

Episode one, September 2021, transcript

Music – Success by Marble Sound (Adobe Stock)

Interviewer (INT): Kate Stephenson

Respondent (RES): Sue Wilkinson

INT: Hello and welcome to another Physical Activity and Well-being in Education podcast episode with me Kate Stephenson Education Advisor and Physical Education Specialist in County Durham UK, we continue our PE, School Sport and Physical Activity and Well-being dialogue with you today with another one of our delightful guests.

Music plays

INT: Hello everyone, I am delighted to kick start the new Physical Education Activity and Wellbeing podcast series, with a very special and important guest: listeners, let me introduce you to Sue Wilkinson, the CEO for The Association for Physical Education. Good morning Sue, I am delighted you could join us, how are you?

RES: Good morning Kate, I'm well, thank you. Probably not quite as exhausted as the whole workforce who have done a brilliant job, and I'm not important at all, not as important all those people out there who have just been monumentally creative and innovative, so thanks for having me on, hello everybody, I hope you're resting and not listening to this today.

INT: I hope, yes exactly, I hope they're out enjoying the sunny weather. It's suddenly taken a better spell than it has in the past couple of days, with all that rain we've just had briefly. So Sue, just before we go kick start into all things Primary PE, et cetera, tell me a little bit about how you usually spend your summer?

RES: Usually spend it? I usually take three weeks off in the summer and go out to family in Spain, and then obviously just have time at home. My husband is a real National Trust geek, so we

do lots of visits which is wonderful, and then go and see our children up in Yorkshire and well, Oxfordshire, so usually do that, but that's been curtailed this year. We've done 48 weeks without a break, so for the first time ever, we're going to shut the AFPE office for three weeks, just to ensure the staff get some time out and much earned rest. It's an unusual one you know, Kate, but we are where we are.

INT: We are, and you know, I'm sure the workforce are very much appreciative of the support the association has given over these strange and very difficult months. We're moving into almost two years of it now, and it's been a very difficult time for school staff in particular, as you've said. So the podcast today, is rather timely, isn't it Sue? Because this will go out a little bit later colleagues, but you know, we're hitting the start of August, so our deadline of the end of July for the reporting of a particular thing has just passed, so I'm sure there are many primary PE subject leaders listening to us today who are in receipt of that primary PE and school sport premium. So, let's talk a little bit about that end of July deadline, and the reporting compliance side of things Sue:

RES: Yes, I mean, we've been inundated with questions, obviously, because there's carryovers there's been different guidance, it keeps changing, but it's actually there now. You can carry over, you don't have to have spent it, but you do have to report. So, some of the questions members and the wider sector have been asking is, you know, "What happens if I haven't spent it?" it's not an issue, this isn't a blame culture. What is important is the honesty and integrity and a moral commitment. We have an underspend, but, we think this is the best way to spend this going forward. Do your review and everything, and you know there are some things on Twitter that slightly frustrate and disappoint our members about, you know, colleagues saying, "Oh just make it up." please don't, because if you're honest and committed to spending that, that's great because then we get real intelligence about where's the underspend? What are the challenges? And for us, one of the challenges are all those children who have left primary school unable to swim through no one's fault except Covid, and you know, it's important we get those figures, because then we can actually try and negotiate with government more money, more funding to get intervention strategies in place, you know that's where the catch up has come. Because you know, Steve Parry saying up to a million children could leave by 2025 not being able to swim or safe self-rescue and you know, I don't want to bring it up, but we've seen some horrific statistics over the summer already and I'm

sure Kate, you know, you are with us here aren't you? I know you've done a lot behind the scenes to try and get schools to make sure they focus on that swimming element.

