisation, years, grouping

Why is it taught in this way
- curriculum restraints, who planned, communication, how are the decisions made

In terms of exercise and physical activity
- what is included, who delivers, links with PE - involvement in planning/delivery

Have there been any changes made recently to the delivery of health in this school
- what changes, why, who planned, influences

Do you envisage there being any changes in the near future
- what changes, why, who will make them, influences

What level of involvement do you have with the PE dept
- are you aware that they do x/y/z, communication, planning, delivery

A.1.4 - Phase Two Interview Schedule

Documents required:

- school development plan
- department development/action plan (aims and objectives)
- curriculum map
- HRE scheme/unit of work
- Schemes/units permeated through
- Criteria/framework for assessment

- Interviewing only those teachers involved in the planning of HRE

- introduction to NCPE: directly or through other agencies
    - meso level: which interpretations have they engaged with/not
    - influence of other sites on their interpretations (LEA/YST/Local groups)

- life history information:
    - deeper understanding of their exercise background, how they came to be a teacher, what they think a teacher should be, their perception of health, attitudes and philosophy

- schemes of work:
    - inherited: from who/where
    - basis for planning (resources/influences)

- sports college
    - in the family of schools
    - their role
    - level of influence

- pupils perceptions of PE/health

- how revisions have affected their approach to HRE
    - wales separate AA
    - statuatory strand
    - changed principle of classification (ie curriculum organisation)
    - content/teaching approach

A.1.7 - Interview Recording Consent Form

Consent Form

This interview is part of a PhD research project on Health-Related Exercise (HRE) in secondary schools in England and Wales. In no way is it any form of inspection or assessment. Full confidentiality will be maintained throughout the project, schools and teachers will be anonymous in the recording and reporting of data.

I …….. consent to the recording of this interview for data collection purposes. I understand that all information will remain confidential, and that I may request the termination of the interview, the recording, and/or my involvement in this project at any time.

Signed…… Date ……

Appendix A.2 – Postal Questionnaire

A.2.1 - Questionnaire

Health-Related Exercise in the National Curriculum for Physical Education in Secondary Schools in England and Wales

Section A: General Information – The School ☐☐☐

1 – Type of school (please all that apply)

State comprehensive ☐ 1
State grammar ☐ 2
Grant maintained secondary ☐ 3
Other-please specify (e.g.Sports/ Technology College) ☐ 4

_____

2 – Age range (please tick one box only)

11-14 years ☐ 1
11-16, or 11-18 years ☐ 2
14-18 years ☐ 3
Other (please specify) ☐ 4

_____

3 – Gender (please tick one box only)

All boys school ☐ 1
All girls school ☐ 2
Mixed sex school (all years) ☐ 3
Other (please specify) ☐ 4

_____

4 – Size of school (please tick one box only)

Up to 500 pupils ☐ 1
501-800 pupils ☐ 2
More than 800 pupils ☐ 3

Section B: General Information – The Physical Education Department

1 – Physical Education Staff

(i) How many P.E. staff does your school have? (please write numbers in the boxes)

Number of Full-Time Specialist P.E. Staff ☐☐

Number of Part-Time Specialist P.E. Staff ☐☐

Number of **Non**-Specialist P.E. Staff ☐☐

(ii) Do you consider the number of staff you have to be adequate for your department's needs?

Yes ☐ 1 No ☐ 2

2 – P.E. and Sports Facilities

(i) Please indicate which facilities your department has access to on or off-site, or if there is no access to such a facility.

	On-site	Off-site	No Access
School Hall	☐ 1	☐ 2	☐ 3
Gymnasium	☐ 1	☐ 2	☐ 3
Second school hall/Gym	☐ 1	☐ 2	☐ 3
Swimming Pool	☐ 1	☐ 2	☐ 3
Sports Hall	☐ 1	☐ 2	☐ 3
Fitness Centre	☐ 1	☐ 2	☐ 3
Dance Studio	☐ 1	☐ 2	☐ 3
Squash Courts	☐ 1	☐ 2	☐ 3
Playing Fields	☐ 1	☐ 2	☐ 3
Hard play area	☐ 1	☐ 2	☐ 3
Astroturf play area	☐ 1	☐ 2	☐ 3
Athletics areas	☐ 1	☐ 2	☐ 3
Other (please specify)	☐ 1	☐ 2	☐ 3

_____

3 - P.E. Timetable and Content

(i) Please state the length (in minutes) of P.E. lessons in your school (if the time varies, please state the average time)

☐☐☐ minutes

(ii) How much P.E. time do pupils in each year group have per week? (please write the total number of minutes per week in the boxes below for each year group in your school) (if P.E. time varies each week, please state the average time)

Year 7	☐☐☐	minutes
Year 8	☐☐☐	minutes
Year 9	☐☐☐	minutes
Year 10 (Core P.E.: i.e. non-examination pupils)	☐☐☐	minutes
Year 11 (Core P.E.: i.e. non-examination pupils)	☐☐☐	minutes

(iii) How adequate do you consider pupils' P.E. time to be? (please tick one box only)

	Inadequate	Adequate	More than adequate
Key Stage 3	☐ 1	☐ 2	☐ 3
Key Stage 4	☐ 1	☐ 2	☐ 3

(iv) Does your department currently offer any P.E., dance, or sports-related accredited courses, such as GCSE, A-level examination, GNVQ or JSLA?

Yes ☐ 1 No ☐ 2

If yes, please specify.

_____

_____

_____

4 – Head of Physical Education

The following questions apply to yourself, as Head of P.E.

(i) Are you the Head of Girls' P.E., Boys' P.E., or Overall Head of P.E.?
(please tick one box only)

Girls' P.E. ☐ 1 Boys' P.E. ☐ 2 Overall ☐ 3

(ii) Are you male or female?
(please tick one box only)

Male ☐ 1 Female ☐ 2

(iii) How many years experience do you have of teaching P.E.?
(please tick one box only)

Less than 5 years	5-10 years	10+ years
☐ 1	☐ 2	☐ 3

Section C: Health-Related Exercise (HRE)
Please note that the term HRE refers to the teaching of health and fitness within the P.E. curriculum.

1 – Approach

(i) Please write below the term your department uses to describe the area of health and fitness within the PE curriculum. (Examples include HRE, Health-Related Fitness, Exercise and Health, and Health-Related Physical Education)

_____

(ii) Which of the phrases below best describes the current organisation of the teaching of HRE in your school? (Please tick one box only)

Relatively unstructured	☐ 1
Partially structured	☐ 2
Fully structured	☐ 3

(iii) Which of the phrases below best describes the way that HRE is delivered in your school? (Please tick all that apply)

- through specific units of work in PE	☐ 1
- through some or all Activity Areas ('Permeation')	☐ 2
- through a combination of unit(s) and permeation	☐ 3
- partly in PE and partly in other school curriculum areas	☐ 4
- totally within other school curriculum areas	☐ 5
- other (please specify)_____	☐ 6

(iv) If your department delivers HRE through specific units of work, please provide the following information:

	Number of periods per school year	Mixed (M) or Single (S) sex classes	Compulsory(C) or Optional (O)
Year 7	☐☐☐	☐ M ☐ S	☐ C ☐ O
Year 8	☐☐☐	☐ M ☐ S	☐ C ☐ O
Year 9	☐☐☐	☐ M ☐ S	☐ C ☐ O
Year 10 (Core P.E.: i.e. non-examination pupils)	☐☐☐	☐ M ☐ S	☐ C ☐ O
Year 11 (Core P.E.: i.e. non-examination pupils)	☐☐☐	☐ M ☐ S	☐ ☐ O

(v) If your department delivers HRE through specific units, please indicate the current focus of these units of work (please tick one box only)

- Activity based (e.g. units on aerobics, circuit training, skipping) ☐ 1
- Theme based (e.g. units on heart health, exercise programmes) ☐ 2
- A mixture of activity and theme based work ☐ 3
- Other (please specify)_____ ☐ 4

(vi) If your department delivers HRE through specific units please indicate the practical/theory balance of these units of work (please tick one box only)

- Mostly practical (all lessons delivered in a practical area) ☐ 1
- Mainly practical (a few lessons delivered in classroom) ☐ 2
- A combination of practical and classroom (theory) lessons ☐ 3
- Mainly theory (most lessons delivered in a classroom) ☐ 4
- Mostly theory (all lessons delivered in a classroom) ☐ 5

(vii) Please indicate which Activity Areas your department offers and, if your department delivers HRE through permeation (solely, or in addition to units), please indicate which Activity Areas are used (please tick all that apply)

	Department offers	HRE delivery
Outdoor and Adventurous Activities	☐ 1	☐ 1
Games Activities	☐ 2	☐ 2
Athletic Activities	☐ 3	☐ 3
Swimming Activities and Water Safety	☐ 4	☐ 4
Dance Activities	☐ 5	☐ 5

Gymnastic Activities	☐ 6	☐ 6

2 - Content

(i) Which of the following activities are used as part of your programme for HRE? (please tick all that apply)

	Compulsory	Optional	Extra Curricular
Circuit Training	☐ 1	☐ 2	☐ 3
Aerobics	☐ 1	☐ 2	☐ 3
Multigym (fixed weights)	☐ 1	☐ 2	☐ 3
Weight Training (free weights)	☐ 1	☐ 2	☐ 3
Running/Jogging	☐ 1	☐ 2	☐ 3
Cross Country Running	☐ 1	☐ 2	☐ 3
Water Exercises (e.g.Aqua aerobics)	☐ 1	☐ 2	☐ 3
Step	☐ 1	☐ 2	☐ 3
Other aerobics type activity (eg.Boxercise/Bodymax)	☐ 1	☐ 2	☐ 3
Skipping	☐ 1	☐ 2	☐ 3
Swimming	☐ 1	☐ 2	☐ 3
Cycling	☐ 1	☐ 2	☐ 3
Skating (roller/board)	☐ 1	☐ 2	☐ 3
Other (please specify)	☐ 1	☐ 2	☐ 3

_____

(ii) Which of the following topics do you cover in your teaching of HRE? (please tick all that apply)

Cardiovascular/aerobic/heart health	☐	1
Muscular strength and endurance	☐	2
Flexibility/stretching	☐	3
Planning/designing exercise programs	☐	4
Fitness testing/monitoring/measuring	☐	5
Activity level monitoring/measuring	☐	6
Weight management	☐	7
Relaxation/stress management	☐	8
Opportunity awareness/local provision	☐	9
Mental health/well-being	☐	10
Social and emotional health/well-being	☐	11
Active for life/lifelong participation	☐	12
Other (please specify)	☐	13

_____

(iii) Does your department carry out fitness testing within your PE programme?

	Compulsory	Optional	None
Fitness testing	☐ 1	☐ 2	☐ 3

(iv) Please list below the tests that your department uses (if no testing is done please continue to question vi)

_____

_____

_____

_____

_____

(v) If fitness testing is used, are the results reported to parents, either verbally or in a written report?

	Always	Sometimes	Never
Fitness testing reported	☐ 1	☐ 2	☐ 3

(vi) Does your department monitor pupils' physical activity levels/participation rates?

	Compulsory	Optional	None
Physical activity monitoring	☐ 1	☐ 2	☐ 3

(vii) If your department monitors pupils' activity levels, please describe briefly how this is done.

_____

_____

_____

(viii) If activity monitoring is used, are the results reported to parents, either verbally or in a written report?

	Always	Sometimes	Never
Physical activity levels reported	☐ 1	☐ 2	☐ 3

3 - Department policy

(i) Does your department have a written scheme of work for HRE? (As separate unit(s), or as part of other activity areas) If you have no written SoW please continue to (iii).

Yes ☐ 1 No ☐ 2

(ii) When was this scheme of work written or last updated?

During the current school year ☐ 1

Within the last 3 years ☐ 2

More than 3 years ago ☐ 3

(iii) If your department has no written scheme of work for HRE, does it have plans to produce one?

During the current school year ☐ 1

Within the next 3 years ☐ 2

No plans ☐ 3

4 - Changes in practice

(i) Has your department made any changes to HRE practices? (e.g.to the practical and theory content, teaching styles or grouping)

Changes made during the current school year ☐ 1

Changed within the last 3 years ☐ 2

Changed within the last 6 years ☐ 3

No changes made ☐ 4

(ii) If changes have been made within the last 6 years, please describe briefly the most recent changes made.

_____

_____

_____

_____

(iii) If changes have been made within the last 6 years, please state **why** the most recent changes were made.

_____

_____

_____

(iv) Please list below the three most important influences on your teaching of HRE.

1 - _____

2 - _____

3 - _____

Section D: Training and Resources

1 – Training

(i) Was there any HRE input during your Initial Teacher Training (ITT)?

Yes ☐ 1 No ☐ 2

(ii) If yes, to what extent do you consider the HRE input during your ITT to be adequate? (please tick one box only)

Inadequate	Adequate	More than adequate
☐ 1	☐ 2	☐ 3

(iii) Have you or any members of your department attended any INSET that covered or included HRE in the last 3 years?

Yes ☐ 1 No ☐ 2

(iv) Do you consider that your department's INSET needs in relation to HRE have been, or are being adequately addressed? (please tick one box only)

Inadequately addressed	Adequately addressed	More than adequately addressed
☐ 1	☐ 2	☐ 3

If provision is inadequate, please specify any needs you consider your department to have.

_____

_____

(v) Do you or any members of your department hold any health/fitness qualifications? (e.g. RSA Exercise to Music, Fitness Instructor, Circuit Training, Weight Training)

Yes ☐ 1 No ☐ 2

If yes, please specify below.

_____

_____

2 - Resources

(i) Please list below any HRE resources (books, software, specialist equipment etc) that you and/or members of your department use **on a regular basis.**

_____

_____

_____

_____

_____

(ii) Do you consider your department to be adequately resourced for HRE?

Yes ☐ 1 No ☐ 2

3 - Policy

(i) Does your department/school have a written policy for the promotion of physical activity?

Yes ☐ 1 No ☐ 2

(ii) Are you aware of the Healthy Schools, Health Promoting Schools and/or Sportsmark/Gold initiatives, and if so, have you participated in, or been awarded either of them?

	Aware of	Awarded/participated in
Healthy Schools/ Health Promoting Schools	☐	☐
Sportsmark/Sportsmark Gold	☐	☐

(iii) Has your school organised any special events which have involved the promotion of physical activity in the last 3 years?

Yes ☐ 1 No ☐ 2

If yes, please provide details.

_____

_____

(iv) Does your department regularly offer any of the following to pupils in extra-curricular time?

	Yes	No
Team training sessions (for selected pupils)	☐ 1	☐ 2
Games activities (open to all abilities)	☐ 1	☐ 2
Exercise activities (open to all abilities)	☐ 1	☐ 2
Inter tutor/school games competitions (open to all abilities)	☐ 1	☐ 2
Inter tutor/school non-games competitions (open to all abilities)	☐ 1	☐ 2

(v) Please indicate the level of communication you have with your school's PSE/PSHE/Health Co-ordinator.

Full	Limited	None
☐ 1	☐ 2	☐ 3

(vi) Do you believe that PE contributes to pupils' personal, social and health education (PSHE) and citizenship?

Yes ☐ 1 No ☐ 2

If yes, please state in what ways. If no, please go to Section E.

_____
_____
_____
_____
_____

(vii) Is the above contribution explicit (i.e. written in a Scheme of Work) or implicit (i.e. not formally written down)?

Explicit ☐ 1 Implicit ☐ 2

(viii) Please describe how this contribution is evident in your policy (if explicit) or practice (if implicit)

_____
_____
_____
_____

Section E: The National Curriculum for Physical Education (NCPE)

1 - General

(i) What is your overall view of the NCPE?

Generally Negative	Neutral/undecided	Generally Positive
☐ 1	☐ 2	☐ 3

(ii) Have the revisions (in 1995 and 1999) to the NCPE changed your practice in any way?

Yes ☐ 1 No ☐ 2

If yes, please briefly describe these changes.

_____

_____

_____

2 - HRE in the NCPE

(i) Knowledge and understanding of fitness and health was made one of the four compulsory 'aspects' of the 1999 NCPE. Have you made any changes to your policy or practice in relation to this revision?

Yes ☐ 1 No ☐ 2

If yes, please provide further details.

_____

_____

_____

_____

THANK YOU VERY MUCH FOR SPENDING VALUABLE TIME COMPLETING THIS QUESTIONNAIRE.

Please return the completed questionnaire by **30th June 2001** in the stamped addressed envelope provided to:

G. Leggett
Department of Physical Education, Sports Science and Recreation Management
Loughborough University
Loughborough
Leicestershire
LE11 3TU

Tel: 01509 228451

E-mail: G.L.Leggett@lboro.ac.uk

A.2. – Follow Up Letter

Miss G. Leggett
Dept. of PE, Sports Science and Recreation Management
Loughborough University
Loughborough
Leics.
LE11 3TU
(01509) 228451
G.L.Leggett@lboro.ac.uk

2nd July 2001

Dear Head of Physical Education,

My name is Gemma Leggett and I am contacting you again regarding the questionnaire I sent you in June. This survey forms an important part of my PhD research, and is concerned with your department's policies and practices in relation to Health-Related Exercise.

Unfortunately, I have not yet received a reply from you. Although I appreciate the constraints on your time, your response is valued and I very much hope that you can find the time to complete the questionnaire and return it to the above address by 25th July 2001. If a replacement questionnaire is required, please contact me at the number given above.

Thank you in anticipation of your co-operation in this research.

Yours sincerely,

Gemma Leggett

Appendix A.3

A.3.1 - E1

- 10 hour mixed sex HRE/OE block comp for ks3 option for ks4
- HRE also permeated through activities, WU and the type of fitness being used.

Size: 340 (Year 8-11) Between 70 and 80 per year group. Small VIth form jointly with two other schools commencing the following academic year.
School Staffing: 32
Dept Staffing: Male HoD, Female FTS, Male PTS, 2 male PTNS (1Lpw)
Catchment: very deprived area of the city. Pupils from a low SE background, local council estate is main catchment area, has local reputation as being a rough area. Predominantly white pupils.
School Ethos: "The school in general is to enable the pupils when they leave is to go within the community and be within that community and socialise within that community and be able to work within that community because, when they come in, some of them have come from a very poor background. They maybe haven't ever experienced a working environment, and we try and pull them up so that when they walk out of these doors they can at least go into a working environment. Very few of them will go on to further education. The majority will walk out and look to work. The ethos is to try and enable them to do that, rather than maybe going back into the family background that they've come from." (quote edited)
Facilities: (Indoors) full size sports hall, gym, a fitness room. (very old weight machines and free weights, old CV equipment – 3 bikes, 2 steppers, 2 rowers, 1 walker)
Facilities: (Outdoors) 3 tennis courts 2 netball courts and 4 football pitches. Summer - athletics track, cricket pitch, rounders pitch.
Reputation of PE (within school): regarded quite highly by staff who recognise that pupils work hard and achieve good results at PE. SMT very supportive of PE. (particularly Extra-curricular and GCSE)
Reputation of PE (locally): had a bad reputation, which is now changing. Reputation described in terms of team performance and difficulties in getting other schools to play against them.
PE Curriculum: Boys – Rugby, football, basketball, tennis, badminton, athletics, gymnastics, HRF, cricket. **Girls -** Hockey, netball. basketball, tennis, badminton, athletics, gymnastics, HRF, rounders.
Grouping: Taught in English groups (set by ability in English). Class size varies between 6 and 25 pupils. Gender grouping is flexible in that pupils may be taught in single or mixed sex groups depending on group size and activity.
Extra-Curricular Activities: Boys – Football, basketball. **Girls –** Netball, hockey, rounders. **Both –** Badminton, athletics, tennis. Clubs are open to all pupils, not just selected team members.
PE courses: Edexcel GCSE (8 Yr 10 pupils, 10 Yr 11 pupils, 32 Yr 9 pupils opted to take GCSE). GCSE pupils receive 5 hours of PE over the 2 week timetable, in addition to the 2 hours pw of core PE. Course is games based, with pupils covering 10-12 sports over the two years, selecting their best 5 at the end of the course. SEG AS level PE will be offered in the next academic year as the school enters the joint VIth Form (27 pupils signed up).
OFSTED Report: School put into special measures. Previous academic year was moved into serious weaknesses. PE 'did very well' in relation to the rest of the school

in the report.
Organisation of PE Curriculum: 2 x 1 hour periods a week for each year group. Activities split into 10 week blocks. Set programme in Year 8 and 9 (games heavy in the opinion of the HoD). Option programme in Year 10 and 11 to enable pupils to specialise at Key Stage 4.
Recent organisational changes: Proposed change to 50 minute lessons rejected. The school instead changed from teaching one lesson in the afternoon to two, in order to move lunchtime so that it coincided with lunchtime in the other two VIth Form amalgamation schools. HoD joined the school 10 weeks prior to the interview (February half term). There was a 6 week gap between the previous HoD leaving the school and the new HoD commencing there.

A.3.2 – E2

Size: 1036. Around 320 per year group. Year 8 to 11. VIth Form Consortium with two other schools beginning next year.
School Staffing: 96 (including some PT)
Dept Staffing: 3 male FTS (including HoD who holds an MA), 2 female FTS (including one Head of Year), 1 female PTS (Deputy Head), 1 PT swimming specialist.
Catchment: School situated on outskirts of city. Around 250 pupils come from 3 rural villages. School is oversubscribed as two local schools are currently 'failing'. This has caused a changed in the socio-economic distribution of the pupils from mainly middle class towards a more mixed catchment including more 'working middle class'. The local area contains mainly private housing with few children. A newly built estate (private and housing association) has brought more young families to the area. Pupils are predominantly white, with around 4 pupils from an Afro-Caribbean background, and 'rising numbers' of Asian and Chinese pupils.
Facilities: (Indoors) Sports hall, gym, assembly hall, 15m teaching pool.
Facilities: (Outdoors) Football pitches, athletics track, tennis courts.
Reputation of PE (within school): SMT supportive of extra curricular fixtures in terms of cover, time off for pupils and attendance at finals. Other staff are aware of the department's achievements. The school teaches pupils playing for the local Premiership football club and elite tennis players and gymnasts. These pupils are given time off curriculum to compete/train. However in terms of curriculum organisation the HoD comments when describing grouping for PE that 'science are more important than PE'.
Reputation of PE (locally): School has a good reputation for sport. Has been described in local papers as the area's 'unofficial sports college'. Officially it specialises in Performing Arts, but 'the community thinks of it as a good sporting school'. Has a good reputation for extra-curricular teams amongst other local schools. HoD and the department has links with the local university, particularly with the PGCE course.
PE Curriculum: Games, gymnastics, swimming, OAA, athletics. Same activities for girls and boys apart from football/netball and cricket/rounders. Year 10 and 11 pupils are given limited options in the summer term.
Grouping: Department is moving from mixed teaching to single sex teaching. Some activities; swimming, football and netball are taught in single sex groups. KS3 pupils are taught in forms groups. In KS4 pupils come to PE in streamed science groups. Class sizes range from 10 to 29 pupils.
Extra-Curricular activities: Boys - Football. **Girls –** Netball, rounders **Both –** gymnastics, basketball, tennis, trampolining, swimming, athletics, badminton. These appear to mainly geared towards team practices and extra coaching for GCSE pupils although the HoD stated that any pupils may attend most sessions.
PE courses: 45-50 pupils in each year of KS4 taking GCSE (additional 2.5 hours per week). 7 per year taking A-level PE (9 hours per fortnight for Yr 12 pupils, 10 hours per fortnight for Yr 13). School does not teach the practical aspect of the A-Level course, but conducts the assessment at the end of the course. Next year there are 26 pupils taking AS level (20 from this school, 6 from the other schools in the VIth form consortium). All course are Edexcel.

OFSTED Report: Criticism of layout of schemes of work. Comments from inspectors regarding the sporting success of the school ('not surprising considering the size of the school').
Organisation of PE Curriculum: Key Stage Three pupils have 2 hours per week of PE, Key Stage Four pupils have one hour per week. Core PE is taught in half-termly blocks covering 2 sports.
Recent organisational changes: Changes to schemes of work in line with QCA advice and recent OFSTED inspection.

A.3.3. – E3

Background information

Size: 1700 pupils from 6 feeder schools. Years 7-11.
School Staffing: Around 100 members of staff
Dept Staffing: 7 FTS (including male HoD studying for an MA in Education Management, and an assistant Head of Year) and 6 PTS,
Catchment: School is situated in an affluent suburb of the city. Pupils come mainly from private housing, although there are a few pupils from council housing. In terms of academic achievement between 56 and 59% of pupils gain A-C grades at GCSE. SATs results are generally above the national average. 2 of the local schools are special measures. All pupils are white (the HoD cannot recall seeing any pupils from any other racial backgrounds).
School Ethos: 'it's a caring ethos, …one of the mission statements is success for all… make sure that everyone is successful in what they do'.
Facilities: (Indoors) 4 Gyms, an old fitness suite containing resistance machines and cardio-vascular machines.
Facilities: (Outdoors) 6 football pitches, 2 hockey pitches, 2 rugby pitches 6 new and 4 old tennis courts.
Reputation of PE (within school): Has a high status due to it being a SSC, but support from the staff is not universal. The Hod mentions resentment and jealousy from some other departments.
Reputation of PE (locally): School has 'a good reputation in general'. It also has a 'good reputation for extra-curricular activities like expeditions and sport and music and drama'. School 'tends to be at the top' in local inter-school competition. It also does well nationally in some sports (particularly Tennis).
PE Curriculum: Swimming in Year 7 only. PE is separated from Games, and includes gymnastics, dance, badminton and basketball. HRF is taught in both PE and Games. Pupils can choose an additional HRF option and have choices of badminton or basketball, this is open to pupils in Year 9-11.
Grouping: Pupils are taught in single sex groups that are based on their House form groups. GCSE PE is taught in mixed groups.
Extra-Curricular activities: Football, Hockey, Korfball, Table Tennis, Swimming, Athletics and Rounders. Most clubs have separate sessions for girls and boys.
PE courses: 75 Year 10 and 100 Year 11 pupils doing Edexcel GCSE PE. For the following year there are around 130 pupils signed up for GCSE and the department plans to offer short course PE and the Certificate of Achievement course as well. The department also offers AS and A level PE. This has been done by 13 or 14 pupils this year. There are 30 pupils signed on to do A or AS level in the next academic year.
Organisation of PE Curriculum: Year 7 have 3 hours per week, Years 8 through 11 have 2 hours per week. Pupils have 1 hour long lesson of PE and one of Games each week. In Year 7 pupils also have one lesson of swimming per week. Activities are taught in 6 to 8 week blocks. GCSE pupils have 2 hours of PE per week, one lesson is theory and one practical.
OFSTED Report: HoD stated that 'for PE it was very good, and the whole school in general it was very good'.

Recent organisational changes: The school appointed a new Headteacher at Easter. The previous Head left at Christmas so there was a term with an acting Head. Department recently changed from 6 to 6-8 week blocks in order to gain equity amongst the activities in terms of time, rather than teaching each activity for a half term. Have recently extended options in PE to year 9 pupils, these option have previously only been given to Years 10 and 11.

A.3.4 – W1

Size: 1000 pupils. There are 150 A level students at the school.
School Staffing: 60
Dept Staffing: 3 FTS (2 male including HoD, 1 female also Joint Head of Year 8) 1 PTS (female). HoD has a Masters degree and last year he took a year out to work for Cardiff Rugby Club as the conditioning coach.
Catchment: School is situated next to a council estate and almost all pupils are white. The HoD says of the pupils "it's hard to get them ambitious…we get a few good kids, and the ones that are good are really good, but we don't get enough of them".
School Ethos: The department states that it concentrates on the exam pupils.
Facilities: (Indoors) – An 'antiquated' gym, a weights area, a 'theory' classroom, and ICT room with 2 PCs, and a swimming pool.
Facilities: (Outdoors) A hardplay area, 6 tennis/netball courts, playing fields with 4 rugby pitches and one football pitch, new basketball courts.
Reputation of PE (within school): The status of PE in the school used to be very high under the old Headteacher, but is low under the new Head. The PE dept has battles with the SMT as PE is not supported (events during school-time etc).
Reputation of PE (locally): In terms of PE the school has a good reputation. It has the highest GCSE results in the area (42 schools). The school also has very high standards for the practical element of A-level PE. Traditionally the school excels at rugby, but football has recently been introduced by the other male FT teacher.
PE Curriculum: Games, swimming, HRF, tennis, athletics.
Grouping: At KS3 girls and boys are taught separately, unless groups are combined for team teaching or streamed into ability groups. At KS4 groups are mixed. Pupil grouping is based on form group, unless streamed by ability. HRF is taught in mixed groups that are streamed by ability (based on their performance in a 1k time trial).
Extra-Curricular activities: At GCSE many of the activities covered are done as extra-curricular, as many of the pupils have chosen to be assessed in activities the school can't offer.
PE courses: GCSE PE (WJEC), A and AS level PE (OCEAC) and BTEC sports science (6 pupils). 45 out of 170-180 Yr 10 pupils do GCSE PE, 32 out of 170-180 Yr 11. A-level is being taken by 11 students. Certificate of Education course also run, geared for SEN pupils.
Organisation of PE Curriculum: All pupils do PE in KS3 for 2x 50 min lessons, at KS4 all pupils do core PE of 1x 50m per week. GCSE receive, in Year 10: 4 lessons (3 + 1 core) in Year 11: 5 lessons (4+1 core). VIth form pupils (non exam) do not receive any PE, A-level pupils receive 5x 50m per week, 1 practical and 4 theory. BTEC pupils receive 12 lessons per week Units are Half term based (6-8 weeks) and pupils cover 2 units per ½ term. Each activity is taught for 2 units per year. Pupils are not given any options.
OFSTED Report: The Ofsted report was 'OK', the inspector criticised 'picky things' such as non participants, which the HoD feels are not important as PE is 'a practical subject'.
Recent organisational changes: The school has recently changed from a 25 to 30 period timetable so that they could introduce a new GCSE option, this has increased the number of lessons of PE that pupils receive.

A.3.5 – W2

Size: 740 pupils. Year 7-13, around 120 pupils per year.
School Staffing: 46
Dept Staffing: 1 Female FTS (HoD), 1 Male FTS, 1 Female PTS (4hpw). HoD feels that due to very large class sizes and the possibility of running A level PE they are in need of another FTS.
Catchment: Changes in local industry have had a big effect on the socio-economic background of children in the school's catchment area. As the HoD says 'it's the lower end of what used to be a mining valley which is now obviously obsolete, so most of the parents travel out of the valley to work in industry. We went through a phase were we dropped from 1100 pupils down to 600 …so lots of staff were redeployed. But we're building back up our numbers, we're up to seven fifty again'. The school is, in the HoD's opinion, on the borderline for receiving extra funding for being a 'deprived area'. Pupils are almost all 'white European'.
Facilities: (Indoors) Sports hall
Facilities: (Outdoors) Playing fields marked seasonally for rugby, football, athletics and cricket. Hard courts.
Reputation of PE (within school): "We try and make it as high profile as possible and we're working on our image and I think, you know, it's quite well thought of. I don't think members of staff see us as, oh it's just PE. You know, we're part of the curriculum as far as members of staff are concerned. Obviously we as far as the children are concerned, you know, as everywhere else you get the ones who think we're the best in the world and those who couldn't care less if they never come to the sports hall" (HoD). Other staff are not obstructive to PE, for example when taking pupils out of lessons to attend fixtures, but there is no real support for PE.
Reputation of PE (locally): The school participates in all local events and achieves success in rugby and netball.
PE Curriculum: Boys. Rugby, gymnastics, athletics, cricket, HRF. **Girls –** Netball, gymnastics, athletics, rounders, HRF.
Grouping: PE is generally split between girls and boys. In year 7 and 8 pupils are taught in mixed groups for some activities. Grouping often depends on facilities and weather conditions as the school has only one indoor facility. Pupils do PE in their 'academic groups'. This seems to be a set group across the whole curriculum, rather than for each subject. Some classes have as many as 39 pupils in, for one member of staff.
Organisation of PE Curriculum: Key Stage 3 pupils receive 3 hours per fortnight of PE. KS4 pupils do 2 hours per fortnight. GCSE pupils have an additional 5 hours per fortnight of PE. Activities are taught in 6 week (half-termly) blocks. Limited options are available to pupils in KS4.
Extra-Curricular activities: Boys. Rugby teams. **Girls –** Netball teams. **Both –** Athletics teams.
PE courses: WJEC GCSE PE. 34 Year 10 pupils and 27 Year 11 pupils are taking this course. The school does not have sufficient pupil or staff numbers to run A Level PE this year.
OFSTED Report: Poor for Boys PE as that department was being run by a supply teacher and subsequently an NQT during the inspections.
Recent organisational changes: Swimming was removed from the curriculum this year due to the school needing to use the money for renovating PE's outside facilities. The removal of swimming has had a knock on effect on the rest of the PE curriculum, as it no longer frees up the indoor facility for the boys to do gymnastics whilst the

girls are swimming, for example. The whole school timetable also changed from a 3:2 system to now having 4 lessons in the morning and one in the afternoon. Lunchtime has been reduced to 40 minutes, so this has dramatically affected what the PE department can offer in terms of extra-curricular clubs/practices at lunchtime. Pupil attendance has fallen at practices and the HoD will be arranging to run practices after school.

Appendix A.4 – Discourse Analysis of the Observed Unit of Work on Fitness

This appendix explores the expression, privileging and silencing of discourses that was evident in the six week 'Fitness' block taught by the older female teacher at E2. Categories of discourse are examined, in relation to how the learning tasks used, teaching styles adopted and topics discussed (amongst other features of the practice) may express certain discourse. This analysis is used in the discussion chapter, in particular to explore the difference between reported and actual practice, and to note the amount of scope individual teachers have for interpreting department policy, and altering the expression of discourse at the level of practice.

Defining fitness

The first lesson in the Fitness block at E2 is centred around the task of defining fitness. The teacher follows the scheme of work reported by staff during interviews, and uses the pupil Fitness booklet to guide the lesson. The lesson begins with pupils discussing 'what the word fitness means' (L1p1). Pupils spoke with the person next to them and were asked to 'come up with a definition, a meaning of the word fitness. So it's got to be something that covers a lot of things, it's quite a big word, covers a lot of things'. They were given the advice to not 'just think it's going to be being able to run for the bus and not be out of breath, think about it a little bit more than that' (L1p1).

After discussing some of the pupils' ideas about fitness the class then look at the definition of fitness given on the front of their pupil booklets (L1p3). When reading this 'what we're looking for is to see if what you thought about fitness, your little groups thought about fitness fits into this definition' (L1p3). The teacher here seems to give more weight to this definition than the pupils' ideas, and legitimates the booklet's definition as the accepted truth of what fitness is.

The definition used by E2's PE department is 'the ability of the human body to meet the demands of the environment' (L1p3). This definition could be considered to be highly scientific in nature. It may be read as going far beyond a sporting, or PE context, in that it is all encompassing. It could also be read, however, as being too vague to be of use as a working definition in PE. It does not include an explanation of

what the demands might be for various forms of physical activity, for example.

The teacher goes on to discuss this definition with the class, starting by highlighting human body and environment as the 'two key words in that sentence' (L1p3). She assumed that the class knew what 'human body' meant, so went on to ask what 'environment' meant. Pupils suggested that it could be 'like a place' or 'your surroundings' (L1p3). The teacher then linked these ideas into pupils previous definitions of fitness, also drawing on lifestyle discourse to combine many of these ideas. She said that environment is 'anything you are surrounded by right. So if you think about it things you were saying fit very well into this don't they. It's about your lifestyle in your environment. [Pupil] was talking about being bothered about getting up and doing things. So it could fit in to that, ok' (L1p4).

The introduction to the second Fitness lesson began with the teacher recapping what the class had done in the first lesson. She reminds pupils that 'we talked about a definition of fitness, and we felt that fitness had something to do with exercise and healthy eating and eventually we got to the idea that fitness was something that was going to enable you to take part in anything that happened in your life… we decided that we were going to look at the exercise part of fitness, cause this is a PE lesson' (L2p1).

Fitness and exercise

Pupils in their feedback to the class about their initial ideas about what fitness is immediately made the link between 'exercise and fitness' (L1p1). Fitness was, in their view, 'doing exercise and things' and that this exercise was 'running and stretching and that' or 'jogs and brisk walks, things like that' (L1p2). Pupils thought that fitness was about the body's ability to do physical activity. One pupil ventured that fitness meant 'not being so knackered, because you're body's getting used to it' (L1p2). On a similar vein another pupil said that fitness meant that 'you can do anything you want to but don't get out of breath' (L1p2). The teacher confirmed that the first part of this statement would be useful for their definition of fitness, but added that fitness 'might not necessarily mean getting out of breath' (L1p2). Another pupil said that 'you can do a lot of stuff when you're fit. If you're fitter you can be bothered to do

stuff' (L1p3).

Pupils then started using comparisons in order to define fitness. One member of the class thought that fitness was 'being able to do sports and stuff, you if you can run for like 40 minutes, other people who can only run 30 minutes aren't as fit as you' (L1p3).

Fitness and health

Pupils also immediately linked fitness with health, saying that 'fitness means you are healthy and you've got a lot of energy'. The teacher then asked pupils 'what does healthy mean then?' and acknowledged the difficulty they may have in defining this concept as 'it's another great huge whacking topic, a great big word isn't it. We all know what it means, but it's much more difficult to say what it means' (L1p2).

There was much evidence throughout the observed lessons of the terms, and possibly concepts, of 'Fitness' and 'Health' being interchangeable. In attempting to summarise pupils' ideas of a definition of fitness, the teacher said 'health and exercise. So. If you think about it we've actually got quite a bit of information about fitness haven't we. We've got some inkling of what it means' (L1p3). Here she used both terms whilst actually meaning only fitness.

Lifestyle

Before moving on to the 'official' definition of fitness used in the pupil booklet, the teacher pulls together many of the pupils' ideas, and also draws on lifestyle discourse when talking about what fitness is. She said that 'it's something to do with our lifestyle. Cause that's what we've been saying, if we want a healthier, more active, get up be bothered, eat more sensibly and all those sorts of things that will have an effect on our fitness' (L1p3). At the end of the lesson she gives the class a 'recap' on what they have discussed. She summarises that 'we know that fitness has something to do with how our body copes with the demands we make on it. And we know that, or at least you've told me, quite rightly, that it has to do with exercise, food, attitude and all those sorts of things (L1p11). Here she combines the technical definition of fitness in

the booklet, with the pupils own ideas of aspects of lifestyle that fitness is 'to do with'.

Fitness and body weight and shape

Pupils connected fitness with issues of body mass. One group 'thought it might have something to do with … being fat' (L1p2). The teacher then asked the class if they thought 'it's good to be fat or not good to be fat?'. One child replied that it was 'not good to be fat'. The teacher challenged this by saying that 'it might be good. If you lived in the Antarctic you'd need a bit there' (L1p2). The teacher did not explain this example or go any deeper into a debate about positive and negative assumptions about body fat. She did however reframe being fat as 'building up bigger stores of energy. So being fit means building up bigger stores of energy? Is that what you're saying? Ok' (L1p2). It is doubtful that this is what the pupil meant by their original comment, the more likely reading being that being fit means not being fat.

Pupils were asked, in the introduction to the third Fitness lesson why they would want to improve their fitness. One pupil answered that it was 'cause like if you get fat people can like take the mickey out of you and you might get upset about it' (L3p2). The teacher reminded him to 'remember fitness doesn't always, people that are overweight aren't always unfit alright' (L3p2). Despite this it seems clear that this pupil at least associates fitness with a state of not being 'fat'. To be fat is seen negatively by him, and he believes pupils would be motivated to improve their fitness in order to avoid becoming fat.

Health and diet

One pupil offered the explanation that 'healthy' was about 'eating healthy food' (L1p2). Another said that Fitness was 'trying to eat the right food, not all fatty food'. This was 'correct' according to the teacher (L1p2). When summarising pupils' definitions of fitness the teacher includes 'eat more sensibly' and the fact that it 'has to do with …food' (L1p11).

Activity levels

The teacher draws on discourse regarding pupils' activity levels during the Fitness block. Before the first lesson had even started she showed that activity levels were a concern to her, at least on the level of pupils' participation in PE. A pupil lacking proper PE kit was told that they should participate in the lesson, due to the nature of the lesson, as 'we're inside today, so you could probably participate in about half the lesson, yes? You don't need to get changed' (L1p1). Later in that lesson she says that 'to start off with you are going to do something you will never have the opportunity to do again' (L1p4). This was in regards to the pupils resting for a few minutes before taking their pulse. This comment may be indicating that in her view PE lessons should be as active as possible, and not involve pupils sitting down for extended periods.

In the third lesson the teacher reveals to what extent pupils' activity levels are a cause for concern within the department. She said that 'one thing that's really worrying for people like me and Mr G that are getting on a bit is that when we look at children like you and compare them to people that we taught, cause we've both been teaching for about thirty years, we see a big difference' (L3p3). The difference is described using the concept of fitness, but the teacher goes on to outline the differences in lifestyle and inherent activity levels. When she first started teaching 'children seemed to be a lot fitter than they are now' (L3p3). She agreed with a pupil's suggestion that this was because 'people did a lot more walking and running, when I first started teaching, there certainly weren't as many cars around' and that 'most children now actually spend a lot of time either watching television or playing on the computer. There's nothing wrong with that, except that they are activities where they're sitting down a lot' (L3p3). She goes on to explain why this is of importance to these pupils. She makes it clear that 'it may not be your fault that you are not as fit as children were thirty years ago, but it is something you need to think about, because as [pupil] quite rightly pointed out, it might mean you have a better quality of life when you get a bit older' (L3p3).

Discourse on improving fitness and lifestyle was also expressed by the teacher. She reminded pupils that they had 'looked at the jogging and the running as one way of getting fit' and explained that in the third lesson they be thinking about other ways to get fit, in this case a circuit. Pupils were asked to 'pick out the things on the circuit

that you could do at home'. The theory behind this lesson she explains is not to use 'lots of very technical equipment', as pupils do not go to a gym. However, she tells the class that 'if you did one activity for twenty minutes each day it could improve your fitness and this is a dead simple activity' (L3p3).

Discourse on heart health is again privileged by the teacher. She informs pupils that 'if you walked at a reasonable pace for twenty minutes everyday you know that you would increase your heart rate. And that's what we're aiming to do, to give that heart muscle a bit of exercise, make it work a bit harder everyday, that's what we're aiming to do' (L3p4). Her objectives, for the Fitness block at least, are therefore to raise pupils activity levels. Her reasons for wanting to do this are related to discourses of heart health, specifically pupils' future health in terms of cardio-vascular disease, and the way this aim is framed in her communication with pupils is 'improving fitness'.

The class were asked at the start of the third lesson how many of them walked for 'at least twenty minutes a day'. Around 70% of the class raised their hands, and the teacher was pleased to see that 'at least two thirds of you have got the where with all to increase your fitness by walking a bit faster, each day by walking a bit faster. Good' (L3p4).

Fitness Levels

Pupils' fitness levels were directly discussed by the teacher, as an aside to me rather than with the class. While pupils were completing their timed run in the second lesson the teacher commented on pupils' poor fitness levels, relating to their performance in the test. She felt that 'they're not too bad actually and the very interesting thing about this is we've done, I mean we've done cross country for the past 3 weeks and oh, they drove me mad cause they just don't, don't keep going' (L2p4). Pupils were performing to her satisfaction in that lesson, but had previously not run continuously in cross country lessons. The teacher then suggests that this may be due to motivation, rather than actual fitness levels. She revealed that generally when using this test 'it does motivate them when they're doing distance cause they can see exactly what they're going to do, so it'll be interesting to see what happens with these' (L2p4). As the lesson progressed she indicated that she was not satisfied with pupils'

performance. This may have been due to poor fitness levels, or possibly due to a lack of effort on the part of some pupils. The teacher was speaking to pupils throughout the test, motivating them and encouraging them to adopt some of the tactics they had discussed at the start of the lesson. Comments included 'right come on folks, you've already stopped running, you should be jogging nice and slowly' and 'well done S, good girl…come on R keep running….keep going at a good steady pace folks, don't make it too hard for yourselves…keep going S, come on G…jogging, don't run fast AM'(L2p4) .

The teacher began to get frustrated at certain pupils for their lack of effort. She commented to me that 'they've just got no kind of determination to get it done. I mean it does usually work on this one, cause they're trying to reach the next bit, the next bit. I mean like those two down there, they couldn't give a toss. They only run whenever I shout at them. It really makes me cross' (L2p4). She made this frustration clear to some pupils, saying to some boys 'gentleman you're going to have to start jogging a bit more, because I don't think you're putting in the right amount of effort at the moment' (L2p5). She felt that some pupils had 'done really well on cross country' (L2p5). This presumably meant that they had improved their fitness levels and had improved their ability to run continuously. These pupils were possibly not performing to the level she knew them to be capable of in this lesson.

The behaviour of pupils in this lesson in terms of the test, may indicate that they are not used to doing prolonged bouts of exercise, as opposed to having very poor levels of fitness. Most pupils began the test running, but walked after a few minutes, or alternated between walking and running, when they were encouraged by the teacher. This, and incidents of pupils sitting down complaining 'my heart' until told to 'get up and walk' (L2p5) may indicate that pupils are not used to the feeling of exercising hard, and so stop as soon as they begin to feel out of breath. Pupils may have been ineffective at pacing themselves, and so started the test working too hard, their natural response being to stop exercising as soon as it felt like hard work.

Pupils are given conflicting messages about their fitness levels at different points in the lesson. Throughout the test the teacher encourages and berates pupils to run faster and further, and complains about the poor performance of some pupils. In the plenary

to the second lesson however, the teacher tells most of the pupils that they 'did well', and that they 'ran further than expected' (L2p5). Messages that pupils received through entering their score into their booklet were also most likely demotivating. The booklet asks pupils to match their score to a category, according to distance ran, from 'v poor to v good'. Most pupils were in the lower categories following this test. One male pupil ran consistently at a good pace throughout, yet was only categorised as 'good', which calls into question the achievability of an acceptable result on this test for most pupils.

Some of the teacher's comments to individual pupils during the Fitness block related to specific aspects of their fitness. For example one pupil was struggling to do sit ups during the third lesson. The teacher said to him that 'you must have weak stomach muscles' (L3p10). Another student that found sit ups hard was asked 'have you got weak, weak-ish stomach muscles?' (L3p11). Alternately, a girl in the class that told the teacher that she had an ab roller was told that 'you should have nice strong stomach muscles. Shouldn't you' (L3p11).

The teacher made several assumptions about pupils' fitness on the basis of gender. When demonstrating the tests to be used in the circuit in fourth lesson she asked 'right, who can do a press up. Not usually girls can do press ups. Any boys can do a press up?'. She then asked me if I could do a press up (L4p4). Here she made an assumption that, not only the girls in the class, but females in general, had insufficient strength to perform this exercise. After demonstrating a 'full press up' she also asked me to demonstrate one 'from your knees'. During this latter demonstration she told the class 'as you can see that's much easier. And most girls will find that one a much easier one because we've got much heavier hips than boys cause we have to give birth to children, so we find it more difficult lifting those weights up and down' (L4p5). Some might question the propriety of reinforcing these gender stereotypes, particularly to a mixed sex class. Assumptions were made about other components of fitness. When talking to a group of pupils about their test scores the teacher said that 'the theory is that women are more flexible than men', and asked a female pupil what she thought about that (L3p11). The pupil answered that 'it depends on what they do'. The teacher did not give the pupil any feedback about this answer, despite it being an excellent answer that draws on a range of discourse, from scientific knowledge about

the effects of exercise to gender equality. The teacher's questions seem to be based more on gender stereotyping. She asks the pupil 'what do you think men's big advantage is' and directs the pupils towards the idea that 'big muscles' means that 'generally speaking men are quite strong so they should be able to do things like press ups. It's a bit of a generalisation. But women are supposed to be more flexible' (L4p11). She informs pupils that 'we shall see if the girls have got better scores on this that the boys', indicating that there may be scope for testing her assumptions as well as their fitness.

In the plenary to lesson four the teacher tells pupils that during that day's activities 'you will have seen that you are good at some things and not good at others'. She informs the class that we had been 'having a conversation over here about whether girls ought to be better at this than boys because we generally speaking girls are thought to be flexible and boys are felt to be stronger. So the girls' results on this, if that's true, should be better. Whereas the boys ought to be better on press ups. Although [female pupil] was actually very good at press ups and very good on here, so she's just super woman' (L4p15). Here the teacher reassures pupils in one sense, that everybody will have different strengths and weaknesses in terms of the components of fitness. She does also however single out the one female pupil. Although she is very positive about her fitness, she also implies that she is the exception to the rule, and that normally girls are unable to do press ups.

The image of children and their fitness perpetrated in the mass media is drawn upon by the teacher at the very end of the Fitness block. She tells pupils that 'what you need to remember folks and this is really important, and you will know because you have been watching the telly and listening to things on the radio or whatever, there's quite a lot of stuff about fitness at the moment. People are very worried about you lot because you are not becoming a very fit nation' (L5p18). She then ties this concern over poor fitness in with associated health problems, informing pupils that 'we know that when you get older if you're not very fit then you're more likely to have illness problems' (L5p18). The purpose of the fitness block was then reiterated. The class heard that 'what you need to think about over the next ten or twenty or thirty years, crucial point here, this is the whole point of doing this, so you need to absolutely listen to these last few pearly words…is you need to remember the things we have

done in this fitness session, and if possible put some of them into practice. So if you are walking to school, walk a bit faster, if you are cycling, cycle a bit quicker, if you are running up and down stairs, do it three times instead of once. And try to just get your heart rate lifted on a regular basis and if possible, for twenty minutes each time you do it' (L5p18). So the strongest message that pupils are intended to be left with is that they need to address their fitness levels throughout life, because of the effect fitness has on health.

Improving fitness

After the introduction to the fitness block in which the class attempted to define fitness, the class moved on to the main practical activity for that lesson. The teacher introduced this activity to the class by saying that the second part of the lesson 'is we're going to look at how we might measure fitness. We'll need a measure of fitness to see whether we're getting fitter or not, to see whether the different activities we do are going to change our fitness. So we're thinking about measuring that' (L1p4). Here the teachers words, and the subsequent learning activities, draw upon discourse of measuring (testing) fitness and improving fitness. The teacher's words imply that the purpose of the Fitness block is to improve (she says 'change') pupils' fitness. A precursor to this is that they measure pupils' current fitness in order to assess the effectiveness of the block. Looking at the unit of work overall it is doubtful that this aim is achieved. None of the tests are repeated and pupils do not complete any training in these lessons geared towards improving their performance in a fitness test. The block may be more aimed towards introducing pupils to fitness, and its components, and the idea and process of measuring fitness, rather than testing fitness to assess improvement.