INT: Yes, and it's really important. You know, colleagues in Durham will know we've talked a lot about the fact that actually our Year 6 cohort, that have left us are actually our primary school responsibility until they step foot in that door into secondary and actually some of that money that we have, could be used couldn't it Sue, to support that swimming agenda? You know, if we are spending beyond the core subject swimming, then actually you know booster sessions, voucher systems, all of that could be used to actually support those children that have left us as well as think about how we kick start our programme in September for those, focusing on those end of key stage two children firstly. Would you say Sue, that looking to September, that to be quite strategic about swimming, that actually it is those year five to six's that we need to focus on, rather than perhaps if we have in the past sent our Year three swimming maybe in that first term.

RES: Yes, I think it's a difficult one, isn't it? Because nobody knows where we are with Covid and we have got to live with that and manage it. But I think you're absolutely spot on, the creative and innovative ways colleagues have thought about how they can support our children to swim, or, safe self-rescue, the transition is an excellent point. Because, as you say they are still your children until August 31st, and if we can work with colleagues in secondary schools so they understand and know, how many of their children are coming in who can't swim and it's not only the new Year sevens, it'll be Year eight's as well. So we've got the secondary teacher training programme, we've got under spend as we know in the primary peak: can they work together, DFE and particularly Minister Gibb, are really supportive of getting our schools working together to get the swimming addressed, and as you say, maybe it is Year five, six and even Year four, because we just never know if we'll have another lock down, when it will happen again. So, if we get children swimming as soon as possible, and is it good to do blocks and then follow it up later in the year? Can we be more creative with how we present that, is it once a week? Is that the best way? Or is it good to -we have seen some excellent practise where there's been a timetable suspension for a week and there's been a real focus on getting children swimming and then it's picked up later in the year. Also negotiating with your local leisure centres and your local Independent schools: we have one locally who has done blocks of ten lessons at very cheap prices, they are more accessible to parents, or you can use your vouchers that you say, so be as creative -nobody ever gets criticised for being innovative.

INT: Absolutely, and it is that dry side understanding of water safety as well, isn't it Sue? We talked to colleagues a lot before the summer break about, have we ensured that our children right from Reception all the way through to Year six and beyond are aware of DRAM prevention of water safety: how to float to survive, or the effects of deep water and cold water shock, for instance, and I've talked to colleagues in the PE sector but also around the personal social health education sector, about actually their commitment as a school, to ensure children are safe and keep themselves and each other safe. So, thinking about actually it's not just a quick fix, because it happens to be drown prevention week for instance, and we do an assembly on it for everybody. That's great, and that's very valid, but is there something that is revisited, as it would be in a curriculum content dialogue, you know, right from reception, is there a text we look at to do with water safety and then it's built on in Year one all way through to Year Six, really understanding it and linking it to the swimming provision, you know it's a whole school approach isn't it Sue? Rather than just the PE responsibility?

RES: Absolutely, that's the silver bullet, the curriculum connectivity; I mean SWIM England, RLSS and [unclear 00:09:01] we have all worked together. There is fantastic free resources about you know, what can you do on dry land? Can we take them into the hall or the gym and have a look at what we do? Can we actually talk in other areas of the curriculum about cold water shock? You know, what would you do? That whole PSHE about supporting one another? You know, you don't jump in to save a friend, that's not the safest way to do it. How would you do all the problem solving? So that can be reinforced constantly throughout the year, and that is quite cheap to do, you know you're not having travel costs or anything. We don't want dry land to replace it though Kate, because we all know there is that transition, but if it can be reinforced then when you go back into the water, they've got that learning and understanding you know, little quizzes, and more importantly, let's take them home so the parents understand the implications. Parents and carers and you know grandparents as well, the shock of falling in the canal, you know what it can do. Not only for them, but for the parents and grandparents too, you know they could fall in as well.

[00:10:06]

INT: Yes, and it's crazy, isn't it, to think that the priority of swimming isn't perhaps what it should be, when we live on an island and we're surrounded by water, we're surrounded by cold North Sea water, in particular here, and canals and rivers all over, and that you know, the safety aspect is crucial.