The previous unit of work that these pupils had completed was cross country. In that unit 'we were saying here is a set distance everybody's going to run. 3 laps for the boys, 2 laps for the girls. And we're going to see over a period of time if we can improve our speed, if we can get faster running over that distance' (L2p1). This indicates that the aim of the cross country block was for pupils to improve their cardio-vascular fitness and muscular endurance, as evidenced by completing the set distance in a faster time.

In the plenary for this second lesson the teacher reminded pupils that 'the technique used today is timed running'. She then suggested that 'if you can set yourself targets each day, such as the walk to school in 15 minutes, that is a timed target, you would eventually improve your fitness. Or you could walk the mile and a half to school in as fast time as possible, more seriously you could run, the field 3 times in ten minutes' (L2p5). She then made the point to the pupils that 'we know that each time you get your heart to beat faster and keep it there it does you some good', thus bringing in her message of active lifestyles and heart health.

Improving fitness is said to be the explicit aim of the Fitness block during the introduction to the third lesson. The teacher begins the lesson by saying to the class that 'we've been looking at Fitness. We've been trying to work out how we can improve our own fitness'. She then asks the class 'why would we want to improve our fitness…bit of a fag isn't it? To work hard to get fit, why would we want to do it?' (L3p2). One male pupil clearly understands the importance of fitness, but not necessarily the reasons for its importance. He replies that 'you do want to do it cause you need to get fit'. After further prompting he goes on to say that this is 'so you have more energy to run around' (L3p2). Another pupil suggests that it is 'so when you run around you don't tire yourself out too much'.

Discourses of lifestyle and the benefits of physical activity were clearly privileged by the teacher as she introduced the third lesson to the class. After listening to some of the pupils' ideas, about why they might want to improve their fitness, she told the class that 'fitness is going to help you in your life in being prepared for whatever you happen to have to want to do so if you want to run that's fine, if you want to feel more healthy then it's going to help you with that as well' (L3p3). At this point a pupil interrupted to add that 'it prevents you from getting heart disease' and another added that 'it makes you live longer'. The teacher then summarised by saying 'it can do, it can increase the quality of your life really can't it. And that's what we're looking for' (L3p3).

Discussion at the start of the fourth lesson before the arrival of the class revealed that the teacher was less than convinced about her task of improving pupils' fitness.

Despite having just completed a lesson based overtly on training the teacher comments that 'even one lesson a week, even if you work them really hard all it's going to do is make them stiff for the next day. It's not going to have the slightest effect on what they do, so you're in a real difficult situation aren't you' (L4p1). The use of the phrase 'what they do' can be seen as being somewhat ambiguous. The teacher may mean that she does not feel that she can improve pupils' fitness. This is implied by the first part of her comment, that even if she trains them really hard the only result is that they are 'stiff for the next day'. Alternatively she may mean that she is unable to affect 'what they do' outside of school, meaning their physical activity levels beyond PE. Comments and learning activities in other lessons indicate that this may be one of her objectives for the block. Exercises used in the circuit lesson, for example, were ones that could be done at home. The teacher was often highlighting to pupils the importance of raising their heart rate as often as possible.

In the teacher's view cardio-vascular fitness is more than privileged. It seems to be the only component that she actually believes is 'fitness'. Other components are described by her as being part of 'general fitness'. Whilst discussing the benefits of certain activities with pupils the teacher says that 'the problem with stretching is that it's very good for your general fitness, you know for the sort of flexibility in your body, but if you just did stretching on its own it wouldn't make your fitter' (L5p17). She explains that this is because 'it's not making your heart beat faster is it. And we know that the only true way of making yourself, you know, really fit is to make your heart beat faster' (L5p17). Cardio-vascular fitness is seen by the teacher as the only valid 'type' of fitness. Other components could be addressed 'as part of a fitness programme' but unless the activity raised heart rate 'it wouldn't necessarily make you fit' (L5p17). Pupils struggling to understand this were asked 'would you be any fitter at the end of a program of doing a series of stretches?' (L5p18). Pupils thought that you would not be 'fitter' but that 'you'd just be kind of more flexible'. You would not be fitter from stretching as 'you don't have to put much effort into it'. The teacher directed the pupils' thinking towards the idea that effort meant 'makes your heart beat faster' which for her was 'the key to fitness' (L5p18). She again emphasises that 'stretching would certainly help, balance would certainly help, speed work and endurance work they would all help, but what you really need is, you need to make sure that your heart rate increases' (L5p18).

Testing different components of fitness

The fourth Fitness lesson was again circuit based, but 'completely different' to previous lessons. The teacher established that 'all the fitness things we've been doing so far have been designed to raise heart rate' (L4p3). In earlier lessons 'we've been thinking about trying to make our heart rate faster, we've been looking at our training time, you know our training heart rate and those sorts of things and we've been thinking about working really hard and working on endurance and speed and things like that' (L4p4). This may not have been clear to the pupils themselves, as this was the first time in the unit of work that these components had been mentioned.

In the fourth lesson pupils were 'going to have a look at different sorts of activities, that can also help you with a guide to how fit you are' (L4p4). These activities were done in the form of a circuit that pupils worked round at their 'own pace'. Pupils worked in pairs, completing each test and recording their best scores in their Fitness booklets before moving on to the next station. The tests used were the 'abdominal sit up test', the 'press up test', the 'sit and reach test', the 'standing broad jump', the 'five metre shuttle', the 'balance test', the 'co-ordination test' and the 'reaction time test' (L4p4). Many of these tests were of the 'how many can you do in a minute', or the how long does it take to do a set number of repetitions format. Whilst demonstrating these tests she did explain any points of safety or technique, and in some cases mentioned the component of fitness that they were testing. She did not go into detail about each component, merely that, for example, the sit and reach test measured 'how flexible your hips joints are' (L4p5) and the standing broad jump was 'testing the explosive power of your legs' (L4p6). In the case of one test, the shuttle runs, the teacher did not tell the class which component of fitness the test was measuring (L4p5).

Fitness testing and cardio-vascular discourse

The first lesson in the Fitness block is based on pupils measuring their fitness using heart rate. This is at least what the teacher and class believe they are accomplishing. The class first discuss measuring fitness. The teacher asks how they think 'we might be able to measure your fitness' (L1p4). One male pupil answered 'heart beat' and went on to explain that 'if it's slow you don't need as much oxygen' and that oxygen was 'to do with' 'muscles'. The teacher expanded this to summarise that 'what [Pupil] says is you could use a heart beat as a measure because your heart pumps your blood round your body, your blood carries the oxygen and the oxygen is the food for the muscles. And they're the ones that do all the work when you're exercising. Good well done' (L1p4). This is a fairly scientific and technical explanation given to the children about the role of the heart (the use of the word 'food' to describe oxygen may be a somewhat confusing analogy), but does not yet explain how heart rate shows fitness. The teacher went on to ask the same pupil 'how do we measure heart beat?' to which he replied 'pulse'. It seems clear that pupils have some previous knowledge of the cardio-vascular system, and the function of the heart and the measurement of heart rate (not 'beat' as the teacher says), possibly from PE and science in their primary schools, as suggested by one of the PE teachers in the interviews (E2Bp6).

The main learning activity of the first lesson began with pupils practicing taking their pulse rate (L1p4). The teacher first recapped that 'we're going to use the pulse to start off with as a way of checking your fitness. And if we go with [Pupil's] suggestion, what he reckons is the slower your pulse rate the fitter you are, so we might, we're going to see if that's true first of all' (L1p4). The teacher believed that 'most of you know' how and where to take their pulse, but explained to the class that 'the two most common points for taking the pulse are your wrist and in your throat. So make sure you take them with your finger, because you've got a pulse in your thumb anyway' (L1p5). The class then found their pulse and counted the beats for fifteen seconds. They were instructed to multiply that figure by four, although the teacher did not explain why that was (L1p5). Pupils were then asked to 'try and remember that number to see if the activity you're doing next has any effect, because it might well do, and then you can see how you pulse rate can be affected' (L1p5). Pupils then had to lie on the floor and remain as still as possible, 'without moving or without talking or doing anything, because what we're trying to do is to get to your resting pulse rate, your resting pulse rate, so we've got to make sure that you are rested first of

all'(L1p5). Pupils rested for five minutes, and were then given a ten second 'warning' to find their pulse. Once they had counted their pulse pupils again multiplied the figure by four and recorded it in their pupil booklets as 'my resting pulse' (L1p6). The teacher then asked a few pupils whether their pulse was any different from the first one, confirming with pupils that there were 'a few slower' (L1p6).

Regarding the effectiveness of using heart rate as a measure of fitness, the teacher said (as an aside to me, while pupils were resting) that 'we're just going to do a couple of things to show to them how inaccurate a method this can be, how it can be influenced. Because they, when they start exercising they say oh it's done this. It is pretty rough and ready' (L1p6). She later explains this same idea to the class, explaining how heart rate can be influenced by factors other than physical activity. She tells them that 'we are using a fairly rough and ready technique for measuring fitness, and it's one that can be influenced by lots of things. For example, if I came and took your pulse rate it might be a bit higher than if your friend took it because you might feel anxious about me taking your pulse because, you know, I might shout at you while your taking the pulse or something like that. So just to show you how it can be effected I'm going to do two little experiments with you' (L1p9). Pupils then took their pulse after holding their breath for fifteen seconds, and after 'panting, so you're going to breathe a lot faster'. Before doing this pupil related their expectations for what would happen to their heart rates. One felt that 'that'll make it go higher when you're panting, cause that's like, you can't get your breath' (L1p9). The teacher agreed 'because we know that lungs have something to do with oxygen don't we. So we think if you're panting your heart rate might go up'. The result of this 'experiment' was that 'it should go slower when you are holding your breath, and faster when you are panting. If it didn't it just shows what a, you know, how easy it is to get this wrong. Ok. Now, just going along the line, we did that little experiment to show you that lots of things can influence your heart rate, it doesn't necessarily have to be exercise' (L1p10).

The teacher discussed pupils' recorded heart rates with them at various stages of the lesson. She linked their results to assumptions about their fitness. One pupil's heart rate showed 'no difference' following three minutes walking. The teacher explained this to the pupil by reminding them that 'what we've said is, if you're fit you won't need so much activity in your, you know, in your muscles. So if it stays the same

perhaps you're reasonably fit are you' (L1p8). Because this pupil also did 'do running' the teacher assumed that this defined the pupil as 'fit'. She also questioned some pupils measured heart rate, according to her preconceptions about their fitness. One girl's heart rate had risen by 60bpm following the three minutes jogging. The teacher discussed this with her, saying that 'that might suggest that your resting pulse wasn't quite accurate mightn't it. Cause we wouldn't have expected to see that very big jump from those two, but, and those are quite, cause you're actually quite fit aren't you, yeah. So I'd be surprised if that was right' (L1p10).

In her plenary the teacher said that 'today we've looked at one way of measuring your fitness, we've looked at heart beat. And what we said was the slower your heart beat, the fitter you are' (L1p11). This may have been difficult for pupils to grasp, as what they actually recorded during the lesson was the effect of rest and two levels of intensity of exercise on their own heart rate. Little comparison was made between pupils results, and this was mainly done in the form of explaining anomalies or cases where results had not met pupil expectations. The teacher then went on to explain the flaw in using heart rate as a measure of fitness. She said, regarding a slower heart rate meaning the person was fitter, that 'that's not strictly true but it's roughly about right. It's not strictly true because some people have naturally a slower heart beat than others it doesn't mean they are necessarily fitter' (L1p11). She does not go deeper to explain the difference that variations in intensity of exercise would have made (i.e. some pupils jogging faster than others) or of using recovery of heart rate to resting levels as an indicator of fitness.

This is discussed in the final theory lesson of the block. A pupil, examining her fitness test scores, asked the teacher 'does a lower heart rate mean you are fitter?'. The teacher told the pupil 'not necessarily. What it is is how quickly you get back to your resting heart rate' and then relayed the pupils' question to the whole class. Other members of the class also, understandably given teaching in earlier lessons, thought that a 'lower heart rate means you are fitter' (L5p4). Pupils were referred back to the circuit lesson in which they measured their heart rate immediately after the activity and again at the end of two minutes rest. Pupils were asked to think about why they did this, and were led towards the idea that they were 'trying to get back to' their resting heart rate. According to the teacher 'the fittest person is the person who gets

back to their resting heart rate the fastest' (L5p5). She then used a pupil's scores to demonstrate how heart rate returned to 'close to his resting heart rate'. The teacher then said that the pupil in question 'must be reasonably fit, and since we know he plays football regularly that probably is in keeping with his fitness' (L5p5). It appears that pupils took this on board as later in the lesson one pair of pupils reported that one thought she was fitter than the other because she 'got back to my resting pulse before [her friend] did' (L5p7).

The second lesson of the fitness block began with a recap of what the class had learned the week before. They had defined fitness, and then decided that they could 'take heart rate as a measure of fitness' (L2p1). The class had 'said that your heart beat, your heart was the thing that passed blood round your body, the blood carried the food for your muscles and when your muscles wanted more food your heart had to work harder. So it was a good judge of whether you were relatively fit or not. And we talked about the slower your heart rate, the fitter you were' (L2p1).

Heart health discourse also found expression through the teacher's plenary in this lesson. In addition to encouraging pupils to set themselves targets for performance during activity she reminded them that 'each time you get your heart to beat faster and keep it there it does you some good' (L2p5). She then asked if any pupils had completed their homework from the previous lesson, and had tested their heart rate after running up and down stairs. She explained to pupils that this was 'working as hard as you possibly can', and 'is close to your maximum'. She then told the class that 'you don't want to work at your max as it's very hard' and then helped pupils to complete the section of the pupil booklet that required them to calculate their training zone by first working out their maximum heart rate (220 – age) then multiplying that by 70% and 60% (L2p5). This part of the lesson was somewhat technical in nature, and did not seem related to the rest of the lesson, which was testing fitness through a timed run test, and had not focussed on heart rate.

Cardio-vascular fitness and exercise effects

Having recorded pupils' resting pulse rates the first Fitness lesson then moved on to examining the effects of exercise on heart rate. This began as soon as the teacher had established that most pupils' was lower after lying down for five minutes. She explained to pupils that their pulse had 'done what we should expect hasn't it. So if you think about it when you're sitting up, listening to somebody, paying attention, jiggling around, your heart rate might be a little bit higher, when you're lying flat doing nothing it perhaps should be a little slower shouldn't it' (L1p7). The teacher then informed pupils of the activities they would be doing in the remainder of the lesson, stating that 'you ought to be able to tell me what happens' (L1p7). Following three minutes of walking one pupil thought that his heart rate would 'go higher… not terribly higher, only a little' (L1p7). He was asked to explain 'why don't you think it's going to be very much different' and replied that it was 'because um, you're not actually, you're not actually putting a lot of effort in' (L1p7). The teacher affirmed this answer, then asked another pupil if they would expect 'a difference if I was walking for one minute, or walking for 3 minutes'. This pupil thought that it would, because 'you have to use more energy. say you ran a lap then you wouldn't be able to run the lap, you know, a second lap, you wouldn't have as much energy or your heart rate would have gone up, so you'd need to breathe more, which would put your pulse up' (L1p7). Here pupils themselves have suggested links between fitness and exercise and heart rate and breathing rate. This could be taken as evidence of learning of some of the required elements of the NCPE at previous Key Stages, in terms of the short term effects of exercise on the body.

Pupils then walked 'at an ordinary walking pace for 3 minutes', and recorded their pulse immediately after the walking (L1p7). The teacher then discussed the results with selected pupils, including one whose pulse had hardly changed, and others whose rates had increased by around 20 beats. According to the teacher this was what the pupils should be expecting, as 'we're looking for something, we've said it's going to go up slightly, so we don't expect to see big ones' (L1p8).

The next stage of the lesson required pupils to do three minutes of 'jogging'. This was done as shuttle runs (as the lesson was in the hall), and pupils were told that 'it's important that you keep the same level of activity going the whole time, and that you don't, you know, start off fast and then have to stop.' (L1p10). Again pupils were

asked individually about the effects on heart rate as soon as they had recorded it in their booklets. She helped certain pupils work through their ideas about exercise effects, particularly when results did not meet their expectation (L1p10).

Homework was set in the first lesson of the Fitness block. Pupils were asked to 'take your pulse rate when you've had a long time sitting down doing nothing', to test their pulse after 'a couple of hours' rest. They were also asked to take their pulse after running 'up and down the stairs as fast as you possibly can 20 times' (L1p12). This was an extension of the main learning activity of the lesson, to examine the short term effect of exercise on 'pulse rate'.

Introducing the second lesson of Fitness, the teacher recaps the effects that pupils discovered in the previous lesson. She relates these effects to fitness, and to her objective for the Fitness unit, which is about 'finding ways that can make your heart rate go a little bit higher' (L2p2). She tells pupils that both methods of testing fitness (how far or how fast they can run) 'are useful because we also know that if you can make your heart beat faster you are going to stand a better chance of being fit. Cause it's like a muscle, if you work your muscles, if you go to the gym and you work your muscles out then they get bigger and more efficient, and that's what we want to happen to your heart. So what we're having a look at now is things you can do to make sure that you get your heart rate a little bit higher' (L2p2). Here the teacher seems to be confusing the aims of the lesson's learning activities. She appears to be saying that they are going to use a fitness test simply as a physical activity that will raise heart rate. The teacher does not explain to pupils why this particular effect of exercise is so important, she appears to be privileging heart health discourse, but is not explicit about this with pupils, at least not at this stage. She does emphasise to pupils, however, that they are testing their fitness. One boy in the class is reminded not to cheat and told that 'it doesn't make any difference because we're trying to make an assessment about your fitness' (L2p3).

Cardio-vascular health and active lifestyles

Pupils' cardio-vascular health was obviously considered more in terms of future than current health. One incident that occurred whilst pupils were measuring their resting heart rate may be seen as involving pupils' current heart health. A pupil was explaining his difficulty in counting the beats of his pulse, saying that 'mine went like that, and then it went domp and then it was this little thump then a big thump'. Another pupil interrupted with the comment that 'there's something wrong with you'. The teacher reassured the pupil that 'it's just a funny sort of heart, its alright now, it's regularised now but I see what you mean. That threw you a bit did it?' (L1p6).

The plenary was the part of the first lesson where the teacher delivered to pupils what could be interpreted as her real 'message' of the lesson. The teacher draws heavily on discourses of heart health, and of the benefits of physical activity, rather than just the effects of exercise, during this part of the lesson. She encourages pupils to make their lifestyle as active as possible, their future heart health being the reason for doing this. She begins by linking this idea to what pupils had discovered during the lesson. She said that the 'one thing that you need to understand is that exercise means your heart works a little bit harder and that is good. And if you can see the difference between your sitting, or your lying, your resting heart rate and your walking, you can see that even a simple activity like walking is going to help your heart and your body cope with the demands that you might make on it' (L1p11). She then gives pupils ideas of ways in which they can introduce activities that raise their heart rate into their life. She tells pupils that 'if you've got a choice of walking to school, or coming by car, then it's good for you to choose to walk. It would be even better if you did something else…run, or cycled, yeah. Cause if you can make your heart, listen. If you can make your heart work a bit harder for a bit longer then that's even better' (L1p11).

Fitness tests

After establishing that they would be using 'heart rate' to measure pupils' fitness in the first lesson, the teacher then asked the class if there were 'any others', meaning tests or ways of measuring fitness. One pupil suggested that 'you could do a bleep test' and explained that this was 'when it bleeps you have to get to the other side before it bleeps again and go back, and it gets faster and faster'. The teacher asked this pupil how this would 'measure how fit we are'. The answer was that 'there's, you get levels for them and how fit you are you fit to a certain level'. This pupil had

clearly done this test before, or at least had seen it being carried out. As this was the first Fitness lesson in their first year at E2 it could be deduced that this child had done the fitness test either outside of school, or at their primary school. If this is the case then pupils were being asked to perform maximally in an exhaustive test designed for elite athletes at a young age (up to 12 years).

The teacher says, in response to the suggestion of the bleep test, that 'we could say another test of fitness is how far you can run. How far you can run or?'. This prompt resulted in a pupil suggesting 'how fast you can run' as a test of fitness. The teacher confirms this, and looks to future lessons, telling pupils that 'we're going to have a look at both of those as well' (L1p4). She then links these activities in with the definition of fitness that the class had discussed earlier, saying that 'we talked before about how long you could keep going at something, how much energy you've got to keep going. So those are all the things we'll be looking at' (L1p4).

The idea of using 'how far you can run or how fast you can run' as a test of fitness was again put forward to pupils at the start of the second lesson, when the teacher was recapping what the class had discussed in lesson one (L2p1). She went on to relate this idea to work that pupils had recently done in cross county. In that unit of work pupils had been given a set distance to run and aimed to 'get faster running over that distance' (L2p1). In that day's lesson pupils were 'going to have a go at doing the other one, which is instead of having you running over a certain period of, over a certain distance, this time you're going to run over a period of time and see how far you can go in that time period. And that's also another measure of how fit you are' (L2p2). The teacher told pupils that 'your target is to get as far as you possibly can, to run the most amount that you possibly can' (L2p3).

The test used in the second lesson was a timed run. Pupils were asked to run around the football pitch on the school field. The dimensions of the pitch were explained to pupils so that they were able to calculate the distance they had run (L2p2). Prior to the test the class discussed tactics for improving their performance in the test. They were referred back to learning from the cross country block, and came up with ideas including 'keep a steady pace', 'alter your pace by putting something a little bit more speedy into it' (L2p2). They also discussed other 'techniques we used in cross

country' such as 'scout pace', setting yourself walking and running targets and finding 'somebody who is a little bit faster than you and try and keep up with them' (L2p3). Pupils were encouraged by the teacher to keep going as best they could throughout the test. Some were told to speed up, and to jog rather than walk. The teacher's feedback in the last few minutes of the test reminded pupils of the purpose of the run. They were told in the last two minutes of the test that 'this is where you really want to try and get a few more yards, come on C keep going, last 2 minutes, try and get to the next corner, come on gents, only 2 minutes, less than that now. Really aim to get yourself a bit more distance' (L2p5).

The final lesson in the fitness block was in some ways a summary of all the work that pupils had done in the previous four lessons. The lesson began with pupils being reminded that during the block they had been 'looking at different ways of measuring and thinking about fitness'. They had 'defined' fitness, so now they 'know what it's all about, we know what it means' (L5p2). Pupils were then told that in their last lesson they would be 'having a look at some of the results we've got, trying to decide which sort of exercise, which sort of activities appeals to you most or is suitable to you most and then finally planning out a fitness circuit that you can do at home, so it'll be one that wouldn't need any equipment' (L5p2). The first thing that pupils did this lesson was to gather together the results of all the fitness tests they had completed. These were the heart rates in response to different levels of activity, their 12 minute run score, their heart rate measurements from the training zone circuit and their scores from the selection of tests in the fourth lesson's circuit (L5p2). Pupils then compared their results for these tests with a partner. They were to 'see who did better at which ones, have a look at the different scores you've got and try and have a look at a sort of comparison of those results' (L5p3). At the end of the comparison pupils were to 'make a decision about which is the fittest of you two or which is the best at certain types of activity' (L5p3). The teacher prompted pupils work with such questions as 'whose got the higher heart rate, whose got the lower resting heart rate the second thing you might be saying is which person is fitter at which events. Was I able to run farther in the 12 minute run test than you? Were my reactions quicker than yours…am I better suited to endurance work or speed work. So how could you tell about speed work? Which one would you look at for speed' (L5p3). During this phase the lesson the teacher was directing pupils towards the appropriate test results for each

component or type of fitness. Having discussed results amongst themselves, pupils then had to report back to the whole class, giving 'two sentences about their comparison' (L5p6).

Cardio-vascular discourse and training

The third lesson in the Fitness block was based on a circuit of activities that pupils could theoretically do at home. The teacher explained to me that 'what they're going to do is do the activity for a minute, then take their heart rate immediately afterwards. They've got their training heart rate and their maximum heart rates and their resting heart rates so they can relate it' (L3p1). Pupils had calculated their heart rate training zones at the end of the second lesson. The idea behind this lesson was that pupils would use this information to ensure that they were exercising at the correct intensity. The teacher phrased this in terms of finding suitable activities, that if an exercise 'comes fairly close to their maximum or their training one that might be a good one for them to do. That's the theory of the lesson' (L3p1). The teacher seemed less sure of the purpose of this lesson, however. She felt that 'it doesn't mean anything to them really, I don't know why we do this, but we do' (L3p1). In addition, having said that she was looking for pupils to find exercises that brought them 'fairly close to their maximum' heart rate, she then contradicts this by telling a pupil who wished to be excused through illness that she should get changed 'then see, do your best. It's not going to be terribly strenuous today. If you don't feel too well then you can step out' (L3p1).

Pupils consulted their personal Fitness booklets prior to beginning the circuit in lesson three. They checked that they had filled in the information regarding their 'resting heart rate, training heart rate and maximum heart rate' at the end of the previous lesson (L3p4). Pupils had written in two figures for training heart rate and were told to 'choose whichever one you want. One's sixty percent, ones seventy percent so if you want to work a little bit harder you choose the seventy, if you want to work a little bit less hard you choose the sixty' (L3p4).

Various stations had been set up around the hall for the third lesson. Each station had an accompanying card showing 'a little example of what you've got to do'. The

teacher also demonstrated each activity to the class. The exercises included were skipping, shuttle runs, burpees, star jumps, sit ups, step ups and squat thrusts. Pupils were required to visit each station and 'on each of those activities you are going to work as hard as you can for one minute' (L3p5). At the end of each minute of exercise pupils had to find their pulse and count this for 15 seconds. They then recorded this figure in a table in their pupil booklet. At the end of each one minute of activity pupils had 'at least two minutes rest, so you can really do as, a really good hard piece of work in the activity ok' (L3p5). The teacher again emphasised to the children that 'what you are trying to do is to work as hard as you can at skipping for one minute. Trying to do it as best as you possibly can' (L3p5). When demonstrating the exercises to the class the teacher also commented that 'this should be one of the ones that gets the highest heart rate. So it'll be interesting to see if it is' (L3p6). These comments show that pupils were expected to be exercising at a high intensity, training to improve fitness, rather than just being active. This could be seen as contradicting some of the teacher's other comments about just wanting to raise pupils' heart rates, and encouraging them to have active lifestyles that would benefit their future health.

The third lesson, whilst being ostensibly based on training, utilising heart rate data, does also draw on the area of exercise effects. It appears that an additional aim of the lesson is for pupils to determine which forms of exercise cause the greatest rise in heart rate. The teacher was finding out what heart rates pupils had recorded following each bout of exercise. She made several comments relating to the effects of these exercises. In terms of raising heart rate into the training zone 'burpees is not going to do it by the looks of things' (L3p7), but running was discussed as being 'one that's going to give you a high heart rate' (L3p8). Sit ups were not expected 'to give you a high heart rate'. A pupil suggested that this was 'because even though you're trying hard it's, you don't get worn out it's just it pulls on your stomach' to which the teacher replied 'yeah it's really for strengthening your muscles isn't it' (L3p7). Other pupils discussed with the teacher why certain exercises felt harder to do for a minute than others (L3p15). Some pupils felt that 'this one was more tiring' (L3p9) or that 'it really weared me out, it tires your legs, especially after the running', others thought certain exercises were hard because 'you're using most of your muscles' (L3p9). Step ups and star jumps were compared to see which resulted in the highest heart rate. One pupil thought step ups would cause a higher rate as 'you've got to lift you bodyweight

up and down' (L3p13). The teacher checks with pupils throughout the lesson that activities were making them work at their training target. She was encouraging them to work harder or questioning them about the nature of the activity if their heart rate was below their training zone. Some pupils were congratulated for 'working pretty hard' if their heart rate had gone beyond the target level (L3p15). The teacher also asked some pupils what certain exercises were 'designed for'. In the case of sit ups this was to 'tighten up the tummy muscles' (L3p11). Another station was designed 'for building up your muscles' (L3p11).

The teacher also asked pupils to make a note of the order in which they had completed the stations, her theory being that 'that might have an effect on your heart rate'. She believed that for 'the last one you should have a slower recovery should you not' (L3p8). This was the first indication during the lesson that recovery was something that pupils would be thinking about. Pupils were told to sit still during the two minutes between stations because 'we're trying to look at recovery' (L3p8). This had not been explained to pupils in the introduction to the lesson, and was not expanded upon at this point. The only other time resting heart rate and recovery was mentioned in this lesson, was at the end when she was discussing future lessons with me. In the following lesson she predicted that she would 'try and pick out things like their resting rate should have got higher and higher as they were building up the work, so those sort of things we'll try to pick out' (L3p17).

Pupils were told at the end of this lesson that 'you've all been really good today'. She was 'really pleased' with the class that day as they had 'worked very hard on this, particularly those people that sometimes don't do very well in this so I'm pleased' (L3p16). This lesson focussed on training, using heart rate as a measure of how hard pupils were working seems to have been effective at motivating them. This may also be because the type of activity in this lesson (short bursts of high intensity) may be more suitable to children's physiology, and more consistent with what they are used to doing as part of their lifestyle, than the prolonged activity required in the twelve minute run test.

During the plenary of lesson three the teacher explains to the class that 'the idea of doing this is to try and find out the one that is most suited to you, the one that is going

to get your heart rate up nice and high' (L3p17). She compared two pupils, one of whom was very good at skipping, the other struggled a lot. She explained to the class how skipping would be, for the excellent skipper, 'a good activity for them to choose', whereas the non-skipper would not raise their heart rate sufficiently. Pupils were then encouraged to 'have a look at these results and see how we can use them to help you decide what would be the best activity for you' (L3p17).

Health and safety

Expectations of safety within the lesson are upheld by the teacher. She reminds pupils before starting the main activity that they 'will need to be very sensible gentlemen, about this, because people will be running up and down, so I don't want any silly behaviour at all'. Consequences of any unsafe behaviour were outlined (L1p10). She also ensured pupils removed jewellery before the lesson (L3p2, L4p7). Pupils were also told 'to be careful' with the tennis balls that were used with one of the fitness tests in lesson four (L4p6). Pupils were asked to ensure they did not leave balls 'rolling all over the floor… because if people stand on these when they're doing things they stand a good chance of breaking their ankles' (L4p6).

The teacher also gave signs that she was concerned for pupils' health. One pupil was reminded prior to the part of the lesson that required the class to jog that 'you can't do this cause you've got bad knees remember' (L1p10). Whilst she wanted pupils to participate and be active as far as possible, she also acted according to their immediate health needs. Pupils that injured themselves during the lesson, like the boy who hurt his knee in the third lesson doing burpees, were advised to miss out activities and rest (L3p13).

Some aspects of the teacher's practice could be considered questionable on the grounds of health and safety. In the second lesson in which pupils were completing a 12 minute run fitness test one female pupil had forgotten to bring her trainers. She was made to participate in the lesson in her school shoes, which had heels. The weather was also an issue that day. Most pupils were cold during the lesson, only two were wearing sweatshirts, most were in t-shirt and shorts (L2p1). Non-participants were asked to stand on the corners of the pitch, to mark out the running course. One

pupil was asked 'have you not got a coat?', and another told that 'you should have put your jumpers on shouldn't you gentlemen, I didn't say take them off' (L2p3). This implies that children, particularly the non-participants were cold, but that responsibility for dressing correctly lied with the pupils themselves. It is possible that the pupils were unaware they would be going outside, and were not, to my knowledge, reminded to bring warm clothing. The teacher does acknowledge how cold it is when trying to get pupils to listen to her instructions. She asks some pupils to 'listen ladies please. If you want to stand out here and freeze to death that's fine by me' (L2p4).

Safe and correct technique when exercising was valued by the teacher. She demonstrated each exercise in the circuit in the third lesson, explaining various points about technique, such as putting the whole foot on the bench doing step ups (L3p10, p15). She also emphasised the importance of a straight back when performing sit ups during the fourth lesson (L4p5). The teacher reminded pupils of safety pointers throughout this lesson (L4p7 onwards, L4p11)). However, she seemed to be unaware of changes in advice concerning certain exercises. One of the circuit's stations was sit ups. At this station pupils were told that 'you've got to have somebody to hold the other persons feet'. During the sit up 'what you're trying to do is get your head as close as you can to your knees, so up you go. And back again' (L3p6). The teacher thus demonstrated a full sit up, with the feet held down on the floor. Crunches are generally accepted as a more suitable exercise, although as pupils did have their knees bent to ensure a flat lower back the full sit up could still be considered safe. This full version of the sit up was also used in the 'abdominal sit up test' in lesson four (L4p4).

A great deal of feedback was given to pupils about their technique for various exercises. As part of this feedback the teacher on several occasions used the term 'hurting' when pupils are exercising, particularly during the fourth lesson. In one example the teacher uses the word hurting when checking a pupil's press up technique, saying that 'if it's not hurting on your arms then you can't be doing it right… all you're doing is bending from the hips, which is why it's hurting your knees instead of exercising your back, your arms' (L4p12). She asks another pupil doing press ups 'where's it hurting'. She then explains to him that it is 'hurting' his stomach 'from keeping your body straight. It should hurt your arms as well, but that's

good‘ (L4p13). A female pupil was told, on the press ups test, to ‘just do a little half one like that, so it’s still hurting your arms, but you don’t have to go all the way’ (L4p13). One might question what messages the pupils are receiving about exercise and fitness, if the teacher is saying to them that it should hurt. Safe and effective exercise should not elicit pain, so it is possible that the teacher’s phrasing is not promoting pupils health and safety.

Warm Up

The first lesson in the Fitness block did not feature any warm up, neither was warming up mentioned. This may have been considered un-necessary as the activities pupils completed were not of a high intensity and unlikely to cause injury. The warm up was also absent from the second lesson in the block. This may be more of a contentious issue as this lesson was based around a timed run fitness test. The teacher asked the question ‘What should we do before we get out there, before you start?’ (L2p3). A pupil replied ‘stretch’. The teacher went on to explain that ‘ok we should be doing a warm up or a stretching activity, but, because we’ve got a limited amount of time, and there’s something I want to do at the end of the lesson I’m going to say that your warm up is going to be the first part of your run. So when you first start that run lets do it nice and gently so we’re going to use that as your warm up ok?’ (L2p3). Whilst this may seem a legitimate alteration to make to a lesson in the face of limited time it does make two important contradictions. Warming up is something that staff at E2 said is taught in the Fitness block and subsequently forms part of nearly every lesson (E2Ap1, E2Bp1). Thus far in the observed Fitness block, warming up has been skipped, rather than focussed on. The absence of a warm up in this lesson and the instruction to pupils to start the test ‘nice and gently’ also directly contradicts the teacher’s previous instruction to the class, that ‘your target is to get as far as you possibly can, to run the most amount that you possibly can’ (L2p3). Pupils are obviously not going to run as far as possible in the time, and achieve their best performance in the test, if they spend the first few minutes of it warming up.

In the third lesson pupils were doing a circuit of exercises and were supposed to be ‘working as hard as you can for that minute’ (L3p7). Again there was no warm up at the start of this lesson, pupils began straight away on their first minute’s exercise,

aiming to work at their 'training heart rate' of sixty to seventy percent of their maximum heart rate. This lesson was a further example of pupils being expected to work at high intensity, without completing a pulse raising activity and stretching beforehand.

Fitness testing was again carried out in the fourth lesson. After a short class discussion and demonstration of the tests, pupils went straight into completing these tests, again omitting the warm up.

Active Lifestyles

In the third the lesson of the Fitness block the class were, as the teacher told me, 'looking at a circuit which they could possibly use in their own home' (L3p1). For this reason the teacher had included activities such as 'the steps and skipping and some other ones'. The teacher's intention for this lesson was to give pupils some examples of ways to be active at home. This was related to the discourse most privileged by this particular teacher, that of heart health. She stated that during that lesson 'what we're going to do is talk about the fact that in order to um, in order to be healthy they need to raise their heart rate, that's the whole thing' (L3p1).

The third lesson was the point at which the teacher began to link together active lifestyles and fitness. Although during this lesson pupils were concentrating on training within their zone in order to improve fitness the teacher did also begin to introduce the idea that activities pupils did regularly would also affect their fitness. During the circuit one boy was spotted by the teacher as doing 'excellent' skipping. His friend explained that 'that's cause he's a boxer' (L3p12). Other children seemed to be unable to skip. The teacher commented to me that this was a 'sad sign of the times, kids can't skip any more. Don't suppose they ever do it now do they…might do it in junior school I suppose' (L3p13). Certain activities seem to her to have slipped out of the range of activities that children in general do as part of their lifestyle. There were of course, some exceptions to this, including a boy that did 'a lot of skipping at home…cause I've got a massive garden' (L3p15).

Various components of fitness were tested in the fourth lesson. During discussions

with pupils about their scores, links were made between lifestyle and fitness. This was through relating particular strengths and weaknesses as indicated by test scores to activities that pupils regularly participated in. For example the teacher displayed surprise at one female pupil's sit and reach score, until the pupil explained that 'we used to do gymnastics when we were three' (L4p11). One boy was asked to comment on his friend's balance. He thought it was 'good' and agreed with the teacher that this would 'help him as a footballer' (L4p11). In the plenary for this lesson the class were told what they would be doing in the final lesson of the fitness block. They would apparently 'be looking at all the things we've done in the fitness and trying to work out which you are most suited to, and then you are going to design your own fitness circuit. Putting in things that are going to be best for you' (L4p15). This would involve pupils thinking 'about the sort of things that you felt were better for you and the things that were absolutely no good for you'. This could be considered to be drawing on positive aspects of lifestyle discourse, such as independence, and tailoring activity to individual needs. It does also, however, encourage pupils to concentrate only on their strengths, whereas it may be argued that areas of weakness, in terms of fitness, are the ones that should be addressed by a personal exercise programme.

The final lesson of the Fitness block was a theory lesson (i.e. no practical work) in which pupils firstly gathered their fitness test scores together and then compared them with a partner's. Pupils were prompted to look at such things as 'whose got the fastest reaction time, see who moves, see who can run the furthest, see who can run the fastest' (L5p4). Some pupils were asked to think about the reasons behind the differences between their pairing's test scores. For example one pupil thought her friend 'can jump further than me...I think it's cause she's got the right technique, I'm not very good at a standing jump' (L5p4). Pupils were also encouraged to consider whether they were 'better at speed events' or 'endurance', they 'might be better at distance running' (L5p4). At this point the teacher begins to link fitness with sport, using test results to predict which type of activity in general pupils would perform better at. She also introduces the idea that pupils might be fit in general as a result of the activities they regularly do. There was a male pupil whose heart rate recovery data she used to demonstrate the idea of faster recovery of heart rate to resting levels indicating better fitness. The teacher told the class that he 'must be reasonably fit, and since we know he plays football regularly that probably is in keeping with his

fitness' (L5p5).

Having discussed their results with their partner pupils then reported back to the whole class. During this phase of the lesson the teacher made many links between components of pupils' fitness, their strengths and weaknesses and the sports that they did. Two boys were discussing their scores on balance, speed and endurance tests. The teacher explained how these scores tied in with what they did outside of school. One boy had 'done lots of football and cross country and you've done something that doesn't require lots of running and endurance'. The boy who had good balance did motocross, which the teacher thought 'maybe that's to do with balance isn't it, you need to be reasonably well balanced if you're on a motorbike otherwise you'd fall off wouldn't you?' (L5p6). She continued that 'perhaps that's why you're good at balance and, yeah, say that, you might actually say that you're good at balance because you do motocross, you're good at endurance and speed because you do football and cross country' (L5p7). The use of the word because here (as in 'better at endurance and better at speed because he played, he thought, because he did cross country and football') indicates that the teacher thinks there may be a cause and effect relationship between the activity participated in and the test scores. It seems that the pupils have particular strengths in terms of fitness components as a result of participation, rather than choosing to do an activity on the basis of these strengths.

Other pupils reported back on the results of their comparisons. Again the teacher attempted to link strengths to the activities they did. One female pupil was 'faster and…more flexible' than her friend. The teacher asked if she was 'sporty at all' and found that she does 'horse riding and I take the dogs for a walk a lot'. The teacher called her a 'pretty active person' and linked the skills required of horseriding to her being 'strong and flexible' (L5p8). She made the same link with another pupil that did horseriding (L5p8), and said to one girl that 'maybe that's the answer isn't it, maybe if you go horseriding it makes you a bit fitter than not being sporty at all' (L5p9). Of the next two pupils to report back to the class the boy had better balance but said that the girl was 'fitter than' him. The boy did skateboarding, which the teacher supposed was similar to motocross 'two things where balance is very, very important. So it's interesting that [male pupil] is actually better than [female pupil] and we know [female pupil] is sporty, she plays in the school netball team, so it's not surprising that

she's going to be fitter than [male pupil]' (L5p9). Another pair were a football goalkeeper and an outfield footballer who also 'used to do cross country'. The teacher said of these two and their scores 'excellent so another very good example so, it's showing through isn't it, in your test results that the qualities you need for the various things you do you're proving to be good at. R needs flexibility because he plays in goal. M does cross country so he's a bit fitter than R. Good (L5p9).

The fourth lesson in the Fitness block, whilst being ostensibly focussed on testing various components of fitness, does also give expression to Lifestyle discourse. An aside from the teacher stating that 'we do this um circuit under their own steam, so once I set 'em up I don't do very much' (L4p1) indicates that pupils are encouraged to show independence during this lesson. Being able to exercise safely and independently can be seen as part of becoming equipped to lead an active lifestyle.

The introduction to the fourth lesson began with a class discussion regarding pupils activity over the recent half term holiday. The teacher discovered that many pupils had played football over the holiday. Some told her that they played twice a week, training and matches. Several of the female pupils had been horse riding over the holidays (L4p2). Another pupil responded to the question 'over half term did you do anything fitness wise?' (L4p2) by explain that he had done 'this martial arts thing'. This was 'a fitness thing' where he has to do 'these different kicks and punches and stuff' that he goes to every week. Other pupils had played netball, and one had done his paper round cycling everyday and also been swimming. His paper round took him an hour to do every day, and he agreed that he found it 'easier and easier' to do (L4p2). Another male pupil had attended an athletics club over the holidays. A female pupil had been on a long cycle ride with her friends (L4p3). These answers indicate that many pupils had done either prolonged bouts of activity, possibly of a fairly high intensity, or had been regularly active, over the holiday.

Other pupils had reportedly done 'nothing' over the week long holiday. This invoked the reaction from the teacher that 'after all the work we've been doing on fitness and you did nothing. All over half term you just sat and ate did you and watched the telly, walked?' (L4p2). The teacher at this point seemed quite exasperated that all the messages about fitness and making activity a part of their normal lifestyle of the

previous lessons had not sunk in with everybody. At the very end of this lesson the teacher makes another attempt to encourage pupils to be active outside of PE. She tells the class to 'look out in assembly in the next few weeks about a skipping workshop that I'm arranging for year 8 people which is going to be really fantastic' (L4p15). The department do try to encourage participation in physical activity by all pupils, this particular example could be seen as having more of a health, and active lifestyle focus, rather than promoting competitive sport.

Training as part of an active lifestyle

Following discussion in the final lesson about areas of strength and weakness in pupils' fitness being linked to the physical activity they did, the class moved on to the main learning task of the lesson. The class were to be devising 'training programmes'. The teacher quoted from the pupils' booklet that 'now you know how fit you are you will want to improve your fitness. To do this you need a training program which follows specific principles' (L5p9). This led to a debate over the definition of 'specific', which a pupil suggested mean 'a certain thing' (L5p10). The teacher agreed that 'yes, you'll need to be able to do certain things'. The principles listed in the booklet were 'the principle of progressive overload', which 'means that to make your body fitter you must overload it. Make it work harder than usual. Over time it adapts to the overload and you get fitter. However this overload must be progressive' (L5p10). The teacher explain that this meant that it 'improves a bit at a time' and relates this to a previous lesson in which 'we were saying we were just trying to work for 20 minutes at a time, just to lift our heart rates up a little bit each time, too much too soon and you get injured, too little and you don't improve' (L5p10). The next part of the booklet said that 'you overload your body by using the F I T T principle. Frequency of exercise, how often you do it. Intensity, how hard you work, Time spent exercising and the type of exercise. So if you want to improve your heart lung fitness then using this program your principle would be frequency of exercise minimum 3 times a week, intensity, 60, 50 or 60 percent of your maximum heart rate' (L5p10). Pupils were reminded that they should know about training heart rate as 'we did a sixty percent of maximum heart rate so if you wanted to you could measure your heart rate and you know what you should be doing' (L5p10). Thus far these principles have been fairly technical in the basis and

language. They have also privileged cardio-vascular fitness through the use of heart rate based training zones.

Other principles also focussed on heart rate and CV fitness. The time principle was ‘a minimum of 20 minutes exercise at your maximum heart rate, 50 to 60 percent of your maximum heart rate sorry’, and the ‘type anything that is aerobic’ (L5p10). Aerobic was defined by the teacher as ‘with air’, which meant activities like ‘swimming, cycling jogging walking or circuit training’ (L5p10).

The principle of specificity was read out from the booklet by a pupil. It ‘means that training undertaken should be relevant and appropriate for the sport for which you are training. E.g. it would be inappropriate for a swimmer to do most of her training on land, although there are certainly benefits to be gained from the land based training, the majority of the training would be pool based work’ (L5p10). The teacher explained this principle to the class using the example of one of the boys who ‘we know needs to be reasonably fit for football and needs to be reasonably flexible for the position he is going to be playing. His training, if he was training for being a goalkeeper as opposed to just keeping fit, would be different to M’s, who is thinking about trying to be able to run further because he wants to be good at cross country. So you can see how those two would be different, so it’s specific training for what you want to achieve’ (L5p10). In this way the teacher links in previous learning from earlier in the lesson, about components of fitness being linked to sporting activities.

Having set out some of the principles upon which training programmes are based the teacher reminded the class that in that lesson they would be designing their own programme. At this point she differentiated between fitness for sport and fitness for life. She told the class that ‘now the vast majority of you, apart from those that are really, really keen on sport, would simply be training to get a little bit fitter’ (L5p11). She directed most pupils in the class towards fitness for life, saying that ‘we need to just be thinking about getting a little bit fitter, rather than, that would be your specific aim, I would like to be fitter’ (L5p11).

Fitness for sport and performance discourse is then given a position of dominance again immediately afterwards, as the teacher resumes the explanation of the principles

of training. Pupils are told the 'principle of reversibility' which is that 'Fitness is reversible' (L5p11). According to the teacher 'exercise harder and you get fitter. Stop and your body loses its fitness again, so. That's a warning to you if you work hard to get fit, it doesn't stay with you all the time. The second you, well not the second, but gradually your fitness will disappear as you stop doing exercise' (L5p11). This explanation of the principle could be interpreted as an expression of fitness for life discourse, that pupils need to make exercise a regular part of their lifestyle, and that this needs to continue beyond school.

The lesson then moved on to the different types of training that pupils might do. These types could be viewed as expressing fitness for sport discourse, as fitness for life 'training' would maybe focus only on different activities rather than types of training. Pupils used the Fitness booklets to answer the teacher's questions on types of training. Pupils used the information in the booklets to say that continuous training meant activities such as 'jogging, walking and swimming' and was essentially 'steady pace aerobic training' (L5p11). Pupils looked at one type of training (which could be viewed as an activity in its own right) which is often linked with fitness for life and may be participated in for health reasons rather than to improve performance. A pupil read that 'exercise to music is good for aerobic training'. The teacher emphasised to the class that this was 'great one to do at home, if anything comes on the, or you get your CD player on and you've got your walkman on, really good using the beat of the rhythm to keep you going for however long the record lasts or whatever it happens to be' (L4p11). This is very much an example of a lifestyle activity, encouraging physical activity as part of lifestyle, rather than being an organised form of training. Interval training was defined as 'running swimming or cycling, in a fixed pattern of slow and fast work'. This was the point at which the term anaerobic was introduced to the class. This was defined briefly as 'without air'. The teacher did not seem keen to expand pupils knowledge and understanding in this area, saying that it was 'a bit complicated. It's too advanced for what we want, but you might come across it again when you get further up the school' (L5p11).

Fartlek training ('running or cycling, lots of changes of speed, good for aerobic and anaerobic training') and weight training were also covered. Weight training was described by the booklet as 'using weights or body weight. Good for strength and

endurance. Strength; heavy weight load. Endurance; low weight, high in repetitions' (L5p12). Pupils were asked to think of an example of weight training that they had done in one of the preceding fitness lessons. The class eventually though of sit ups, press ups, burpees and step ups. The latter two of these, in particular, may not generally be thought of as being weight training. This may indicate a weakness in the teacher's knowledge and understanding of some areas of fitness and training. The teacher again gives the pupils what could be considered misleading or confusing information when she describes circuit training to the class. The booklet uses the description 'aerobic and anaerobic work depending on the exercises and intensity'. The teacher tells pupils that 'circuit training is like the one we did here. You spend a certain time at each station, they're called, or the other way of doing it, you do a certain number of repetitions' (L5p12). She then goes on to ask if anyone in the class is a member of a gym, then supposes that it is a 'bit early maybe' for that. She tells pupils that if they used a gym 'you'll have a look at the machine there and you'll do 50 of these [gestures with arms] and 50 of these and 50 of those, or whatever it happens to be. Ok. That's circuit training' (L5p12). Here she confuses what might be considered to be two separate forms of physical activity; circuit training and training at a gym. She also gives an atypical representation of training at a gymnasium as doing 50 repetitions on each machine may be unrealistic.

The main task of the final lesson was working towards 'designing a fitness program, fitness program, that you can use at home. That is going to be suited to your sort of fitness requirements and is going to be something that you could do at least 3 times a week, probably for about 20 minutes each time' (L5p13). This task draws on discourse promoting children's activity levels, fitness for life and also training to improve fitness. The recommendations for the frequency and duration of exercise are more similar to adult recommendations for high intensity training intended to produce improvements in fitness, than to recommendations for children which maintain health. Pupils begin this task by brainstorming ideas for activities they could include in their programme. Ideas included 'step ups onto a skate board', 'running in your garden or on the rec', 'running up and down the stairs' and 'press ups'. The teacher adds 'cycling, walking, stretching, um, jogging, working out with somebody else, so you might play tig, or something, or kick the can or something like that those are the sort of things you need to think about' (L5p13). Many of these activities could be

considered to be lifestyle activities, or may be done as part of the active play present in a child's life. The focus does not appear to be on regimented training programmes, but encouraging pupils to add activity into their lifestyle. The teacher encouraged pupils to ensure their programme had 'variety in it', particularly activities that addressed different components of fitness (L5p13).

Pupils then worked in pairs to produce their programmes. The teacher went round talking to individual pupils, getting them to think about the components of fitness that they wished to improve and what exercises they might be able to use for this, particularly ones that could be done at home and did not require any special equipment (L5p13, 14). During these discussions the teacher also talks about types of training and the components of fitness they address with pupils (L5p14, p16). These discussions often show a degree of confusion between the types of fitness and the components of fitness. The emphasis placed during these discussions on focussing on specific components of fitness is somewhat at odds with the privileging of fitness for life discourse that occurred earlier in the lesson, and through the focus on exercising at home.