RES: Well, and also it's fantastic to see the open water swimming as well, that's great. We all know what swimming does for our emotional wellbeing as well as our physical, but it's also understanding as well, that there are implications, and these are you know, it's great doing it safely.

INT: Yes, and actually that kind of gets me thinking about beyond the fear and the safety aspect of swimming, of needing to get those minimum standards, you know, it's that kind of a levelling up if you like, to ensure we have got that minimum provision. But actually, you know, learning to swim opens up a huge range of opportunities for children, and if we're thinking about broadening experiences, and opportunities within other sports and physical activity, you know, I was sat on [s/l Benal 00:11:15]beach, I was telling my colleague Donna about it and seeing people stand up paddle boarding, kayaking, sailing, my dad and I are desperate to go wakeboarding and all of those opportunities, you know, without that minimum competency in swimming, it would be shut off to us. We're thinking about, you know, residential's that children go on, that actually you know, are we preparing our children to experience other areas of activity confidently, competently, without fear, with knowledge of safety, but broadening of opportunity? It could lead to so much couldn't it?

RES: Absolutely, and that, all the things you've mentioned, you know the kayaking canoeing building the core as well for them to be able to stand up on a paddle board and linking that with your gymnastics and your dance. Look, this opens up a whole range of activities and you know, that's where residential's are fantastic aren't they, I mean they're really good. We say you have to take a suitable risk, an acceptable risk and suitable challenge, and as long as that is in place, then we are opening up a whole new world for our children and young people. You know, not only now but going forward, and if it's all about getting them active it maybe they don't like a traditional invasion games, but they love the orienteering, they love perhaps paddle boarding or kayaking, canoeing as you say, the whole outdoors, climbing, and that core stability really will help him with all other activities and you know, following my paralysis, I know better than anyone, to have a strong core will stand you in good stead until you are in your 80's -not that I am 80 Kate,

INT: No.

RES: No, but it does you know, my father is 86, great sportsman and really had a strong core and when he fell it was, that's what helped him sort of on the mend, sort of thing. So it's a cradle to grave thing, PE is for life here.

INT: Yes, it's that physical literacy isn't it? So we are not just about the doing we're about engaging the enjoyment for children, but that self-motivation to be lifelong movers and like you say you know, if we trip over or slip on ice, we're more likely to recover and not hurt ourselves as badly or recover from a nasty injury, perhaps quicker, if we have that physical literacy and health and fitness. You know it is a life skill, isn't it?

RES: Yes.

INT: Yes, absolutely. Just touching a little bit on there when you talked about that transference of skills, thinking about the core stability for stand up paddle boarding, all of that, it just gets me thinking about our physical education curriculum: because although we may have a big incentive to be physically active and we're doing lots of other things, what I'm always mindful of is that we don't replace the hot, sweaty stuff that happens in and around the school day, with the core physical education lessons that build skill, that are progressive and accumulative and learning. So let's talk a little bit about curriculum and how actually that sets up our children to later make those choices of being physically literate and engaging in any activity they like, because they've got those fundamental skills, those ABC's if we like.

RES: I mean absolutely, and you know, I'm a real supporter of this because we had a wonderful H. Michael Carroll Raymond who talked about the busy, Happy, good syndrome, you know, and the red and hot and sweaty and that actually, isn't education to the physical domain. That is great and yes, of course, we want all of our children to have fun and enjoyment, but those pillars of learning have to be built up, they have to have mastery of learning or else the skills don't transfer, and when we are doing our curriculum, you know, perhaps sometimes we are guilty of maybe doing marking the space or throwing and catching and then repeat it in another activity, when we actually should be building on those skills, to get that progression and development. We see you know, PE as you know and that moving to learn, learning to move, that leads to you engaging in enrichment activities in school sport which hopefully will then lead you into community. So it's a seamless transition, and if any parts of those jigsaws aren't in the right place, then actually the whole picture is dysfunctional. So that building on the skills and getting that progression, so they are physically competent, they can move and

learn as they're doing, is different to just being, running around. That is important, but it is more important to be physically competent because they can't run around if they are unable to put one foot in front of the other.