The ideas that some pupils used in their programmes showed that they had been affected more by the expression of lifestyle discourse than training and fitness for performance discourse. One pair of pupils, for example, decided that their exercise programme would be based on dancing to music, 'skip for about five minutes and count how many you can do', and walk the dog for longer (L5p16). The teacher did try to put more of a training spin on this programme, saying of the dancing that 'if you did it every day, well if you did it three times a week you'd certainly be fitter if you threw, put everything into it' (L5p16).

Pupils were encouraged to think about activities in terms of their effects on the components of fitness, rather than just as activities that would provide the general benefits of physical activity. She has a discussion with pupils about 'what does yoga improve', which concluded that 'apart from the state of your mind' it was good for flexibility and balance. The state of mind comment was made by the teacher in jest, indicating that she may not value the benefits that activities may have on mental health.

Pupil's current and future health and well being

The media was an obvious influence on the teacher, affecting her knowledge and understanding of certain discourses, and also the extent to which these discourses were expressed through her teaching. During the class discussion at the start of the fourth lesson about the activities that pupils had done over the half term holidays she asked if anybody had listened to the news that morning. One pupil had heard the same 'item about diabetes in children' but was unable to remember what it said. The teacher went on to explain to the class that 'it was talking about four children who've been diagnosed with a form of diabetes that's only previously been found in adults because they were so unfit and overweight' (L4p3). She related this to the work that the class had been doing so far in their Fitness block. She said the story was 'really following up the things that we've been saying about fitness. Remember what we talked about before, how it's equipping you for life, it's really important' (L4p3). For this reason she was 'pleased to see that one or two of you have actually done quite a few active things over half term' and reminded pupils to 'keep it in mind, because it will pay dividends when you get a bit older' (L4p3). In this short excerpt of the lesson, the teacher expressed discourses of current and future health, activity and fitness levels and the benefits of physical activity. She also touched on issues of body weight.

Later in the lesson the teacher spoke of this news story with me. This time she focussed on the role of discourse on diet and nutrition in this issue. The diabetes problem amongst those children was, according to the report, 'because they don't do exercise'. The teacher pointed out that 'and yet they rarely talk about the fact that domestic science has been taken out of schools, so they have less you know, less time to look and think about diet, which is really just as important in effect. If you look at these, which are pretty average kids, they do do a fair amount of exercise…. but I suspect they don't eat the right foods' (L4p12). She could see that this particular health problem was not a simple one, with one cause. In her opinion, blame was not solely with children themselves for choosing a sedentary lifestyle, or with PE for failing to give children enough exercise, but may also involve other factors, such as diet. So whilst this teacher was influenced by the media, she also drew on her own personal experiences and evidence from what she saw in her own situation.

Appendix A.5 - Factors Affecting School Level Policy and Practice Relating to Health in the PE Curriculum

This appendix provides the data analysis regarding the factors affecting two case study schools' policy and practice regarding health. The schools are E2 and W1, as they provide an example from each LEA. The first section for each school sets out the influences that exist at each school. Most of these are directly referred to by staff as influencing their practice. This includes the effects of the curriculum, pupils, the whole school and the PE department. The next section focuses on those factors that are an influence on the PE staff themselves, and the main factors they see as influencing their own HRE delivery. The data is split into sections for each influence, which are largely the same for each school. Some absences or unique influences do naturally occur. The main influences existing for each of the five case study schools are summarized in chapter 7.

E2

Curriculum

The length of lessons in E2 is one hour. The HoD feels that this limits what can practically be done in a lesson, as there is insufficient time to do 'things that take a lot of setting up' or anything that involves lots of changing between many activities (E2Ap7).

The HRF block is arranged around the Christmas holidays. One group in each set of four classes does HRF before Christmas, and the other after. Staff think this 'fits in perfectly well' as the block is then 'at the start of their physical education here' (E2Bp3). Some groups do the HRF block after the cross country block which the older female teacher thinks 'isn't ideal' but there is 'no other way around it' and it is 'just because of the timetable of the curriculum' (E2Dp5). Its place in the curriculum also means that staff are able to make full use of their 3 indoor facilities for delivery (E2Bp3). The length of the block is also considered to be suitable. The male PET says that the 6-7 weeks of the half term works well, as it is 'just about right for covering quite a lot of stuff' (E2Cp4).

In general staff at E2 feel the block fits into the curriculum well. The older female

teacher says that the block is done because the department feel that it is valuable, and agrees that 'there is a space in Year 8' for it (E2Dp6). It does not fit into the PE curriculum for other year groups however. Delivery in Year 9 onwards relies on referring to the block in Year 8 as the department would be 'pretty pushed to give it another 6 weeks in Year 9 and…' (E2Dp6).

The other activities that make up the PE curriculum affect the delivery of HRE. Teachers find 'some activities lend itself more easily to health related education than others' (E2Dp8). For the female PET athletics is one area of activity that is 'ideal' for the delivery of HRE, whereas trampolining and gym are not areas that she finds open to delivery through permeation.

Whole School

Health

The Head of Department at E2 was asked whether he thought his was a healthy school. He replied by noting that E2 has 'got the healthy * thing, there's a healthy * award which we, it's sort of to do with um….I think people are aware of it' (E2Ap4) (* name of the county's health award).

The school seems more concerned with its reputation for elite sport, than its reputation as a healthy school. This is one 'aim' of the department stated the HoD after listing some of the pupils of the school that have gone on to international competition in various sports (E2Ap5).

E2 is not seen by the young female teacher as being a healthy school. Her reasons for this are based on the food on offer at the school canteen as 'there's very little choice for, er healthy food, and at break time there's er…fizzy drink machines, and chocolate and crisp machines and the amount of fruit they've got, there's probably about 5 banana and the same amount of apples and oranges for like a thousand people. So in that sort of term (laughs) not hugely no' (E2Bp4).

The male PET answered the question regarding the ethos of the whole school as being healthy by stating that E2 is 'a non smoking school. Well it is compulsory non smoking' (E2Cp5). Policies like this helped the school to earn the * Healthy School

Award ‘because we were non smoking and because we did talk about healthy eating in the canteen’ (E2Cp5). The award was the result of work done by a health co-ordinator in the CDT faulty. The male teacher admits that it’s ‘not something that we concentrate so much on now’ (E2Cp5). Particularly since this co-ordinator left the school (E2Cp8).

Support for PE at E2 is thought of by the young female teacher in terms of support for extra-curricular competition, as ‘we’re allowed to go off for tournaments in school time’ (E2Bp4). She believes that the department is well supported in terms of financial backing, as they have ‘been given a substantial budget so you can see the resources we’ve got are pretty good. We are, we could do with extra staff but I suppose that’s the same throughout’ (E2Bp4).

The male PET also replies in terms of support for extra-curricular competition. He feels that PE staff have too many commitments in this area. One solution he sees is that ‘when they make appointments in the school it would be nice to say well extra curricular, would you help with extra curricular’ however this ‘seems to be not one of the head’s priorities at all so we end up’, running clubs and teams therefore falls entirely upon members of the PE department (E2Cp5). Support for this teacher is not seen to be as substantial as when he was at his previous school as there was ‘a lot more …sort of help and opportunity to do stuff there’ (E2Cp7).

Parents of pupils at E2 are described as being ‘pretty supportive of the school in terms of PE’ (E2Dp10). This support is given in terms of kit and drop out as ‘there is a very low drop out rate and it’s not a huge problem. We don’t have thirty odd kids missing lessons or anything like that. We tell the parents, well we tell the kids and the parents what we expect …um, as in you will wear this kit, you will take part in PE lessons if you don’t (tape inaudible) and that’s as far as it goes basically’ (E2Dp10).

Links are not made ‘a great deal’ with other school subjects by PE at E2 (E2Bp2). Communication between PE and other subjects is limited to requests between them and science to borrow equipment, ‘we can borrow stuff from science, science borrow stuff from us, cause they do a Year 10, 11 module on fitness and health, so they can borrow steps and benches…and we’ve got heart rate monitors, they’ve got heart rate

monitors so' (E2Ap2). Links with science are strongest because the two male PE teachers have science as their second subject and have both at some point taught science (E2Ap2). They would like to teach the 'sporting science' module but timetable organisation has prevented this (E2Ap2).

Aspects of health are taught through 'Complimentary Studies' at E2. This is an hour a week and is mainly taught in form groups. It is now co-ordinated (unofficially) by the Head of PE as around a year ago 'the person who co-ordinated it gave up cause it was a lot of work and nobody said thanks or, you know, that sort of thing' (E2Cp2). In Complimentary Studies pupils 'do a block of work, not in a practical sense, but on health related education' (E2Dp2). This Year 8 block is 'mainly diet, and a little bit on fitness' (E2Ap3). Other topics, particularly in Year 9 include 'diet and drugs and smoking and all sorts of things like that' (E2Dp2, E2Ap3).

Health topics are also taught by the CDT and science faculties. Specifically 'the CDT home economics department do quite a lot of diet and so on and so forth and the science department do something on … the same sort of thing that we do, do the heart rate testing …. that sort of thing, they do similar things to us' (E2Cp9). This link is confirmed by another teacher who says of health that 'they deal a bit with it in science I would say, they do things like breathing rates and the heart and pulse rates and things like that in science fairly low down the school, so we may well say look, you know, have you done this in science yet?' (E2Dp4). Smoking and diet are also covered in other areas of the curriculum (E2Dp9).

Whole School Changes

Upcoming changes at the whole school level will have a direct and possibly indirect impact on the practice of the PE department. E2 and two other local schools are merging sixth forms, commencing in the next academic year. This will have obvious consequences for PE at E2, as provision of A-Level PE and core PE will be divided between the three schools, or may instead be provided by only one of the three schools. This will have a subsequent impact on facilities, staffing, resources and many other factors at each of the three schools. Other indirect changes may also occur. The older male teacher believes that communication between local PE teachers may be initiated again, following the demise of the local group of colleagues that met to

discuss PE. The merging of the sixth forms may, in his opinion, 'regenerate a bit of interest when we have more contact with them again' (E2Cp11). Communication with other schools is limited to 'leagues and fixtures' rather than curriculum issues as staff at local schools 'don't sit down and discuss how that's being taught in schools' (E2Bp7). Communication may be kickstarted in the near future when three local sixth forms (including E2) are combined.

The size of the school, and the subsequent arrangement of the whole school timetable affects the teaching of health and fitness by the PE department. The older female teacher says that 'because we have so many kids in this school we have 4 groups on PE at any one time'. This means that as all the groups are doing different activities, some groups will complete the Fitness block before Christmas, and others after. As a result 'some get it before their cross country, some get it after their cross country, it's just because of the timetable of the curriculum'. The teacher feels that this arrangement 'isn't ideal but there's no other way around it basically' (E2Dp5). Staff would prefer for all pupils to cover Fitness as soon as possible in Year 8, and to use the Cross Country block as a follow up to the Fitness block.

The way the school divides subjects and groups them into faculties has limited impact on practice at E2. PE is linked with 'Creative Arts' because of the Dance aspect of PE. The department do not teach dance, the only link seems therefore to be within the National Curriculum (E2Ap8). The department would 'rather actually be in science faculty' (E2Cp9) because of the links that could then be made with health and sports science, but have been 'structured' into the Creative Arts Faculty by school management (E2Cp3).

Cross Curricular Links

Two members of the PE department have science as their second subject. It has been suggested that they could teach the 'sporting science' part of the science curriculum. However the organisation of the science timetable (group of three topics rotation) prevents this, as it would mean that the PE staff would also 'have to teach things like physics' (E2Ap2).

PE is part of the 'Creative Arts Faculty' at E2. The male PET does not know why PE is linked with music, drama, media and art. The department would 'rather actually be in science' as they are 'much closer to our needs' (E2Cp9) but have no control over

the way faculties are structured (E2Cp3).

Policy

The curriculum framework is listed by the young female teacher as one of the three biggest influences over her practice. The framework sets out 'the different topics and things' and so dictates to an extent what she teaches (E2Bp7).

Facilities

Some unusual facilities at E2 provide valuable opportunities for pupils through the standard PE curriculum. The current Head of Department had a climbing wall installed in the gym. Rock climbing is now a block of activity in Year 9. Half the class are climbing, whilst the rest play table tennis, and they swap over halfway through the lesson. This facility means that pupils 'have some experience of those two games and they…you know, it's quite good' (E2Cp6). The older male teacher says that the rock climbing block is 'mainly very popular'. The reception of this unit, like all others is variable, as the teacher explains 'some of them make incredible progress and others of course don't make much, but that's the same for everything'. The activity is certainly seen as valuable. The reason for this seems to be that 'it's certainly something different shall we say. Gives them a good experience' (E2Cp6). It seems that sometimes sports are put into the curriculum because they suit the facilities available, rather than for what the activity itself brings to the curriculum (E2Bp1).

Currently the PE department have a course around the school field that they use for the cross country running block. Whilst this is not to the same standard as the local woodland park that pupils used to be transported to, the course 'is actually using some slightly wooded areas we call that the environmental area' (E2Cp3). This 'facility' serves to make the course more interesting than simply running around the school field.

Facilities also directly affect the Fitness block. The older female teacher points out that with one hundred pupils in four groups coming to PE at any one time 'you've got to use the facilities effectively'. Fitness is taught in the school's hall, and outside. An important consideration for the department is 'to say what can we teach effectively in here'. The female teacher feels that 'actually fitness is a pretty easy thing to teach in here [the hall]'. She also points out that 'you've got to take into account resources and

things like that' (E2Dp7). The combination of activities and facilities when the HRF block is timetabled mean that staff view the block as particularly unproblematic. There are two indoor facilities available for HRF, as other groups are on swimming, football and netball (E2Cp4).

Resources

The department has heart rate monitors that they use within curricular PE. The use of these seems to be for its own sake, rather than to help pupils understand other issues of heart health. The HoD says that they 'occasionally put heart rate monitor on Year 8s just to see if they, see what actually does happen' the purpose of this is 'mainly introducing them to actual readouts and see how different it is' (E2Ap2). The department have their own equipment for fitness testing, including 'a sit and reach test er little box somewhere that technology made for us', and 'tennis balls for reactions, cones for agility and mats for standing long jump test'. They also borrow rulers from Maths (E2Bp2). The presence of these resources may have influenced one of the department who 'has done sort of fitness testing with them in a lesson' (E2Dp3). The PE department also has the bleep test tape. The HoD says that this 'it's not fit, well it's not really health but it, you can stretch it to health related fitness' so it is used as part of the Fitness unit of work. Resources are thought by the HoD to be an influence on the delivery of HRE. This is the case 'you know, where they're easily accessed and easily used, you know, like the beep test'. Resources seem to be utilised by the department if they are 'an easy resource' or 'ever so easy to use' (E2Ap7). Resources and 'things that take a lot of time setting up and stuff' tend not to be used by the department. This is because PE lessons are only an hour long and so 'where you're changing from one activity to the next activity to the next you haven't actually got the time to do it' (E2Ap7). Resources that influence the department's practice are those that are easy to access and use, making them practical within a restricted amount of time. The department do not seem to use commercially available books as resources for HRE, but more practical items such as circuit cards, and their own Fitness booklets (E2Bp2). Their 'own knowledge' as a department is also considered by the young female teacher to be a resource (E2Bp2).

The Fitness booklets are completed during the Fitness block by pupils. One lesson, for example, requires them to plan a warm up and write this into the booklet. Afterwards

the booklets are kept in the pupils' PE folders so that 'they can refer back to it' (E2Dp4).The Fitness booklets have been modified over the last three to four years. The older male teacher describes the 'sort of latest version'. He says the booklet 'is more tests and a bit more variety in it and more things that you can do, so you can pick and choose and you've got, I don't think you could cover everything in it but' (E2Cp6). This teacher appears to feel that the booklet is a big influence on practice, as it outlines all the possible lesson content. This content is aligned with the NCPE requirements, the male teacher thinks that 'the two are tied together fairly well' (E2Cp8). The updating of this booklet is 'I suppose it's sort of ongoing really, which is good' (E2Cp6). Recent updates to the booklets have extended the potential for differentiation within the Fitness block. The older female teacher described how the HoD had added 'a little section on maximum heart rates and training for the more able kids' (E2Dp8). Whilst this new content may not necessarily be sufficient for a whole lesson, when looking at the topic of pulse rate the 'more able kids' may be able to read the next page in the booklet and extend their understanding (E2Dp8).

Previous to the introduction of the Fitness booklet, the older male teacher's practice for Fitness was heavily influenced by another resource. He says that 'for years I used to do things like um a down graded version of the US marine type er fitness test' (E2Cp6) that centred on testing and retesting. The teacher thinks that the booklet 'is more of a structured thing for everybody' (E2Cp6).

Resources 'aren't really an issue' for the older male teacher. For him most of the activities 'don't actually need any equipment'. The department have both a gym and a larger hall at their disposal for delivering the Fitness block, as other groups are timetabled for swimming and outdoor activities, so according to this teacher 'it's not normally a problem' (E2Cp4). Other resources could change practice in the department in his opinion. He thinks that 'with our resources I think we do fairly well', but also that 'there probably are better ways of doing it if you've got a multigym, or lots of multigyms or something' (E2Cp4). Current practice is, for the male teacher, 'one of the better ways of doing it'. This is due to 'having a booklet which they all have and that they have explained to them' (E2Cp4). The department do not tend to get new resources, at least not in terms of equipment. The older male teacher says that what they do get is 'mainly replacing worn out stuff', giving the

example of new cricket nets. He also mentions the climbing wall, the sports hall, swimming pool and gym, indicating that he sees these facilities as resources for teaching. He goes on to describe their resources as 'reasonable', but then compares the outdoor facilities to those at other schools, saying that their own 'could be better' (E2Cp10).

The department does however regularly obtain new information based resources. One of the older male teacher's jobs within the department is to 'look after resources and stuff'. He compiles inventories of 'all the stuff we've got, videos and stuff' to enable staff to easily see which resources are available. Now that the department is offering A-Level and GCSE PE 'you do obviously build up and build it up'. Although the department 'can't afford to buy too much at once' they are 'continually getting more and more' books and videos etc (E2Cp11). This tends to be done through the Head of Department, who 'gets hold of things mainly by talking to other people and going on courses so they recommend such and such a book'. The department are also sent various free samples and inspection copies by publishers. The older male teacher also thinks that because the HoD is a member of the PEA this helps the department to find out about new resources (E2Cp11).

Resources that take the form of schemes of work are a potential source of change for the department. The HoD says that there is no intention to change the way health is taught at E2, 'unless somebody comes up with some ideas for us' (E2Ap9). The HoD is willing to accept these ideas from 'anybody' and says if 'you write us a unit and we'll try it' (E2Ap9).

New equipment can also be a potential source of change in the department. Although the older male teacher is 'pretty happy with the way it's going' regarding the fitness block and health teaching in general he and the department are also open to change. If the department 'can think of further improvements we would obviously put them in. There may be you know, other opportunities or resources that become available later'. The male teacher gives the example of a new piece of 'apparatus' which he sees as a resource that could be used for 'a wet day' (E2Cp10).

LEA/Adviser

The department receive no input from the LEA advisers as, in the words of the HoD;

‘we haven’t got one’ (E2Ap10). The county did have an adviser, but he was not replaced on leaving his post. This may have been a result in the changes to the way advisers were funded following the ERA (1988), when schools were required to ‘buy in’ their services. The young female teacher is not aware of a great deal of input from the adviser. She does know that ‘he came in once and did sort of a mini inspection and spoke to everybody but that was a year before I started so’ (E2Bp6). She did not speak of any LEA input since joining E2.

The older male teacher agrees that there is no outside LEA influence on the teaching of HRE as ‘the PE adviser, is um, doesn’t seem to be around so at the moment we don’t seem to have a PE adviser’. Before the adviser left one of his main roles was to organise various courses. The example given by the male teacher was of a skiing course, which never actually ran because ‘there were never enough people to go on it’. If the county does not have an adviser it may be assumed that no-one is arranging courses for PE teachers locally, thus limiting schools to commercially run or non-PE specific inset.

The lack of influence from the LEA is commented on again by the older female teacher. She describes the county in which she works as being ‘dreadful for PE advisers’. She qualifies this statement by explaining ‘cause I don’t think we’ve got one…one has certainly gone and I don’t, there just don’t seem to be PE advisers around’ (E2Dp11). As an ‘outside influence’ the LEA does not feature at E2. Advice and instruction from this source is absent as there ‘aren’t PE advisers coming into the school saying ‘right, you need to do this, you need to do that’ it just doesn’t happen’ (E2Dp11).

Inset

The Head of PE has been on a training day that covered issues of health. Topics on this course included ‘well being um, and other things, so they’re looking at staff well-being, pupil well-being, stuff like that. Um, so it’s more of an awareness thing really, like the stress’ (E2Ap4). It is not apparent that this training day caused any changes in policy or practice at E2, other than possibly ‘an awareness’ of the issues. There is a lot of inset offered to the department but ‘not for health’. The inset available is ‘mainly sport related or management, you know’, directed at the Head of PE (E2Ap10).

Most of the courses attended by the PE staff are those that are compulsory to maintain certificates in certain activities. The example given is the trampolining courses, because 'it is something you need to keep up your safety stuff on and, er so about every 2 years we have a training course on trampolining actually here'. Staff also request updates on various sports, such as basketball, but these 'don't normally seem to happen' (E2Cp7). The older female does not believe that Inset is an influence over health and fitness at E2 as 'we've never really done' any HRE inset. She thinks instead it is 'purely department decision that we were gonna do something that's what it would be' (E2Dp8). Inset can be an influence over other areas of the PE curriculum however. The older female teacher briefly mentions an example of when another member of the PE staff 'went on a course and came back and said well look lets…' (E2Dp12). This course was clearly an influence on practice, not just for the teacher attending the course.

The Head of PE says that inset is an influence on his practice, but is not uncritical of PE inset in general. He questions the practicality of some of the ideas and advice given on courses when applied to a real life school situation. The problem with courses for him is that 'you go on a course and you're yeah that's really good and you're enthused about it and you come back to school and then you sit down and think well would it work, you know'. The reason he gives for this is that many courses use the PE teachers themselves as participants when demonstrating ideas and activities 'and not actually children as participants'. This gives a false impression of the feasibility of activities as it is 'slightly different, you know, getting 30 Year 9s to do something and getting 30 teachers to do it. Teachers will um are more likely to be able to do it than the 30 Year 9s so' (E2Ap10).

Inset can be an influence on the resources that the department invests in. The older male teacher described how the department came across new resources. The main avenue was through the Head of Department. He was referred to as 'the one who gets hold of things mainly by talking to other people and going on courses so they recommend such and such a book' (E2Cp11). Recommendations made by course tutors and even fellow attendees can thus influence the publication (books, videos etc) type resources held by the department.

Schemes and outside organisations

Local schemes concerned with health have an impact on the whole school, although not as big an impact as the Head of PE might like. The school holds the 'Healthy [County] 2000 Award. This does not appear to have raised health as a whole school issue to any great degree, rather, according to the HoD 'people are aware of it' (E2Ap4). The older male teacher says that they received the award 'because we were non smoking and because we did talk about healthy eating in the canteen'. PE did not appear to have made any significant contribution to gaining the award. The male teacher confirms that the award has not had a lasting impact on awareness of health issues across the schools, as he says of the award and the criteria for gaining it 'that's not something that we concentrate so much on now' (E2Cp5).

Professional Associations

The only mention made of professional associations for PE teachers was by the older male teacher. He was describing how the department discover new resources, and said that the HoD 'being in the PEA I think that probably PE point of view helps I'm sure' (E2Cp11).

Feeder Schools

Primary feeder schools obviously have a huge effect on the pupils entering E2. The schools are subsequently having an effect on practice in PE at E2. Pupils at E2 are seeming to be more knoweldgable than in the past, because of the science taught at Key Stage 2 (E2Bp7, E2Dp4). The young female teacher commented on the new intake's knowledge and understanding. She noted that 'each year that we've had Year 8 they've known a little bit more about er how the body works, so it just shows that that bit must be more focused on it in the middle school in the primary schools'. She does not know whether this knowledge arises from PE or science teaching, or why this is the case, but the new pupils 'do seem to be more knowledgeable' (E2Bp6). The older female teacher also comments that pupils in Year 8 'obviously have some knowledge from middle schools' (E2Dp4). This may eventually have an impact on the content of the theory side of the GCSE course, as pupils are supposed to cover aspects of the current content in Key Stage 2 and 3 science (E2Bp7).

Whilst pupils may be gaining more and more HRE knowledge from their primary schools, not all the PE staff at E2 see the transfer as unproblematic. The older female teacher states that 'the problems with first and second schools is that they don't have PE specialists …so the children get…not second hand stuff, cause I mean some of the teachers are very, very good, but they're not getting it from a PE perspective, they're getting it from an English teacher's perspective who's got to teach PE as part of the national curriculum' (E2Dp11). The root of the problem for the female teacher is threefold. Firstly the primary schools 'don't have the facilities'. They also, in her view don't 'have the background knowledge' and lastly 'in some cases they probably don't actually want to teach it in any case'. This is a problem that this teacher feels is 'huge' and won't be solved 'unless you put specialist PE teachers in first and middle schools' (E2Dp11).

The PE department do not do any work with the feeder schools (E2Bp7). Staff at feeder schools are only seen 'a couple of times a year on courses' (E2Bp7). This is even the case for the middle school situated at the bottom of the field on the same site as E2. Staff are currently trying to set up 'working parties' with colleagues from feeder schools in all subjects. 'PE would be a good one to do' in the opinion of the older female teacher (E2Dp11).

Many secondary schools in E2's LEA accept pupils only from Year 8 onwards. This impacts on practice in PE. The older female PET thinks that 'it's a problem actually, I think they should [start] at Year 7 in secondary school. You miss a huge chunk of them I think' (E2Dp3).

Exam

Pupils doing GCSE PE receive more theoretical teaching about health issues that those doing only core PE (E2Ap1). This coverage with GCSE and A level pupils is also 'a lot more in depth' (E2Bp1, E2Dp1). One example given by the HoD is that of diet and nutrition. He says that of core PE 'we do do a little bit on the diet, not as much as you probably could do'. He goes on to say that 'Um, the diet comes more into it when we're looking at GCSE, where they go away and look at what they're actually eating' (E2Ap1). Presumably diet and nutrition is part of the syllabus for GCSE PE. Such topics have not been transferred into the curriculum for core PE.

GCSE pupils also examine the concepts of health and fitness more closely. They study 'the differences between health and fitness, you know, health related fitness components, skill related fitness components, they're looking at those and trying to sort of say right, how do we alter these' (E2Ap3).

Because the department now offer A-Level and GCSE PE they are 'continually getting more and more' resources, in terms of 'books and videos and stuff' (E2Cp11).

Ofsted

Ofsted has been an influence on practice at E2 only in that it has discouraged change. The older female teacher reported that 'when we were Ofsted-ed we were told the curriculum was fine' and that as a result 'I think we've basically kept that model' (E2Dp11). It may be that to change a curriculum that has passed an inspection is seen as risky, and that any other models employed may not meet with the same approval. It may alternately be the case that at E2, and possibly beyond, Ofsted approval is seen as the signifier of a successful curriculum.

Pragmatics

General

…And that's, we've done it that way because we think it's easy… (E2Dp12).

Weather

The younger female PET believes that the HRF block is working well at the moment 'because it's one of those that isn't interrupted by the weather, there's nothing going on at the same time'. The department do the bleep test 'not necessarily' in the Fitness block 'because that time of year when it's raining and we've only got a few facilities we have to put a few groups together we do it then' (E2Bp1). The test is thus often used as a means of accommodating large numbers of pupils indoors in the event of bad weather. It is questionable perhaps whether the department use the test for pedagogical reasons, or if it is used solely for its practicality.

Time

The HoD says that the NCPE is the fourth biggest influence on his practice. However how much of an impact the policy has on practice is dependent on time. He says that

the NCPE ‘takes more time to read, basically, it’s not in your face, and you've got to sit down and read it and you know, it comes down to time at the end of the day, with everything else’ (E2Ap8). Time may then be the biggest influence in this department, as all changes and revisions to policy and practice require time.

Health and Safety

The cross country block that runs after the unit of work on Fitness was changed in recent years. The route used to involve local woodland, but is now restricted to the school campus. The youngest female teacher gave the reasons for this change. With the off campus route ‘because they were going outside of the school, and it’s quite dangerous cause you don’t know whose about and we used to follow in our cars, cause it’s the only way you can see everyone’ (E2Bp5). Concern for pupils’ safety was in this case a reason for changing practice, and influences the way the block is run now.

Timetable

Changes to the timing of the school day at E2 have had an impact on the delivery of HRE. Previously lessons were eighty-five minutes long. The change to lessons of only an hour duration have been a large factor in the PE department no longer using the school coach to take pupils to the local woodland park for cross country lessons. Pupils now do a course based around the school field (E2Cp3).

Department

The PE department at E2 consists of the male HoD, an older and younger male teacher (the youngest member of the department – not interviewed) and an older and younger female teacher. There is another full time female teacher, who was not interviewed. The older female teacher is part time PE as she is a Deputy Head and Head of Year involved in the pastoral side of the school. There is another male member of staff who teaches only swimming. One of the male members of staff is the intake co-ordinator, working with E2’s feeder schools. Where lessons are taught in single sex groups, the women take the girls’ groups and vice versa. In previous years (up until six years ago) other members of staff (non-PE) were teaching a small number of PE lessons. Now teaching is only done by specialist staff (E2Dp2). There is no contribution from other subject teachers in terms of extra-curricular activities

(E2Cp5). The school does not have a PSE or Health co-ordinator. One member of the PE staff supposes that this 'would fall under [HoD]'s sort of er …umbrella really as sort of head of PE' (E2Cp2).

Two of the male teachers in the department have science as their second subject. The timetabling of the science curriculum means that they are unable to teach the sports science module (E2Ap2).

Shared Philosophy

The HoD 'hopes' that the rest of his department have the same philosophy of PE. He thinks that 'they would say that by the time they leave they've got knowledge enough of each of the sports and areas so that they can go out and do some, depending on what their sort of areas of want are' (E2Ap6).

The younger female teacher agrees that 'generally we've both got the same principle' despite there being a difference in ideas between her and the older male teacher due to being in a 'totally different age group' (E2Bp3). She gives an example of the different expectation for pupils' fitness of the staff from different age groups. Her 'aim is that they can see and improve their fitness and just check it out' whereas older staff wanted pupils to do a really long run (E2Bp3). The young female teacher also believes there may be variations in approach 'between the sexes as well' (E2Bp3). Not all of the men will, in her opinion, have a vastly different approach, but the older male particularly is 'obviously old school PE so his style of teaching is quite different' (E2Bp3). She is not concerned by these differences though as 'at the end of the day we're all looking for the same thing. We want each child to do their best and understand the importance of fitness' (E2Bp3).

The older male teacher thinks that the whole department views health as important (E2Cp4) and have the same sort of ideas about it (E2Cp5). It is one of the more 'structured' aspects of the curriculum and he believes most of the staff enjoy teaching this area (E2Cp4).

There has never been any question of taking Fitness out of the curriculum. The block is there, says the older female teacher, 'because you can build on that in, you know, you can build on that in every other activity that we teach' (E2Dp5). She thinks that

the whole department are 'all agreed that it needs to, you know, it's got a place in there and it's quite a good, um, you know, it's quite important' (E2Dp6).

Planning/Decision Making

Planning for HRE is achieved by 'the whole of the department sort of doing it together really'. Whilst the HoD wrote the scheme of work, the younger male teacher compiled the booklets and all have an input on updates (E2Ap7). The female teacher assumes that the HoD was the person deciding on the format of current practice, but cannot be sure as it was in place before her arrival at E2. She confirms that the younger male teacher has desgined the booklet over the last three or four years. These two teachers have had the bulk of input into the Fitness block but through their monthly meetings the department have 'all had some input into it' (E2Bp5). Input into the various curriculum areas is mainly based on teachers' areas of experience. The booklet for Fitness, for example, arose from a college project completed by the younger male (E2Bp6). Much the same is said again by the older male teacher. Decisions over HRE practice and the Fitness block were made 'between ourselves', with the younger male producing the booklet. Planning clearly takes place at PE meetings, where issues are 'talked about' amongst themselves before decisions are made (E2Cp6). The older female teacher clarifies that the decision to introduce a Fitness block was 'a department decision' made at a formal monthly meeting. The 'curriculum is reviewed fairly regularly' and at one such review a suggestion was made to introduce fitness. The booklet was then designed. This too is subject to regular review, and has been amended following department discussion (E2Dp7).

Staff at E2 'all sort of help each other' (E2Cp7). They are also often the biggest influences on each other's practice. Staff utilise each others' areas of expertise and share good practice. The older male cites the younger male as being one of the 'main influences, certainly on me', through the fitness booklet and his knowledge of the area (E2Cp7).

Some planning for the fitness block is left up to the teacher. Four of the six lessons are outlined in the Fitness scheme of work and booklet. The content of these lessons has been agreed by PE staff as that which everybody needs to cover. The remaining two lessons allow for 'a bit of personal freedom really' (E2Dp3).

PE staff

All members of the department have had some input into the way health and fitness is delivered at E2. Some staff made specific contributions, such as the HoD and male teacher who wrote the booklets for the Fitness module initially and when they were 'revamped'. Others are involved in planning as it's the 'whole of the department sort of doing it together really' (E2Ap7). The younger female teacher confirms that the Fitness block was in place before she joined the school, so she would assume that the HoD had put it into the curriculum. She is aware that 'over the last sort of 3 or 4 years [the youngest male teacher] has, he designed the booklet'. Although these two members of staff have been instrumental in designing the Fitness block, planning is done by the whole department. They have 'meetings once a month' for planning purposes and 'so we've all had some input into it ..but those two mainly' (E2Bp5). This is all confirmed by the older male teacher, who says that, regarding the Fitness block, 'I think we did it between ourselves um, [male teacher] actually came up with the booklet, but I think we talked about it amongst ourselves at PE meetings and so on and decided that we would' (E2Cp6). Staff in the PE department seem to contribute according to their own areas of expertise. Influences on department decisions arise 'just by different people coming to the department I think' said the youngest female teacher. Her own 'main areas' of expertise are athletics and cross country and so she 'put in a little bit about that'. The young male teacher 'did a big project on fitness at college, so he'd got the ideas for that booklet' (E2Bp6).

The older male teacher discussed the booklet and the way health and fitness is taught at E2. He thinks that the PE staff 'all sort of help each other' (E2Cp7) and that 'they were all certainly an influence on me on the whole thing' (E2Cp9). He adds though that the youngest male teacher 'came up with the booklet' and that 'I suppose, he's probably been er one of the main influences, certainly on me'. Staff at E2 seem to influence each other, particularly through their different areas of expertise and specialism. The older male teacher says of his colleague 'although he's not the greatest advocate (laughing) of health himself, as far as running goes that is, but er, he knows….quite a lot about it, teach the young ones I think' (E2Cp7). His arrival into the department was 'partly' responsible for prompting the decision to have a fitness block (E2Cp7). The booklet itself has helped the older teacher 'to make sure that you do the same thing with all the groups, in a way, which is fair to them and good

practice', and has as such been a positive influence on his teaching of health and fitness (E2Cp7).

Individual PE teachers are an influence over the delivery of health and fitness at the level of practice as well as policy. Whilst the booklet and scheme of work have been influenced primarily by only two of the teachers, practice is affected by all the PE staff. The most obvious way this occurs is in the choice of content. The older female teacher says that within the six week block there is one lesson on the bleep test, one on circuits, warm up and cool down, one lesson on defining health and fitness and 'then the other two we sort of…rather than being prescriptive we leave it up to the teacher' (E2Dp3). Teachers may therefore choose to do a second bleep test, or 'some might do a couple of sessions on circuit training um, the 12 minute run we sometimes do, step tests'. A third of the block is, in this way, open to interpretation by the individual teacher in terms of content. It is a 'bit of personal freedom really' (E2Dp3). Teaching style is also determined by the individual teacher. The older female teacher uses a variety of methods, including reciprocal and guided discovery. The reason she gives for this is that 'you know, you might do something one week and then just change it because you're bored with it the next week or whatever' (E2Dp4). Changing certain aspects of practice thus helps teachers to maintain interest in teaching Fitness. This may in fact be an underestimated force for change. The older female teacher was asked if there were any reasons why changes had been made to the fitness block. She answered that 'I think just, you know, as you teach it you might suddenly think…oh, you know, next time I teach this I'm going to do it in a slightly different way' (E2Dp8). It seems natural for this teacher to change her practice in this way. If she was teaching two blocks of the same activity she would 'probably teach it differently in any case'. Her reasoning behind this variation of practice is simply to maintain interest, it is 'your own sanity as well as the children's' (E2Dp8).

Other PE staff's practice can be an influence on this change at the level of delivery. The older female teacher claims to alter her own practice according to her observations of other teachers. This is on a very informal basis. She explains that she may 'walk through somebody's lesson and you see them doing something. I mean I haven't ever done a lot on the fitness testing, but I've seen it done this year, and I think possibly next year that'll be one of my, you know, I will do a lesson on

that' (E2Dp8). Staff within the PE department have different specialisms. The older female teacher phrases this as people 'feel more comfortable' with some topics than others. She, for example, would 'feel less comfortable teaching stuff on maximum heart rates' than the HoD, because he is 'into that sort of thing' and teaches A-level physiology, so is 'a lot more knowledgeable about it'. She claims that she 'would probably struggle with that'. On this basis she believes that the PE staff all teach fitness differently because 'I think you teach to your strengths in any case' (E2Dp8). These strengths are particularly important for this teacher in those people that lead the department. The Head of Department has 'his heart is in PE so he's fairly au fait with the curriculum'. The younger female teacher in charge of Girls PE is 'pretty up with the national curriculum'. As a result of these individual strengths the older female teacher thinks 'we've basically got it right because the people who are leading it are… you know, they're knowledgeable about it' (E2Dp11).

Enjoyment

The older male teacher's opinion is that the whole PE department view health and fitness as being important. Providing that staff have 'a half decent group' he believes that 'most of us enjoy doing it' (E2Cp4). Staff enjoyment may well have an impact on how an activity is delivered. The energy and enthusiasm that goes into teaching may be great with an activity the teacher enjoys, more effort may go into planning and preparation, and subject knowledge may even be higher for a topic the teacher enjoys.

Age

The younger female teacher at E2 thinks that 'generally we've both got the same principle' when comparing her view of health and fitness with that of other members of the department. She is aware that 'because obviously I'm a totally different age group to what [older male teacher], who you've just seen, so we're a totally different, so we've got different ideas'(E2Bp3). Age then can be an influence on practice through the different ideas and philosophies of teachers of different age groups. There may be many reasons why teachers of different ages may have different views of health and fitness. Teacher training, for example, can have an effect on teacher's philosophies, and the view of health promoted by training agencies may well have changed over time.

The young female finds that her approach to HRE is often different to that of the older teachers, and they have different intended outcomes for the same activities. She gives the example of a cross country lesson at the end of the fitness block. She had set up a short course for pupils to complete, her aim being that 'they can see and improve their fitness and just check it out', whereas the older teachers thought that her course was not long enough, and 'were just trying to get them to do a really long run' (E2Bp3).

Gender

The younger female teacher gave examples of where philosophy and practice regarding HRE varied between staff in the department, and theorised that this may be due to the different ages of teachers. She adds too that 'I think generally that there is gonna be slight variations between. I think that comes too, between the sexes as well' (E2Bp3). This indicates that she sees evidence of different philosophies held by the male and female sides of the department, possibly resulting in different practice when teaching girls or boys. The difference in approach is not universal across the gender split of the department. When teaching, some of the male teachers have a different approach. The female teacher is quick to point out that she is 'not trying to put them down' but explains that the eldest male teacher is 'obviously old school PE so his style of teaching is quite different' (E2Bp3).

Colleagues

The Head of Department feels that one source of influence on the department is practice in other schools and from universities. The department hosts PGCE and B Ed. students on teaching practice. These students often come in with new ideas that the department adopt. Students 'came in recently with some ideas for outdoor ed, so we said oh that's a good idea, so we nicked it and we're using it now so' (E2Ap7). The HoD is willing to use ideas from seemingly anybody. He says 'yeah, I mean if people come in with ideas or you know' (E2Ap10). Any visitors to the department appear to be a potential source of influence.

Colleagues from other schools or the university also influence the resources used by the department. The HoD prefers when 'you can look at the resources before you buy, rather than buying them and finding out they're no good and stuff like that'. Purchasing resources 'goes a lot on personal recommendation by other people as well' (E2Ap10).

There is currently no communication between local schools specific to health and fitness. Colleagues do not 'sit down and discuss how that's being taught in schools' (E2Bp7). Staff at local schools do 'get to know all the other staff quite well' because the local leagues and fixtures involve all the same schools. In this respect colleagues in other schools are not an influence on each other's practice. In the past local teachers have got together to discuss PE. The older male teacher says that 'we did have a, actually form a local association of PE teachers, um we have met from time to time but er obviously that was an ideal thing…um but er, we haven't done it lately but that was good'. Teachers were prompted to form this association 'because other areas had them and they worked well and we thought we've got to'. The bar facility at a local school was thought by the group to be an ideal place to meet (E2Cp11). It seems however that these meetings have not taken place over the last few years, as the younger female teacher was unaware of them. Communication between E2 and two other local schools should be emphatically improved when the Year 12 and 13 provision in these three schools is merged to form one sixth form centre. The older male teacher hopes that this 'may sort of, regenerate a bit of interest when we have more contact with them again' (E2Cp11). The older female teacher also spoke of the influence that colleagues used to be. Describing influences on her practice she said 'the only other thing you do is you talk to colleagues at other schools and listen to what they're doing'. This is no longer such an influence as 'we don't have time for that nowadays really' (E2Dp11).

Other staff at E2 outside of the PE department are also felt to not be of any influence on the Fitness block. Some time ago non-PE staff were teaching some PE lessons, but this was only a small number of lower school lessons. The young female teacher does not believe that any of these teachers were an influence on practice regarding health and fitness (E2Bp7). One teacher previously at the school was a big influence on whole school policy and practice regarding health. She was a home economics teacher who was the school's health co-ordinator. It was this teacher who was instrumental in the school's achievement of the Healthy [County] 2000 Award. The older male teacher says that she 'spent a lot of work on it and didn't really get, did get some thanks but' (E2Cp5). He was 'sorry to see her go really' as she seemed to have made a big impact on the school's policies relating to health. During her time as health co-

ordinator E2 ‘got the healthy [County] school’s award and non smoking policy’. The school was also ‘encouraging people to eat healthily and try different foods’. These practices do not appear to have been sustained. The male teacher says that the award and the school’s practice at the time ‘was a very good thing but it doesn’t happen any more so, it’s a pity it doesn’t’ (E2Cp8).

Pupils

Enjoyment

In the words of the Head of PE, ‘the kids love the beep test’. This aspect of the fitness block works well in his opinion because pupils enjoy the test and are motivated by the results. He does qualify his initial statement by saying ‘alright, I would say 98 percent of children quite enjoy it. Yes they will moan’. Pupils are engaged by the test and keen to make progress, as ‘when we’re actually doing it they’re eager to say right, you know, what was it, did I improve on the last time I’ve done it um and stuff like that’ (E2Ap4). The older female teacher says that the bleep test is ‘actually really popular, and the young female teacher at E2 confirms that pupils seem to enjoy the fitness testing aspect of the Fitness block. In particular ‘they really like the ones where they’re in a circuit and they get to move around. Like um the reaction one where we give them a ruler and have to see um how quickly um how far it takes for them to catch it again. They like that moving around’. It seems then that pupils enjoy being able to carry out a task independently, and are also motivated by having something to aim for. The teacher witnessed ‘quite a surprise reaction for the bleep test because people that hardly do anything in the lessons, not really motivated actually quite get into it. I think I suppose they’ve got a target they can see what they’re going towards’ (E2Bp1). The older female teacher believes that pupil enjoyment is the reason for including fitness testing in the block. She says of the testing ‘they actually enjoy it, surprisingly enough’. She agrees with her colleague that pupils enjoy testing because they have a target to aim for. In her opinion ‘it’s something different. And also I think kids like getting a score for something’. Pupils like to see what level they are on the bleep test, ‘they really like getting a score for whatever activity they’re doing’. The motivation lies in making visible progress, as ‘it’s also something they can actually see an improvement in if they repeat it’ (E2Dp4).

When asked about her personal philosophy of PE the older female teacher describes the curriculum framework for PE at E2. She outlines some of the activities covered explaining that 'we try and introduce a range of activities, we try and introduce different ones every year'. These are 'fairly basic' in Year 8, where the aim is for pupils to cover a 'fairly basic range of activities'. Some activities are repeated in Year 9, 'we still maintain some elements', whilst others are introduced. In Year 10 and 11 the department pick out 'the sports we feel they enjoy the most and then we do more work on those sports'. Pupil enjoyment appears then to have a major impact on the philosophy of the whole department, if this is the basis on which the curriculum framework is arranged. Other changes have been made by the department in order to appeal to pupils. Blocks for PE in Year 10 and 11 were shortened to 4 weeks. Their theory behind this change was that 'most kids can put up with something for 4 weeks, if you do it for half a term that's a long time'. Pupils are thus given opportunities to do the sports they like, yet equally 'if they don't like them they don't have to do them for very long'. Blocks of this length, the older female teacher feels, mean that pupils are 'able to improve, but they're not getting it absolutely thrown at them from all angles' (E2Dp7).

The Head of Department acknowledges the individual needs of pupils in regards to his curriculum. He hopes that all pupils will 'find something they enjoy', and that through the activities on offer different pupils will 'want to do the best that they can to find something that they can actually do' (E2Ap5). The HoD describes how pupils may like some activities and not others, which he believes 'comes down to personalities, extrovert, introvert, so your introverts will like the outdoor ed bit and the problem solving and stuff like that but not like team games' (E2Ap5). The older female teacher also acknowledges the differences in pupils attitude towards PE and sport. Some will choose A-level PE and be doing sport all the time, others will not. Her philosophy is still to give pupils the opportunity to find 'one sport that they really enjoy and they'd be prepared to do' (E2Dp6). She compares pupils to her son, who does lots of sport, but also spends time 'in front of a playstation' (E2Dp6). She is concerned for the children that are not doing any activity. This teacher describes the curriculum framework for PE in her interview and emphasises the range of activities introduced in Year 8. In Years 10 and 11 this range is reduced as the department have 'picked out the sports we feel they enjoy the most and then we do more work on those sports'

these are the sports that ‘we feel that they get most out of’ (E2Dp6).

Motivation

Cross country running follows Fitness on the PE curriculum at E2. In the past pupils were asked to complete a long route that led them off campus. This was changed recently to a shorter route on campus. One of the reasons for this change was given by the youngest female teacher. She said that the pupils would ‘walk it, I would say most of the girls would walk it, even those that were really good, just peer pressure would just walk it’ (E2Bp6). Pupils’ ability to motivate themselves, or even teachers’ ability to motivate pupils has influenced practice in this case. They now do a course where they are visible to teachers at all times and are expected to complete several laps of the short course. The theory behind using the short course is that pupils could then ‘see how far they were running, they could improve on their times’ (E2Bp6). Pupils being able to see their own progression through the block was thought to help them motivating themselves, working towards a target.

The young female teacher again mentions progression when speaking of how well she thinks the Fitness block is working. She thinks that the unit works well with pupils because through the booklet ‘they know what’s expected, what they’re doing for the next 6 weeks I think they quite get into it as well’. Informing pupils of what they are working towards seems then to help to engage them in the Fitness block. Recording results also seems to help motivate pupils. In the booklets there is ‘a table at the back for them to fill in, they can see progress’ (E2Bp6).

Fitness testing has been found to be something that motivates pupils at E2. The HoD says the vast majority of children ‘quite enjoy’ the bleep test. They are eager to find out their scores and know whether they improved on the last time they did the test (E2Ap4). The department values pupils that strive to improve, whatever their ability. He says that ‘as long as they try their best then we’re quite happy with them’ (E2Ap5). The younger female teacher also discusses how successful the bleep test is at motivating students, particularly those that ‘hardly do anything in the lessons, not really motivated actually quite get into it. This was a ‘surprise reaction‘ in her view, and she reasons that it may be because ‘they’ve got a target they can see what they’re going towards’ (E2Bp1). The older female teacher confirms that the

department include fitness testing because 'they actually enjoy it, surprisingly enough' (E2Dp3). This enjoyment is presumed to arise from pupils being able to use tests to find out their own strengths and weaknesses, as 'they like to see um, alright, I'm, I might not be particularly flexible but I am quite quick, or something like that' (E2Dp3). Pupils also, in her opinion, like to get a score for their performance in a lesson, which they can use to judge their own improvement (E2Dp3). The younger female teacher at E2 says that as part of her HRE delivery she makes comparisons between pupils. The unit on HRE includes about two lessons on 'do we mean by how fit are you, whose the fittest, how can we increase fitness' (E2Bp1). Presumably this means using fitness test scores and performance in tasks to compare pupils' fitness.

Part of motivating pupils in Fitness seems to be dispelling any previous expectations that they have about this area of work. The older female teacher thinks that 'the kids actually quite enjoy finding out about it' and that once they get into the block they are 'quite happy' if the teacher is able to 'make it fairly interesting for them'. This teacher thinks that pupils' 'misconception is oh fitness, that means we're going to be running every week'. Part of her role is to explain to children that Fitness 'is not about you running every week, we do that in cross country'. Fitness at E2 is actually about 'finding out different ways' of improving fitness, and all the different activities such as aerobics that could count as 'fitness work'. A very important part of successful teaching in this area for this teacher is 'to get over to them very quickly that this is not 6 weeks of running' (E2Dp5).

Changing the reporting system has helped the PE department to motivate pupils in PE. The numbers that staff used to give did not mean much to pupils. The new system of minus, tick and plus for skills, game play, knowledge and understanding and ability to evaluate for each activity, symbolising working towards, at and beyond NC EKSDs is thought to be easier for pupils to understand (E2Dp12). It also helps them to see which elements are strengths and weaknesses for them as 'they can look at a sheet of paper and say oh yeah, those are my best sport, I'm better at skills in this, I'm better at evaluating at that, so its all there in front of them' (E2Dp12).

Staff at E2 encourage pupils to pursue activities outside of school, particularly if they are 'doing quite well' at it. The HoD finds this difficult as pupils tend not to take up

such opportunities (E2Ap5). The younger female teacher gives the example of when the school was really successful in a regional athletics competition. Staff tried very hard to get pupils involved after school, contacting clubs and providing pupils with information in assemblies and to individuals, but only 2 pupils still attend clubs (E2Bp8). PE staff find this particularly frustrating as they believe many of their pupils are 'naturally talented'. The staff want to see these pupils 'take it further' and find it 'quite frustrating cause you can see the talent, you can tell them, but the next stage is up to them' (E2Bp8). Staff notice a difference with recreational activity outside school, in which many pupils will take part. The problem in the eyes of PE staff is that 'the competitive side of it and the training, is short lived' E2Bp8).