INT: Yes, and that goes back to articulating an understanding as well, so it's not just doing, but we're actually engrossed in the opportunity with talking about it, we are cognitively engaging I guess I'm trying to say. So that it actually becomes problem solving, it becomes creative, you're selecting and applying those skills, and actually, that's when I talk about physical education as being really cognitive and engaging. It is an academic subject, it's not just physical because you develop those decision making skills, those application of skills in different contexts. If you have that physical capability, you can conquer anything almost.

RES: Yes, I mean absolutely, and that's where Covid has probably had its biggest impact on our children and young people, because our physical, emotional, social, cognitive development has really been fractured through no one's fault except Covid, and everybody, you know, parents, carers and the whole work force has tried to help with that, but until young people are back in the school and are actually focusing on those emotional and social skills, we won't actually build up the cognitive development. We know, you know, particularly colleagues we have been talking to in the early years, that children have actually lost that core, functional core stabilities, they are finding it hard to sit up in the classroom, holding their pen, you know, there's some regression there, so that whole focus and concentration on physical education is important. Where we are seeing, we did a big pilot and our colleagues without actually visited where they could, our quality mark schools, and you can see where they've put PE front and central, they are actually making massive inroads, and one school suspended the whole timetable for two weeks and it was all about physical education: music, drama, the arts, to build up the confidence so children could re-engage, because they've become anxious, they had become distant they'd lost their confidence. They couldn't socialise appropriately with their, you know their peers. That is massive, and that's perhaps what we don't see. So this whole teaching, physically, socially, emotionally, and cognitive development through PE is absolutely critical, and that new qualification they have introduced, has taken off exponentially and it has really helped get PE at the front and centre of the curriculum. Now head teachers are saying without that, you know, some of the heads we spoke to said you know, children were actually regressing and we need to rebuild that. I hate the term catch up, you know, because we've got a unique generation of young people who have come through

this, you know, they have really tried hard, but we need to look where these young people are, build them up through PE so they can attain in other areas of the curriculum. You are absolutely right, PE is an academic subject, it's just done through a practical, physical domain.

INT: Yes, and thinking about that Sue, I always think it's crucial to raise the profile of PE in that way that you've mentioned, and also get parents and governors on board. Sometimes it's a little bit of education around what physical education is, and understanding how crucial it is, especially when we are thinking about Covid and like you say, it's not a catch up of filling in the gaps of curriculum, it's about this recovery, but a recovery in that, as in we are identifying the needs of children and supporting them appropriately, physically, emotionally, cognitively, et cetera. That's lovely, so let's touch a little bit around Physical activity and the importance of it: we've done an awful lot in County Durham around our active 30 Durham agenda, thinking about those 60 minutes of moderate to vigorous activity that our Chief Medical Officer recommends and we've identified that as a need in our schools, to get at least a minimum of 30 minutes, as much as possible each and every day in snippets: in five minute, two minute intervals all over, and I guess what I've said to schools is every little helps, more is better than less, something is better than nothing. It's not about time watching and saying, "Right, that's 30 minutes of movement, great." it's about how we accumulate movement and reduce sedentary behaviour throughout the day basically.

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RES: Yes, I mean absolutely and the whole issue around playing, you're right, it's about re-educating and revisiting in some areas, because you talk about play and often people will refer to sedentary play which is critical and important, but we want play to be really active, so can we look at our playgrounds? Are they really active? You know, way back in the 90's when I was a PE advisor, we looked at playgrounds then and there were certain groups of children who would just sit quietly and didn't want to be active and we thought that was important then, so we had quiet areas because it was dominated by maybe, you know, football games or something. But I think we've got to look at what we're doing in the playgrounds now, and I was actually walking past a school one day and they had done a brilliant job, because they had to zone off in bubbles because of Covid, there were different areas, it was cleaned and then they rotated so all children got different activities, some really physically active, others less so. So this whole notion of play at break times and lunch times is important. Active travel to school, you know do we really know how children come to school? You know, can we