Assessment

The purpose of assessment is, for the older female teacher at least, to give 'the kids an idea'. She describes how 'PE teachers are very good at making assessments on children fairly quickly because that's the nature of the job', which may be based on 'gut reactions'. She herself finds it easy to spot a 'good player' and what a pupil 'needs to work on'. In terms of formal assessment then 'the main purpose of it is it tells the children. That's what it should be, it shouldn't be for the purpose of PE teachers, it should be for the pupils and I suppose, parents as well' (E2Dp12). Pupils are involved in the assessment process at E2. There is an 'assessment sheet and at the end of every block of work they fill it in'. Teachers also record their own 'marks' according to the national curriculum, which indicate whether a pupil is working towards, at, or beyond a particular level for each sport. She states that this means that 'the kids know, oh well if I'm a minus I'm nearly there but I'm not quite, oh a tick yeah well in netball I'm a tick, so that's how the kids interpret it' (E2Dp12). Pupils are actually assessed not just on each sport, but also on aspects of each activity. The assessment sheet features a 'grid system'. In this system pupils are given a minus, tick or plus (symbols signifying working towards, at and beyond the NC level) for skills, game play, knowledge and understanding and their ability to evaluate. This system apparently gives more information to the pupils about their performance. The teacher gives the example of 'the kids that are minuses for their actual ability to play might be a tick, cause they know what they're doing wrong, they just can't do it. So they can say oh well I'm not very good at that bit but I'm a tick in that part so they can look at a sheet of paper and say oh yeah, those are my best sport, I'm better at skills in this,

I'm better at evaluating at that, so it's all there in front of them, they see those regularly basically' (E2Dp12). This method of reporting teacher assessment may then aid pupil motivation, as they can see exactly their strengths and weaknesses. Pupil progress may also be aided as pupils have specific information on their own areas for improvement.

Fitness Levels

This year pupils did a short campus based course for the cross country running block. The youngest female teacher says that 'the first time we did it we said, well look girls that is only just a mile, some of them were quite sort of shocked, oh dear I couldn't run all that, I think it did hit home. Not to everyone, but to quite a few' (E2Bp6). Pupils were surprised at their own fitness levels. This has been used by the teacher to get across messages to pupils about fitness and exercise. Pupils fitness levels influence at least this teacher's practice. She is aware of pupil's capabilities and uses the cross country block to enable pupils to 'improve their fitness and just check it out' whereas other staff may expect pupils to be able to complete a long run (E2Bp3).

The older male teacher mentions pupils' fitness levels when describing the department's use of the bleep test. He says that this is something 'which kids enjoy doing about once a term, something like that, and it gives a very good indication of their fitness I think' (E2Cp1). He does not say whether this knowledge of fitness levels is for the pupils' or teachers' benefit, but he clearly values this information.

Understanding

The department's approach to HRE is influenced by pupils' previous understanding. The HoD is accepting of the merits of permeation, which he says is 'trying to do it through everything isn't it, really, which, I think yeah it's fine' but is aware of the limitations of teaching through permeation alone. His reasoning is that 'if the kids don't know it by the time they get here then you've got to do it as a stand alone block then they know it and then you then link it when you're teaching the other things' (E2Ap7). This explains why his department use a combination of a block on fitness early in Year 8, and permeation throughout the rest of the PE curriculum.

Current levels of pupil understanding are one of the three main influences on the

young female teacher's practice regarding health and fitness. For her this seems to be pupils' understanding of the effects of their lifestyle on their bodies. She gives the example first of pupils' fitness levels when arriving at the school 'I think from the very first things you do, just a warm up. Before the fitness block, when you see them warming up and they're absolutely shattered, not that you say run round the courts, that's very old style, but if that sort of thing, you see them on their way back, they're absolutely shattered'. She then links this to pupils' behaviour in terms of diet and exercise, to start with when 'you see them at lunch time, what they're all eating'. She uses this to engage pupils thinking about their habits, through 'just general chat to them about, oh whose at an athletics club, whose at a gym club, does anyone do anything here' (E2Bp8).

Pupils' understanding in terms of academic ability affects the delivery of Fitness and health. The older female teacher believes that the booklet used in the Fitness block is 'quite in depth for some of them, far too in depth'. She goes on to consider how this depth within the booklet 'also brings in differentiation'. This is 'because the more able kids will read it and understand how you work out your maximum heart rate whereas the less able kids will only understand the bit about my pulse rate after a minute of exercise is' (E2Dp4).

Ability

The HoD talks of his school teams and the success they achieve. He acknowledges the importance of training outside of school for pupils to achieve their potential. The teams 'are still good but it's up to, because for us and because of what they also do in addition to what we do outside of school'. Curricular PE does not contribute much, in his opinion, to the development of elite performers as 'I mean you can see improvements but at the high levels, I don't know' (E2Ap5). Pupils' ability affects practice in PE. Some activities are differentiated for pupils of different levels. Using the example of football, the HoD says that 'some of the lower levels, you know, he would maybe never in an 11 a side get a kick of the football. When they're working in smaller groups or in small sided games they do actually get to touch the ball' (E2Ap5).

Personality

One of the aims of the PE curriculum at E2 is that all pupils will find 'something they enjoy'. The HoD is fully aware that not all pupils will like all the activities, and that some pupils may only enjoy certain aspects of activities, such as lifesaving within the swimming block. Part of the reason for these different tastes is, says the HoD, personalities. He believes that children with different personalities will enjoy different parts of the curriculum, so 'then it comes down to personalities, extrovert, introvert, so your introverts will like the outdoor ed bit and the problem solving and stuff like that but not like team games' (E2Ap5). He aims therefore to provide enough variety in his PE curriculum to cater for as many of these individual tastes as possible.

Gender

PE is currently taught in both single and mixed sex groups at E2. Certain activities in the PE curriculum, such as Fitness, are taught in mixed groups. Other activities are taught in single gender groups. Swimming changed for that academic year from mixed to single gender groups, which the younger female teacher believes is 'a good idea' (E2Bp4). Although Fitness is generally taught in mixed groups the older female teacher says that some parts of the block can be taught in single sex groups. How and when this happens 'depends how we feel it works best with a particular group of children' (E2Dp2).

Age

Provision at E2 for health and fitness does vary across the year groups. The older male teacher says that 'we tend to blitz it in Year 8 but then I think it probably drops off a little bit in, in following years'. Fitness is one of the first blocks that pupils cover in their PE curriculum at E2. A good deal of emphasis is placed on permeation throughout the activities in Year 8 too. With older pupils staff change the activities used to promote health and fitness and concentrate overtly on it less. The teacher explains that this is 'partly because it would be hard for us to get the Year 11s to do cross country or that sort of thing I think' (E2Cp5). Pupils age influences the delivery of the department. Greater consideration is made of what pupils will be willing to do, what activities will engage and motivate them, and earn their co-operation. Age also influences the content of the fitness block, specifically the level of this content. The older female teacher talks about how health and fitness are defined for the purposes of

the block, explaining that 'it's got to be at a fairly simple level cause they're just Year 8s basically' (E2Dp2).

Context

The HoD describes the social context of the pupils in the catchment area. He gives the example of the entertainment tastes of people from this area, who will 'pack out' a pantomime performance, but not go to see Shakespeare (E2Ap5). The HoD describes children from the catchment area as being 'very insular' and says that they 'don't really branch out' and tend to stay in the area after leaving school, attending the local university (E2Ap5).

New experiences

PSE is taught at E2 as 'Complimentary Studies'. A lesson on diet and nutrition was based on giving pupils the opportunity to try different foods for themselves. Many pupils had never experienced the fruits and other foods before and were able to decide on their opinions for themselves (E2Cp2).

Independence

Teaching of HRE is intended to make pupils independent in many respects. In terms of warming up the HoD describes that part of a lesson and says that 'some of them need a little bit of guidance but the vast majority can go out and do it on their own' (E2Ap1).

Peer pressure

Peer pressure can be a problem in some PE lessons. The younger female teacher gave the example of the cross country running unit in which 'most of the girls' would walk the course. This happened even with 'those that were really good' who as a result of 'peer pressure would just walk it' (E2Bp6).

Barriers to participation

Related to pupil enjoyment is the department's effort to change their practice to remove any barriers to pupils' participation. Showers after lessons are no longer compulsory, but there if pupils want them (E2Cp3). Some lessons at E2 are taught mixed sex and others single sex. For some activities this is to remove barriers to

participation, as in 'swimming for example is taught single sex because of the, well it's the embarrassment thing' (E2Dp4). Other activities, such as fitness, are 'fine' taught mixed. Staff feel that it is not necessary to split girls and boys for these activities, particularly as children are used to working together at their feeder schools (E2Dp4).

Changing the activities in the curriculum for the upper school has helped to reduce participation problems at E2. Staff noticed a big 'drop out' particularly in Year 11. The older female teacher has been at the school for 13 years, and says that this used to be 'a real problem with girls especially'. They believe now that 'we've conquered that because we've retained sports that they like' (E2Dp7). Through introducing sports that pupils like the 'drop out rate has dramatically been reduced' and now they have few pupils (one maybe two) missing a lesson. (E2Dp7).

Parents

As a Head of Year the older female teacher has 'quite a lot of involvement with parents'. In her view 'parents are pretty supportive of the school in terms of PE'. As a result of this support 'there is a very low drop out rate and it's not a huge problem'. The low number of children missing lessons comes from the PE department philosophy of 'we tell the parents, well we tell the kids and the parents what we expect …um, as in you will wear this kit, you will take part in PE lessons if you don't… and that's as far as it goes basically' (E2Dp10). In this way the department expectations are made clear to pupils and parents alike, and the department appear to receive the support of parents in meeting these expectations.

PSE Delivery

Staff

Aspects of the Complimentary Studies curriculum can be heavily influenced by the member of staff delivering the lesson, according to the Head of PE. Lessons are taught by form tutors or members of the CS team, next year it will be solely form tutors. Their personal knowledge will affect how they teach aspects of the course. The example given by the HoD is that of drugs. How they approach this topic depends on 'whether they know enough about sort of sports drugs, they sort of relate it to the PE. I mean um… the most, I suppose after normal things like ecstasy overdoses drugs in sport is the most common one seen in this country so'.

Personal Influences

HoD

Personal

Personal experiences have been an influence on the HoD's philosophy, which has in turn influenced his delivery of HRE (E2Ap7). He believes that he got his philosophy from 'possibly from me, when I went to school so, we did all the games and stuff at school, so possibly my PE teachers' (E2Ap6). Childhood experiences through sport and PE at school therefore affect this teacher and his practices even now. During adulthood the HoD has run marathons and triathlons. This means that 'course, um, and then because I've done training as well' so this has become an area of personal interest as 'you sort of get into it, the way you do fitness and stuff like that'. His own training programme has influenced his knowledge and understanding of the area of health and fitness and subsequently 'it's just developed over the years my philosophy I suppose, nurtured, whatever' (E2Ap6).

Training

The HoD along with the other older male teacher were trained in science as a second subject, and have 'at some points we have actually taught it'. This has recently had the potential to be a big influence on practice at E2. It was eventually the rotational timetable arrangement that prevented these two teachers from delivering the 'sporting science bit' of the science curriculum (E2Ap2).

His training has influenced the Head of PE's philosophy. In particular the other people on his BEd. course, and experiences he had 'when I was on teaching practice' (E2Ap6). These still affect his current attitudes despite having qualified in 1983.

Inset

Courses are mentioned by the HoD as being an influence on his delivery of HRE. He particularly recalls one course run by Neil Armstrong of Exeter University. Demonstrated on this course was an activity 'where you have mats and the children running round as the heart thing'. The HoD saw potential for using this activity 'as a CS lesson rather than as a PE lesson', but did not say whether he had ever used the

activity himself (E2Ap7).

NCPE

When thinking about the influences over his delivery of HRE, the Head of PE says that 'QCA has got to be' (E2Ap7). He did not expand any further on how QCA was an influence.

Friends and Family

The HoD makes observations during the interview about pupils, saying that 'it does seem that children are getting less healthy, or less fit' (E2Ap2). He also notes that there are 'more asthmatics' and relates this to his personal experiences. He questions children that use asthma as an excuse, wondering whether it is now 'a social disease'. He himself does 'suffer from asthma a little bit' and has a friend that runs 2h20m marathons despite his asthma. He therefore does not expect asthma to prevent pupils from participating in PE. His department 'say to the children, we want you to do your best, if you've got asthma, you've got asthma you can't do anything if you've forgot your inhaler, you know, but have a go' (E2Ap2).

Whilst the HoD is keen to keep up with new research and guidelines he is also aware of what goes on with elite sport. He gains this knowledge through his own sports participation and through his family. He had recently received 'new guidelines saying 'bit iffy doing the bleep test' cause kids push themselves far too hard'. He did not remove the test from the curriculum because he knows that the test is used by the LTA with children in its county squad. His own son is 8 years old and took the test along with the squad's ten year olds. The Head of Department is therefore influenced by pedagogical guidelines, but also by elite performance practices.

Research

The HoD keeps abreast of health and fitness research. This influences his practice at school, sometimes in a direct way. He cites the 'Exeter study on children's health was quite damning recently and then it was quite damning about ten years ago'. This research was the focus of a BBC programme which the department 'sometimes put on to show GCSE groups' (E2Ap4).

The HoD in fact mentions current research first when asked what the influences over his HRE delivery are. He subscribes to 'Peak Performance', a research journal aimed at athletes competing in endurance events, such as marathon and triathlon (E2Ap7). This is one major source of the teacher's knowledge of fitness and elite performance. This extensive knowledge of fitness for performance may not be matched by a knowledge of health and well-being, and may explain the dominance of fitness in the curriculum, and the emphasis on fitness for sports performance evident in his own delivery.

Younger Female Teacher

Personal Philosophy

Part of this teacher's philosophy is based on pupils being aware of their own fitness, and what they need to do to improve it. She thinks that pupils have 'got to know their own ability, what they're capable of'. They also need to 'understand um their levels of fitness can be improved'. She gives examples of what might or might not be appropriate for pupils aiming to improve their fitness, saying that 'they've got to know that um going out and running for 15 minutes isn't enough whereas going to aerobics of high impact for advanced is not right for them either' (E2Bp5). In her view then, pupils should know how fit they are, that fitness is something they can improve, and appropriate ways they can go about doing this.

Origins of philosophy

The younger female teacher thinks that her philosophy results 'probably from my (laughs) my education'. This for her means 'both school and college really'. College was Bedford College, and this teacher graduated three years ago. Following on from her own education she says that her philosophy was further influenced by 'actually getting into teaching and seeing the different levels of fitness and the different

attitudes to PE that does make you see it in a different light really' (E1Bp5). Working with actual pupils has had an effect on this teacher's philosophy since beginning her career, indicating that philosophies and approaches to teaching are not fixed by the time a person enters the profession, but can be ever-changing, adapting throughout a teaching career.

Older Male Teacher

Pupils, and 'knowledge of fitness and so forth' are listed by the older male teacher as being the main influences over his delivery of fitness and health. Other specific influences over his practice are his 'personal interests like running, well just about all sports' and 'my colleagues as well I suppose' (E2Cp8). Past colleagues can still exert an influence over him too. He said that 'we did have a lot of health input' when the school had the Health Co-ordinator. He thinks that events at that time, and the input back then 'still sort of think it affects me' (E2Cp8).

The older male teacher may have been more heavily influenced by the health co-ordinator as 'of the members of the department I was the one who actually taught I think um…it was health basically'. As part of that teaching he delivered topics that included 'drugs, alcohol, exercise…food, diet and so on' (E2Cp9). The teaching of health is now done through the Complimentary Studies programme, which does not appear to have a co-ordinator as such. This may mean that this area is no longer influenced so much by one person.

NCPE

The NCPE, at least the tracking of its development, does not appear to be of great importance to the older male teacher. He does 'probably not' know anything about the November 1999 changes to the document. He is aware though of the importance of the NCPE in teaching and schools, as he says that he 'probably should do' (E2Cp10).

Older Female Teacher

Influences on practice

This teacher was asked to think about anything that influences the way she teaches HRE. She answered that 'resources is certainly one' and then said that 'pupils' were an influence (E2Dp8, 9). For her personal beliefs are also important to teaching. She

explains that ‘if you believe in something you teach it better’. Regarding health and fitness she ‘can see the importance of it’. Conversely with some activities she is required to teach she says ‘you just think well actually I don’t agree with this but I’m going to have to teach it in any case’ (E2Dp9). She thinks that with PE generally and the fitness element in particular ‘if you believe in it you sound sort of more convincing basically. Teaching’s an act, if you believe what you say it’s easier to act it out’ (E2Dp9). Health and fitness is an area of the curriculum that she believes is particularly relevant and important to young people. This makes it easier for her to teach this aspect of PE.

The reason she sees this area as being of such importance is the pupils, and a concern for their health, and fitness levels. This is of significance to her personally as her own children ‘are fairly active’ and do ‘an awful lot of sport’ but also (in particular the eldest son) engage in sedentary activities such as video games and television. She is aware that ‘there are some kids that aren’t going to be doing all the swimming that he does, or the football that he does, so what are they doing’ (E2Dp10). She sees the lack of physical activity among young people as a growing problem for society. She goes on to say that ‘we’re turning into a nation of couch potatoes basically, and you’ve got to get it right’. For her it is not because there are less opportunities for children to be active, as ‘in some ways there are more opportunities created but I think children are less willing to take those opportunities’. Whilst it may be the role of the school to provide many of these opportunities she also thinks that ‘it’s too late by the time they get to secondary school’. She again looks to her own personal experiences when she says that she thinks ‘it’s parental responsibility’, giving the example that ‘I don’t want my children to be champion swimmers, but I want them to be able to swim’ (E2Dp10).

W1

Curriculum

The HoD sees no problem with how HRE fits into his PE curriculum, aside from the fact that he would like to do more of it, but there are 'so many things to fit in' (W1Bp6). He feels that pupils make progress in terms of HRE within the curriculum, as they are being pushed by the time they get to KS Five. The problem with this progression is that not all of the school's sixth form get PE (W1Bp10). Lack of PE time across the school means that the department has had to change its practice. The local leisure centre is no longer used, and pupils in Key Stage Four can no longer choose which two activities they are to cover in depth (W1Cp2).

Whole School

The school has a 'good reputation' within the area for its academic achievements. Over the last three years it has got 'possibly the top GCSE results in the county' (W1Ap1). This is true also for GCSE PE for which the school has got the best results locally (over 40 schools) in 'two out of the last three years' (W1Ap1). A-level results are also of 'quite a good standard' (W1Ap1). In terms of practical performance the HoD thinks that his school has 'done reasonably well in the country in Wales yeah' (W1Ap1).

The status and reputation of PE within the school has changed in recent years following the retirement of the previous Headteacher. PE was a 'high status subject' but since the new Headteacher has been in post he 'has tried to lower, whether consciously or subconsciously I think, the relevance or the importance of PE in the depart.., in the school' (W1Ap2). The Head of PE no longer feels that he is 'fully supported' (W1Ap2). His department have 'battles' with senior staff, particularly over 'things like involvement in activities during schooltime, competition in school-time um, we're not totally supported on that score' (W1Ap2). The Department also saw 'quite a bit of opposition' when setting up a BTEC course for the 'non-academic' KS4 pupils (W1Ap3). The female PE teacher reinforces this feeling for a lack of support for the department. The impression she gets is that the whole school's opinion of PE is that it is a waste of time and that pupils are opting out. The PE department find that they have problems only when they take the 'good kids' out of lessons, whereas staff are happy for them to take difficult pupils. Support from senior management is seen by this teacher as being divided, given by one member of management staff and not

others, until they think they can get some good publicity for the school from the PE department's work and achievements (W1Dp2).

Health

Links to other subjects at W1 appear to be almost non existent. The Head of Department states that no links are made (W1Bp2). The male PET thinking of links 'in terms of health related fitness' replied that 'special needs do a bit football, but, you know, that's just, that'd be about it to be honest with you' and added that 'a few teachers actually referee games' (W1Cp3). The female teachers suggest links between PE and other subjects, such as science and English (W1Ep1). Examples given are the link made with maths when calculating percentages of maximum heart rate and the use of IT with older pupils (W1Dp1).

Pupils at W1 have PSE lessons, which the male PET supposes could be linked with PE (W1Cp5). In these PSE lessons 'they go on about the health and everything' leading the teacher to believe that they could be linked. There is no communication between the two subjects though as 'they just do their own thing, we do ours' (W1Cp5).

The PE department views health related fitness as being very important. PE staff are unaware of whether this reflects the whole school's ethos as 'we don't talk to anyone' (W1Cp5). Relationships with other departments and staff members in the school seem poor and communication limited. The male PE teacher's feeling is that 'they don't appreciate us … they see us as being a little bit cocky I think, you know what its like, and we don't like them anyway so, we wouldn't tell them anything even if we wanted to' (W1Cp5). The part time female teacher feels that the whole school is supportive of health in general, but support for PE 'depends on who you talk to' (W1Ep1).

Extra-Curricular Sport

The Head of PE was outlining the timetable for curricular PE, describing how many lessons core and exam pupils receive when he gave the following explanation for why PE had gained a part time member of staff; 'that's why we had to have an extra teacher for half a timetable, I mean [female teacher] was struggling, she was trying to do all the netball, all the hockey, everything for the girls, um, and it was

impossible' (W1Ap3). This reason seems to have more to do with an overload of extra-curricular responsibilities than timetable issues. The HoD goes on to say that because they have introduced a BTEC course the department has 'managed to get half a teacher so she's a lot better off and [part-time female teacher] whose doing part time PE part time IT she's basically doing all the Key Stage 3 PE, teams and everything, so, that's beneficial to everybody considered' (W1Ap3).

PA trends /Lifelong participation

The Head of PE is concerned about pupils' activity levels once they leave school. He feels that current trends in society regarding physical activity may prevent some young people from participating. The reason for this is that 'when you, they leave school, sport is so expensive, conditioning is so expensive, with health clubs, I mean so they're not really, you know, it's all privatised, people can't afford it'. His opinion is that sport outside of schools is 'too elitist'. The solution for him would be 'if they made it free, then it would save the national health bill wouldn't it. I think that's what they've got to do'. Another alternative is to use other societies as a model. His example is that 'apparently you go to a place like New Zealand, there's six gyms in every street sort of thing' (W1Bp11).

Training at a gym seems to be the way that the Head of Department sees people being active in today's society. His attitudes towards health promotion are linked to this. He suggests that 'if they want to sell it why don't they chuck stacks of modern equipment into schools. Why don't they have health suites in schools so every kid can go and use the joggers or use the stepper, because that's what kids want, d'you know'. His assumption is that pupils will only want to use gyms upon leaving school, and that this should be encouraged while they are still at school. The problem with this for the HoD is that 'we are trying to teach health related, er HRE with antiquated facilities, hey if we had the facilities, we'd sell it. Do you know?'. He also sees the potential of using staff as role models. If these facilities were available in schools he thinks that every member of staff should have access to these facilities as 'if the kids saw the staff doing it the kids would go' (W1Bp11).

Media

For the Head of Department there have not been any significant changes in HRE delivery in his department over the last few years. The only change for him is that

HRE is now something about which pupils are more informed. The first reason for this that he gives is 'only that it's, you hear about it more on the news and you hear, I mean, it's more, it's publicised more isn't it'. His department's own teaching is also having an effect on the knowledge and understanding of pupils relating to health and exercise. He says that 'the children that we started with three or four years ago are more aware of it because they've been introduced to it in Year 7, we're talking about heart rate in Year 7 you know, and by the time you get to the upper school it's the norm. But that's all really. It's more, I think the school, the pupils are more informed' (W1Bp7).

Facilities/funding

Facilities are mentioned only briefly by the Head of Department when talking of influences over practice. He says that 'facilities, expertise um, the type of area you're teaching in' are influences over HRE teaching (W1Bp10).

The Head of Department's philosophy for lifelong participation is that pupils will use gyms once they leave school. In order to encourage pupils to be active he feels that schools should all be equipped with health suites to which pupils and staff have access (W1Bp11). He thinks that multi-gyms with 'pleasant environments, carpeted suites, MTV, music' are 'the way forward' (W1Bp12). He divides gym users into two types, but thinks that both can be catered for. In his opinion there are those who want 'to be good', who would be using free weights, and 'gymnasium type equipment'. On the other hand there is 'the person who just wants to look good and be healthy they need a pleasant environment. That's about it' (W1Bp12).

Lifelong health is, for the HoD, 'just a way of life'. His department 'get kids to go out on a run, alright, they could skip, they could go on a rowing machine, they could swim, they could go on a stepper, I mean any aerobic type exercise'. The key to this being successful is 'the more fun you make it, the more pleasant, in other words, nice warm environment, you make it the more the kids are going to want to do it' (W1Bp11). The HoD 'would just like to have nice stuff '. He feels that this would help him to encourage pupils to be active. He would like his school to have 'nice equipment so that I could con the kids that they are not working as hard as they actually are. Cos if you can make it fun and, con them, they might maintain it, they might keep it up' (W1Bp12). This obviously requires the right sort of facilities, 'but

we need money for that' (W1Bp11).

The department's financial budget influences practice through limiting facilities available to them. Their 'capitation doesn't allow for' the sorts of facilities the HoD was discussing, he thinks that 'at the moment, our finances are a big block'. Finances and facilities are, for him, 'always a question of priority really. What we can afford and what we can't you know' (W1Bp11). The only way that the HoD would change the way his department teaches health and fitness is 'if we win the lottery'. For him change is 'a financial thing, you know. I think it's a facility thing, a financial thing and, if we had a health suite, a facility on site um, we would teach it in a different way'. New facilities would lead to staff seeking to extend their knowledge as 'I mean in terms of expertise, you know, we might go on different types of courses, we might go looking for other ways of teaching it.' (W1Bp12).

Resources

The PE department have various resources that they use for teaching HRE. This includes equipment such as 'stopwatches and, it would be gymnastic equipment then for circuits and different things'. Some resources are used only with the older pupils. For example 'we don't use heart rate monitors with the little kids, that would be with the seniors obviously', although the HoD does not explain why this is the case (W1Bp5).

The PE staff use written resources for teaching and planning. The Head of PE did not wish to be specific about this, saying only that 'we're just continually looking at books aren't we and getting information really' (W1Bp5).

Policy

Written schemes of work are, according to the male teacher, updated all the time (W1Cp4). However the same teacher also flippantly comments that he 'couldn't tell you' whether health was written into the schemes of work for any other activity areas. He explains that 'we had an inspection about five years ago that's the last time I've seen the scheme of work really. I shouldn't say things like that though' (W1Cp4). Written department policy therefore does not seem to be a great influence over this teacher's practice.

LEA

Practice relating to HRE has not been greatly influenced by LEA advisers, despite them giving very specific advice to its schools. In the past 'I would have said, up until about 8 years ago, maybe up until the national curriculum it had really been encouraged to be phased out'. Advisers doing this encouraging 'didn't think cross country had any benefit, it was not really encouraged, it was all skill based learning'. Recently the HoD has seen what he describes as 'been a real u-turn I think in policy'. He stresses that 'we've always done it mind' so this changing advice from the LEA does not appear to have had much impact on his practice. In his view HRE, at least for the LEA has 'like been a fad. It was a fad not to do it, now it's a fad to do it' (W1Bp7). His comment regarding why the advisers took their view of HRE is quite critical. He says 'I dunno really. I just don't think they understand how exercise affects the body, or they didn't'. This 'outlook' has been changed, in his opinion, by the introduction of examination PE (W1Bp7).

LEA advisers do not have a great deal of influence over practice at W1. Whereas in the past the PE department 'tried to follow everything that was laid down' now they 'teach what suits us'. The Head of Department says that they have 'listened to advisers' but no longer necessarily follow their advice. Their attitude is that they teach what they think is best and 'if you don't like it that's tough' (W1Bp10). This attitude is confirmed in comments made by the male teacher when asked if the department was influenced by any other schools or advisers when deciding on how to teach HRE. His opinions are fairly straightforward as 'no, nobody tells us what to do' (W1Cp5).

Agencies/schemes

The school has recently had a major input into their facilities and extra-curricular opportunities from the Welsh Basketball Association. They have paid for two outdoor courts, worth around £1600 to be put in, which the HoD considers to be 'quite an investment really'. The courts are 'sort of a bit of a innovation' so that the local women's professional club are able to 'come and coach on a Thursday afternoon, just to basically sell the game, you know' (W1Ap4). There is also the intention to do some coaching in the summer holidays, out of term time. This initiative does appear to be somewhat of a one off for the school as the Head of PE says later 'schemes and initiatives, hmm we're not very good on that, we don't get a lot' (W1Bp9).

Feeder schools

Other local schools can sometimes influence the delivery of lessons to pupils at W1.

This can be in a very practical sense. The example the HoD gives of when this can occur was of the morning of the interview, which he described as a 'bad morning'. This was 'because we had a junior school come in and gave them an hour on the trampoline, well that cut down the gym, and so I then had 44 GCSE students in half the gym doing gymnastics' (W1Bp3). Extra provision for the junior school in this case had a negative impact on the PE provision for W1's own students.

Exam

The philosophy of the PE department at W1 seems very much geared towards its examination students. The Head of PE is proud of his department's reputation, which he thinks is 'quite a good reputation'. The reason for this is the 'academic' side of the department, as 'it has been the last 3 years I think it's been possibly the top GCSE results in the county'. This is for GCSE PE, and comparing W1 to the 42 schools in the county. The HoD thinks also that the department's 'A-level results would be of quite a good standard'. These may even be a higher standard than GCSE, as he says that 'practically, yeah, I think we have done reasonably well in the country, in Wales' (W1Ap1). An area of particular specialism is gymnastics. The HoD says of pupils studying gymnastics at GCSE and A-Level 'even, like they're not competitive, but they do achieve I think, quite a good standard.' (W1Ap1).

The Head of PE does state outright that although some sports within core PE, for example core athletics 'is quite good' the department place a lot more emphasis on GCSE and A-Level as 'we tend to concentrate a lot on our examination kids' (W1Ap1).

Curricular PE time is one aspect where provision for core and exam pupils differs. Non-GCSE pupils in KS4 get one 50 minute lesson per week. At Key Stage 5 they get 'no lesson'. Following the recent change from a 25 to 30 period timetable GCSE pupils in Year 10 get 'three 50 minute lessons plus the one general, or Key Stage 4 lesson that the others have, so there is a total of 4, 3 at GCSE and the extra'. This 'extra' lesson is not taken with the rest of the core pupils, despite being timetabled together, rather 'we treat it as a fourth GCSE lesson'. Exam pupils in Year 11 'get four periods and the general lesson so they get 5 lessons' (W1Ap3). Sixth form pupils in Year 12 and 13 get five 50 minute lessons for A-Level and AS-Level. BTEC students get twelve 50 minute lessons. This is 'why we had to have an extra teacher

for half a timetable' as the one full time female PE teacher 'was struggling, she was trying to do all the netball, all the hockey, everything for the girls, um, and it was impossible' (W1Ap3). The department had made the decision to 'find a course, because we weren't catering for the non-academics just doing GCSE PE'. The course they chose was a BTEC, which they tried and 'set it up the previous year, had a quite a bit of opposition'. This year the department have 'managed to get half a teacher so she's a lot better off and [PT teacher] whose doing part time PE part time IT' (W1Ap3). This part time teacher also 'took over' a Certificate of Education course introduced by the special needs department at W1. This course is 'below GCSE so it was aimed the special needs' (W1Ap5). The part time teacher 'took it on board for the second year of the course, and wants to get involved in something like that next year so there's something in the offing'. The Head of PE says of this potential change 'so there might be something again catering for the less academic if you like' (W1Ap5). The whole school, and the PE department included does then seem to cater for all pupils needs, providing courses aimed at different levels. There does seem to be a definite segregation in the HoD's eyes, between pupils and courses he describes as 'academic' and those with 'special needs'.

Choice appears to be another area in which provision for core and exam pupils differs. There are no options within the core PE programme (W1Ap5). However, at GCSE 'they would have some choice'. According to the Head of PE 'most of the GCSE coursework is done in extra-curricular'. He gives a few examples of some of his performers, such as a 4 handicap golfer, some girls that do horseriding, and a group of students that did a lifesaving course at the pool on campus. The department has 'reimbursed them with half the cost of the bronze medallion, so they get a lifesaving certificate um, they get a GCSE mark, I mean, but that's done in their own time so, from that point of view there is freedom'. The HoD emphasises that 'there is an element of choice as regards to which activities they do for GCSE, but it's not free choice if you like, they can't do anything they like at any particular time, if you like' (W1Ap5).

Exam and core pupils also get different teaching regarding HRE. The HoD was asked to explain how his department make links within the other activity areas to health issues. The example he gave was of GCSE and the technical knowledge relating to

heart rate and exercise that he says 'would be a common principle in GCSE PE' (W1Bp3). He did not say if or how health was linked into core PE. In the HoD's opinion 'the introduction of A-level PE and GCSE PE has helped with training theory and training knowledge, principles of training and, I think that's made a big difference to the outlook on you know, what exercise can do for the body' (W1Bp7). The male teacher also comments that the GCSE course 'goes into a lot of benefits of exercise, how you train, you know, why you train' (W1Cp4).

Ofsted

Ofsted has been an influence on policy at W1 in a strange way. The male teacher says that 'obviously we update all the time don't we' referring to written policies and schemes of work. However, he adds that 'the fact is we haven't done any updating of it because we are due an inspection next year and we've been told not to' (W1Cp4). In this case Ofsted inspection has put a halt on the normal review process. The teacher does not explain why though, or who they were told by.

NCPE

The Head of Department talks critically of the NCPE in terms of requirements for assessment. His problem is with the lack of 'standardisation', which he believes 'you're never going to get'. This problem seems for him to stem from 'the learning outcome of PE you know, the criteria on which you are assessing' and how these can be interpreted differently in different schools. He explains that 'one person's assessment in one school is totally different from somebody's from another school. What is good in one school is outstanding in another school, what is poor in one school is excellent in another school' (W1Bp10). This openness to interpretation may also extend to examination PE practical assessment, which is considered to be very important by the department.

Pragmatics

Time

Lack of time inhibits the practice of the male teacher. He would like to do more recording in HRF. He describes what he would do 'in an ideal world', but concludes that 'there's not enough time in the day to do things like that' (W1Cp5).

Weather

The department had introduced a unit of work on running technique. Videoing and

feedback takes up two of these lessons, leaving only four for training. The department is therefore thinking of instead delivering these running technique lessons as 'wet weather lessons' (W1Cp5).

Department

The Head of PE says that in his department 'our philosophy is about, about school generally it tends to sort of change from day to day, do you know what I mean, I mean, we are very, very flexible and we're adapting the course to suit ourselves' (W1Bp1). Flexibility is a continuing theme when the HoD is talking about his department. He says of himself 'I always want to learn, I'm pretty flexible in ideas and I always think I can, always can get better, never satisfied with what we're doing'. He has a similar view of the rest of his department, as 'we've got three young staff, well I say young, relatively. Who, again, are very flexible in their ideas and they want to improve and so we, you know, we understand modern training methods, and are prepared to try things' (W1Bp8).

The department as a whole are confident in the choices they make regarding teaching. In the past the department have tried 'to follow everything that was laid down' in the NCPE. Now the HoD says that they have 'realised what suits us, we teach what suits us'. The department have 'listened to advisers, we've listened to people who didn't know really what they were talking about, and now we've just said well, sorry, if you don't like it that's tough'. To reach this point has 'taken experience and confidence' (W1Bp10).

Staff changes at W1 have had a big impact on the department. A previous female teacher at the school was described as having 'differences of opinion' with the current Head of PE. Since that teacher left there have been 'big changes in the way the department operates', not least in that it is 'more fun' to work there (W1Dp2),

Experience/expertise

Extra-curricular sport provision at W1 is very much influenced by PE teachers' areas of expertise and personal interest. In terms of extra-curricular 'from the girls point of view' W1 is now strong at hockey and netball. The school used to be 'very, very strong' at hockey. The full time female PE teacher has influenced this as she 'is more netball orientated and the netball is now, is I would say now is stronger than hockey'

says the HoD. The department philosophy however, is that 'we tend not just to do the one sport, say soccer, or rugby or hockey and netball, we tend to give the kids quite a balanced diet if you like' (W1Ap1).

Areas of expertise can have an obvious influence over the activities offered. For example, all PE staff at W1 have their trampoline qualifications 'so we're all insured to teach that so we do a fair amount of tramp' (W1Ap4). Expertise can also influence resources, which in turn have an effect on what pupils do in PE. The HoD says that he and the other male teacher 'are thinking about a booklet of, basically a training booklet'. This would include 'a little routine of exercises', a 'slightly more advanced series of exercises' and a space where pupils 'will be keeping a diary on the back' (W1Bp1). The HoD does not specify whether this would be used with all pupils, or just exam pupils, and whether it is intended for curricular or extra-curricular use. Linked to this resource is the Head of Department's idea that pupils, particularly school team members, will carry out their own fitness (or 'conditioning') programmes. The HoD feels it is important that as part of this pupils keep a record of their training. The reason for this is that 'I always kept a training diary I think it's good to, it's just good work ethic you know, get them into good habits really' (W1Bp8). In this way the HoD's personal experience is having a clear influence on his practice in school.

The male teacher talks a lot about the Head of Department and his brother and how they are an influence on HRE teaching at W1. The knowledge and experience of the HoD influences everybody as 'he doesn't stop, you know, you can't help yourself when he starts everyone starts, it has like a knock on effect'. Personal experience outside of school has led to the HoD's expertise in fitness and training. He has done rugby coaching at Cardiff, and often observes his brother coaching athletics at Bath. This seems to have affected practice for pupils, as there is a strong emphasis at W1 on training or 'conditioning'. Within PE pupils do a continuous training unit of work, and one on running technique. Personal training programmes form part of the extra-curricular provision, particularly for members of the school teams.

HoD

The Head of PE believes that staff in his department sometimes use his practice as a model for their own teaching. He was talking about how he is 'little bit more, little bit

more structured' when teaching circuits lessons, and said that after he has tried something with pupils 'they'll be copying me I think' (W1Bp2).

The male PE teacher believes that staff in the department can have very different approaches to teaching HRE. The Head of Department would, in his view, teach HRE differently from himself and the other two teachers. He says of the HoD 'he knows his stuff doesn't he'. The male teacher thinks that this impacts on how the HoD teaches. When teaching 'health related fitness' in groups 'he'd obviously take probably the better ones'. The male teacher says that this is because of the HoD's personal interests, as 'he's a running junkie anyway, he loves running, and, he just picks a hill and runs up it. You know, he's one of these ones' (W1Cp2). The HoD's interest in this area also extends to his knowledge and understanding, which again filters through to his teaching. The male teacher claims that the HoD 'would probably go in and take them through like A-level answers you know, physiology, whereas all the, I think myself [and the other two teachers] would probably teach a little, talk at a lower level to them'. The male teacher does not think that there are major differences in the way that the members of the department teach HRE, rather that 'we're much of a much, you know to be honest'. The male teacher thinks that all the PE staff see HRE as being of the same importance. They do ask each others opinions, but practice is decided by each individual teacher. Whilst the HoD does influence his staff's practice, he does not dictate it. The male teacher points out that 'if we don't want wanna do it, you know, if we don't think it's of benefit we won't do it. You know'. Decisions about HRE are not made solely by the HoD. The male teacher jokes that 'he's not like Hitler, you know, we have got our own opinions, and, you know it is up to us, you know he doesn't, you don't team teach all the time' (W1Cp4). Accordingly practice will vary amongst the staff. The male teacher says that 'perhaps we will do it slightly different cause obviously we're not as knowledgeable, perhaps the way we approach things will be a little bit different in terms of delivery, but other than that we would be the same' (W1Cp4).

Whilst the department discuss 'how best to approach it', they do teach slightly differently, especially as they differentiate pupils into ability groups. The HoD 'would take the top group' and the male teacher thinks that the part time female teacher 'cause she's only now come in to PE, she will probably have the lesser group

(W1Cp2). Grouping may also depend on relationships between teachers and pupils, according to who can 'get the best out of them' (W1Cp2). Team teaching also sometimes occurs. In these cases, when team teaching with the HoD, the male teacher finds it very difficult 'not to actually join in and have a conversation with him' about health and fitness as he 'can't stop speaking about it anyway' (W1Cp3). The Head of Department influences other teachers' practice, by always talking about HRE. The male PE teacher says that the rest of the department 'we just copy, listen and copy, listen and copy' (W1Cp3). In this way they all 'pick up stuff all the time' in terms of new ideas, many of which come from the HoD's brother, a GB coach. This person, along with the HoD himself, is described by the male teacher as 'one resource' that he uses when teaching HRF (W1Cp4).

SMT

The status of PE within the whole school has undergone some changes recently and this seems largely due to changes in the staffing of the senior management team. The HoD explains that 'the old headmaster, he retired about 3 or 4 years ago, it was a high status subject, since this new headmaster has been in, he has tried to lower, whether consciously or subconsciously I think, the relevance or the importance of PE in the depart, in the school' (W1Ap2).

Pupils

Gender

PE provision at W1 follows the same guidelines, but teaching does vary for girls and boys, according to the female teacher. During the HRF block teaching for girls is 'based on looks and body image'. Lessons for boys focus on fitness (W1Dp1). Her reason for this is that she sees little opportunity for girls to achieve in HRE, so she tries to portray the health aspect of the block. The emphasis is therefore on 'fun and body fat management'. She uses herself as a role model for the girls, and a means of explaining to them about different builds. For the boys fitness is simply 'a means to an end' (W1Dp2).

Extra curricular activities on offer at W1 includes girls and boys soccer. Other activities, such as rugby, netball, gymnastics, dance, trampolining and hockey, may be

aimed at either girls or boys only, or mixed.

Enjoyment

Staff at W1 'tend to see how the group react' when teaching HRE to older pupils. This is 'because at Key Stage Four they're pretty hard work by that stage'. The Head of PE reckons that despite this 'most of them, I think do tend to enjoy it. Don't forget they have the ghetto blaster on and you know, and, and as long as they're working, you know' (W1Bp2). HRE is seen as successful by staff if pupils are working. Pupil enjoyment may well simply be a way of getting the pupils to work. Pupils working hard is again stressed by the HoD when he was asked if there were any problems with W1's approach to HRE. His answer emphasised the improvement made by pupils 'I dunno I, we, we're probably not doing it right, but the kids do take part, and they do improve so we can't be that bad. Do you know?'. This improvement is likely to be in terms of the pupils' own fitness, as the key to successful HRE teaching for the HoD seems to be that pupils are exercising. He says that pupils 'do improve a lot and the whole thing is they have to work. So you can talk about it as much as you like but it's a working fifteen minutes or whatever it is or twenty minutes or you know' (W1Bp6).

Response

Pupils are generally split into ability groups for HRE at W1. the male teacher says that normally the top ability group will be taken by the Head of Department, the lowest by the new part time teacher and the others by himself and the full time teacher. Sometimes however, who teaches which groups 'depends on the kids and some kids would actually, what's the word, react a lot differently with different teachers don't they'. Pupils respond differently to the different members of staff. If the female teacher, for example, 'thinks she can get the best out of them, she'll take them, and vice versa' (W1Cp2).

How pupils respond to teaching influences the department's schemes of work. The department 'chat through' the schemes in meetings and 'if something worked last year, we do it this year, if something didn't work last year we change it, we adapt' (W1Cp4). The example of this process that the male teacher gives is the block of work on running technique. This is the first year that the department have done this block. If it 'works, so it will be in next year. If it didn't work, bye bye, next new thing

comes in'. Sometimes ideas and activities are adapted (rather than being dropped) according to pupils' response. The lessons the department did on 'continuous training …didn't work when we were teaching separate classes 'cos the range was huge but, you know we had to differentiate so whoever's on at the time with four classes on there's four separate groups, you know 'cos that works' (W1Cp4). The department often has to cope with positive and negative responses to the same activity. In the case of the continuous training groups had to be differentiated so that 'the kids down the bottom don't get intimidated, and they actually want to do it, rather than if you've got fliers at the top end, the lesser ones won't bring kit (W1Cp4).

The full time female teacher describes several ways in which practice at W1 is adapted to meet pupils' needs. Pupils are split into ability groups for HRF. The female teacher has noticed that there is great variation between these 'sets'. Pupils in the lower sets often learn and improve more than those in the higher sets. Her theory is that the higher ability pupils can often take their fitness for granted (W1Dp1). The female teacher thinks that the department are 'pretty fair' about the grouping for HRF. Although pupils are set they can, for example, ask to go into another set in order to be with their friends (W1Dp1). Practice can also vary according to the age of pupils. Older pupils often do lessons based on circuits. These are done in the gym to music, as staff think this promotes their enjoyment of the activity. Pupils, thinks the female teacher, prefer to do circuits, especially when they are taught in mixed groups. A previous teacher at the school used aerobics, but pupils seem to respond better to circuits (W1Dp1).

Individual needs

The department does aim to cater for individual needs. The HoD gives the example of a gymnastics lesson in which one pupil work on his 'little individual program in preparation for the, you know, when he can handle his gymnastics' to improve his strength. This pupil is 'scared of gymnastics, and hasn't been able to handle his body weight' so his work is very much differentiated.

The HoD is aware of some pupils being 'basically conscious of their bodyweight, they feel that people are watching them,' (W1Bp6). He sees this as being the main problem with teaching HRE. The department deals with this by splitting the pupils into ability

groups for HRE, 'so they go off on their own then you know' (W1Bp6). Teachers are able to differentiate successfully when the four classes on for PE are split into four separate ability groups. This is because 'the one, the kids down the bottom don't get intimidated, and they actually want to do it, rather than if you've got fliers at the top end, the lesser ones won't bring kit' (W1Cp4). The department has also tried to incorporate more work on fitness into every PE lesson. The rationale for this is 'so individuals can perform closer to their potential really' (W1Bp8). Pupils are encouraged to set their own goals in PE and to be self motivating, rather than comparing themselves to others (W1Dp1).

Independence

One of the main aims of the Head of PE is that pupils will be able to exercise independently, as he feels school PE is insufficient. For him 'you've just got to, in the end they've got to do it on their own as well haven't they. I mean doing it once a week or twice a week is minimal improvement'. His department are 'trying to educate them so they go away then and do a little bit in their house or you know, that's what, that's what we're trying to achieve and with some we are, and with, but not as many as we want' (W1Bp8).

Lifeskills

Some of the GCSE students have undertaken a lifesaving course at the on-site pool. These students get both a GCSE mark for this work, and a lifesaving certificate (bronze medallion) on completion of the course. The school reimburses pupils half of the cost of this course (W1Ap5).

Parents

The female teacher at W1 speaks of the problem she sees of pupils being increasingly overweight. She places responsibility for this firmly with parents who allow their children to opt out of PE (W1Dp2). This teacher does not seem to have a positive relationship with parents in general. She describes links between the department and parents as being 'variable', often not seeing some parents at all in the five years their children attend the school (W1Dp2). The part time teacher also describes the support from parents as 'variable'. As a form tutor she does have links with some parents, but aside from this most contact with parents from the PE department is regarding matches and other extra-curricular sport. This teacher considers the general lack of

support for PE from parents to be a problem. She has noticed that some of her pupils are ‘quite big’, particularly in Year 9 (she only teaches KS3). She sees this as an issue when ‘kids don’t get it at home’, referring to information and reinforcement of health and fitness issues, and believes that school ‘can only do so much’ (W1Ep1).

Staff Influences on HRE teaching

Head of PE

The importance of HRE and his teaching of it seems to be influenced mainly by the HoD himself. He says ‘well it’s just my philosophy of life isn’t it. I mean healthy, healthy body healthy mind. You know fitness is for life isn’t it. Lose it, use it or lose it. Reversibility, this, you know, that’s, that’s my philosophy so’ (W1Bp6). This philosophy has been shaped by the HoD’s personal experiences and by his family. He says that influences on his philosophy are ‘just life, father.. he was a PE teacher, my father’ (W1Bp6).

Research and experience are both big influences on the way the HoD teaches HRE. He sees these two as being interlinked, along with his personal philosophy. This is really important as ‘my personal philosophy really dictates the department ethos, and my personal philosophy is dependant on my experience, all the knowledge I’ve gained and my expertise, so I think the one, just is totally related to the other’ (W1Bp9).

The Head of PE’s brother also appears to be a major influence on his practice. The male teacher talks about this brother, who is a Great Britain coach for a top sprinter. The male teacher describes how this can affect pupil’s lessons. The HoD will often visit his brother at Bath University, and observe the training sessions. He then ‘comes back, he has a chat, talk, and all of a sudden it’s in the lesson’. In this way the rest of the staff also ‘pick up stuff all the time’. They also receive videos and other training resources from the HoD’s brother (W1Cp3).

Full time female teacher

The female teacher graduated from Cardiff university. She was an elite athlete and a good netballer. Her practice has been influenced by her own sports experiences, and also from training outside of teaching. An example of this is when she did some athletics coaching aged 23. This used the same drills and practices as she had done

when she was younger, but this time she also learned why she was doing these drills. For her this was a new learning experience, taking a step back from being the athlete (W1Dp1).

Part time female teacher

The part time teacher at W1 is in her NQT year having just graduated from UWIC with a BA in Education, with QTS in PE and RE. She teaches PE and ICT at the school. This teacher seems to lack confidence in her knowledge of the curriculum and her own PE knowledge and ability. The other members of staff are therefore a big influence on her practice, as she frequently asks them for advice, and seeks their knowledge on their areas of expertise (W1Ep1). Her lack of knowledge of some areas of activity means that for some sports she must take the schemes of work written by other members of the department and attempt to adapt them to her own needs.

Despite seeking their advice and being willing to learn from the rest of the department she would value more freedom within the department. She says that certain members of the department have a certain way of teaching and the others are expected to follow. She would rather teach her own way. For this reason she does not like team teaching, or being watched by other members of staff (W1Ep1).

The part time teacher listed her three main influences over her teaching of HRE. The first of these was the pupils. She uses assessment to help her to teach to 'suit the way they are learning'. Pupils' attitude and enthusiasm also affects her teaching. The second influence on her HRE teaching is the Head of Department. As an NQT her teaching is geared to meeting his requirements, so at the moment she is adopting 'his way of teaching things'. She does wish to change her practice, but feels that she can only do this if she can get 'support from the department' (W1Ep2). The third influence on the part time teacher is her level of personal experience. She describes herself as being 'new to teaching' and is subsequently 'learning everyday'. As an NQT she is also 'frequently referring back' to the NCPE, she feels that she will do this less and less in the future, once she knows it (W1Ep2).