encourage, can we send equipment home and also I'd ask colleagues to look at extracurricular activities, absolutely vital that we get the school sport competition back in. But what about our young people who just want to be active? Just want to do a skipping club, not a competition, but it's a competition about the self so we are encouraging that, you know, beating your time and so on. Or you know, what happens if they just want to do a bit of dance? As long as it's active, but it's less formal than we are used to. So I think that's important as well and we hear about having active curriculum subjects. I am very privileged to, sort of, be working with Andy Daly Slater and the guys in Yorkshire Sport, and Andy was on our working task group, and you know, he was talking about the importance of it being relevant because if we are just getting children to jump up in the middle of a maths lesson because they need to move about, is that relevant or are we actually doing activity that re-enforces the learning in that maths lesson? We were very lucky to film in a school called Sandalcastle in Wakefield and I sat in an English lesson and the hairs on my neck, stood up to see this teacher, teaching nouns through physical activity, but it was relevant. It was pre Covid: so a [s/oo:23:27] collective noun was going round, you know, hugging and collecting things to reinforce that, and amazingly those children who were kinaesthetic learners grasped it much better than if they were sat in front of a whiteboard. So let's look at how we can be active in the classroom, that reinforces the learning in that subject, and it's also important to stimulate the brain. So we don't just suddenly jump up because we've been sat for 30 minutes, it's actually relevant and you know, there's some great products out there you can use, you know commercial products that can actually help you be active in maths that is relevant to addition and multiplication, because we don't want to detract from children's learning in a specific context, but we need to widen how children learn, you know, kinaesthetically, audio visually. Also let's link you back to PE. If we're starting having orienteering in geography let's make sure we're doing that in PE, so it links to the you know, we've orientated round the school, now we're going to go and do that in PE. That reinforces that learning and that grasp, so let's be physically active from when we arrive in the school to when we leave, within the right context.

INT: Absolutely, it's that whole school embedded approach isn't it, and we've worked in County Durham a little bit around this, especially we've done quite a few CPD opportunities around active learning, and some of those ideas that I bring to the table if you like, are pedagogical approaches that aren't inventing anything new Sue, they're just reimagining perhaps or remembering, what it is to present a creative learning opportunity to our children. We

sometimes get pressured into that evidence and books type activity, when actually, the learning comes from, an evidence of learning comes from your pupil outcomes and your pupil outcomes are not necessarily what's written on paper, but also how they articulate, how they engage, how they understand and apply their skills in mathematics or English, and sometimes our learning is concreted more so, if we're doing it whilst moving in an engaging sort of way and there's tonnes of opportunities to do that, especially around maths and English. But creatively as you say in around links to geography, links into history, and you know it's about good pedagogical approaches. We're very good at that in primary, we sometimes forget we are, and this is often where I make that link into PE, when non sport specific teaching staff are very fearful of physical education teaching and learning and yet, they've got fabulous pedagogical approaches, delivering history or geography or English and maths and actually, it's about how you present learning to children, and you can very much be upskilled to deliver a really great physical education lesson if you've got those teaching skills, and you just need to be upskilled on some of the activities and physical specific qualities of a good lesson and progression of unit of work as well. That's great, thanks Sue. Thinking about, you touched on that meaningful approach and not just jumping up and down in between to reduce sedentary, and we touched about that embedded whole school approach, I do always find that it is still the PE leader that has to push for that. I talk a lot about, you know, can it not be your maths coordinator or your English literacy coordinator, that actually drives that model of active learning, so that there's someone else on your battlefield if you like, to get it to be a whole school approach and not just the responsibility of the PE Lead. What would you say Sue is the key message, perhaps to get all staff Involved?

RES: Yes, I mean you are great Kate, in Durham, you've got that whole school improvement agenda there, and I think you've said it: primary colleagues are so experienced in pedagogy, they really are absolutely brilliant, and it's transferring that right across all the curriculum activities, you know. My colleagues in the Council for Subjects Association would say the same, you know, colleagues in geography, colleagues in drama, will say exactly the same and I think what we need to do is work as a team. We are team emotional health and wellbeing and actually we can drive that through various activities, but let's use being active in maths and let's get the maths subject Lead up there saying, you know, "Physical education is really important, so is mathematics and actually being active we are going to put through it." So you get a team of colleagues together, perhaps all the subject leaders in the primary school to say, you know, "We're all good pedagogies, what we might lack is technical knowledge in some areas." so as

you say, get that, we call it professional excellence now, you know, we've reframed professional development to say this, get that professional excellence, so we understand each other's subjects, the contribution to physical, emotional wellbeing. Just talking to my colleagues in drama, you know, they are absolutely right in saying PE leads through the physical domain, but we can bring some emotional wellbeing and I had quite a discussion with Minister Gibb about, you know, he said, "Music will say they do exactly the same as you." so I went to my music colleagues and said. "Can you help here?" and they're absolutely right they are saying, "Yes, we can contribute to emotional health and wellbeing you've got to drive to physical." and I said "Well can you do some physical things through music?" so I think once you have that dialogue it's not a competition, it's reinforcing front and centre how our children's wellbeing is really important. All subjects can contribute, but when it comes to the physical leading PE, so let's get all the subject leaders together working on this, the contribution, let's put the whole school improvement there and we are going to drive this because the school improvement will come if we're working as a collective team, and as you say it's not always responsibility of the PE Lead. They can be the advocate, but they can also upskill their colleagues, "Oh look at the contribution your subject's making." because if we all feel valued and confident, we will all work together like the young people do.

INT: Absolutely. You talked a little bit there Sue, about professional excellence and that kind of leads me into thinking about the task force and would you like to share to our listeners about what the task force is all about, who's involved and what's the key drive for having it?

[00:29:57]

RES: Well, it was formed really about, we felt physical education was sort of, not being neglected, but not having the status it required and tended to be overtaken by sport, and we know that school sport is really important, we know physical activity, but as I said earlier, It's a map, it's a really important jigsaw. So we decided to get different people together because, we know great colleagues who can articulate the case, we thought we will get different people from the medical profession, some behaviourists, some physical education experts as well. People who are in QTs, what are the challenges for you? And researchers, and those are very knowledgeable about physical activity and school sports. So the task group itself was formed we then needed advocates who could get the message out there in the press, like Jason Robinson, who came on a true physical education journey, and a really unusual journey for a rugby player too, so he's been really supportive and of course, Edward as a former education

minister, who actually created Primary Premium, who led on that and was innovative in bringing three departments together, because it is about education, It is about sport is about health. So he's chaired it, it's taken a bit longer than we hoped with Covid, but out of that came recommendations, many of which are not new, but they've been said by different people and we feel the key to all of this is great teaching and learning. So if you've got a fantastic workforce, you will have great outcomes, but there are barriers in there that are preventing our workforce putting PE front and central. That is obviously the pressure to perform in other areas, and what we've got to do is advocate to say, actually, if your PE is good, here is the evidence that says other areas of the curriculum will improve, whether its early years through to 16 year olds, you know, it's really important and we have the evidence with schools that have done that, have taken that leap of faith. So it's working with those head teachers to actually try and improve the knowledge and advocacy with other head teachers. Then we also wanted to look at how do we get PE right in the curriculum? Because we don't always and we've got to be honest because it was perfect we wouldn't have the issues and what is clear is a lot of the issues were around before Covid: we have inactivity, we have children that we need to level up here in society that are not getting the opportunities and are disadvantaged, but we also need to stretch our more able children. So there's lots of things in there, but it centres around getting PE the equivalent of core status and putting it front of central and there will be some exciting announcements in September I hope. What AFP is going to do is put out there for members, school improvement colleagues, who may want to work with you but you're very lucky in Durham you have got PE specialist advisors, where there isn't, we will try and support. Because what the interviews were telling us, is some of the workforce are just so innovative but there are barriers from senior leadership to say, "But we have to achieve these results." and it's supporting them to say, "But if we've got a good PE curriculum our SATS may improve, our GCSE'S may improve." because now more than ever young people need support for their emotional wellbeing as well Kate, as well as being physically active if they are too tired and not taking in information, they are not going to remember things. We have got to inspire our young people and inspiration comes from great teaching and learning. There is a great quote I'm going to plagiarise from Sidney Hook, "Children don't remember products, they do not remember systems and programmes, what they remember is a great teacher." where that teacher has got them, and our workforce are just so special they need to be valued as well. I have never seen a workforce so exhausted and shattered and demotivated in a way as we've got now. We need to just give them a great

boost and say, "Come on, young people are surviving because of you, and they're not just surviving their thriving."

INT: Yes, and that's a key message about that thriving, not just surviving, and a lovely message there Sue, about our workforce because they are exhausted we are all exhausted, but we do everything, don't we? For those children and young people, and that's something we need to celebrate, I think, a little bit more than we do. You know, touching on that negative press if you like or the incorrect dialogue around the premium or whatever, we know how much, you know, positive pupil outcomes we can get from a quality PE programme and a broader quality PESSPA, PE School Sport Physical Activity Provision in school and like you've said about those outcomes, that we want cognitively, academically, et cetera that we have the pressure about, SATS results, et cetera. That actually it's not about replacing what we have with the PE, it's about the PE actually, can be the vehicle to do all of those things and better, and like you say you know, raise your standards. We've really got raise this profile, haven't we? That's about the dialogue we have Sue, it's about these podcasts, it's about our colleagues talking to each other, it's about correct use of social media and informing our parents to you know, getting it into the community about how important PE is and seeking the understanding from our children and young people? So that pupil voice is really crucial isn't it, about getting it right for them?

RES: Yes, and a pupil voice can really influence parents, carers, grandparents and it's understanding what it is to be physically active, you know. I was stood in Covid queuing to go in a shop and this little person was saying, "But I want to go to the to the park, I want to go on my skateboard." and you know, parents are tired and "Oh I don't like that, I'll get you to go with your friends." and it's about getting your parents on side as well and when you see them gardening or with the vacuum or the mop or cleaning windows it's explaining, "You're really physically active, it doesn't have to be necessarily a sporting activity." and that helps build parents confidence, "Yes, okay I will come for a walk because you like walking but, I like actually hoovering." you know, I don't but you know, you see where I'm coming from here, and your gardening, that's really active, getting the children in the garden and getting them physically active and the heart beating, and celebrate that with parents, and then you've got parents who love the activities. So it's levelling up, so parents understand actually, being physically active is important, I don't have to be a runner as long as we are physically active as a family, and different parts of the family will like different elements of different activities and

I think that is key and we've seen that already. We also interviewed a lot of teachers and you know, one of them said to me, I said, "Look what you've done for these children, never, never look back, except to see how far you have travelled." and they said, "Well, doesn't everyone do what we do?" and our colleagues out there are so humble Kate, they do not realise how good they are and this is part of the advocacy. When SATS are constantly improving and it was Joe Wilkinson in Derby, you know, had this great piece of insight: that actually the more PE they did the better the SATS get and we need to say actually do you think part of the solution is doing more PE? Have we got better SATS because our children are physically, emotionally better? It's not taking all the credit, but it's our contribution to improvement, that's what we've got to shout about and advocate, and we just need colleagues to say, "Come on, you helped achieve this, and you need to shout about it.". When you go in for your appraisal for your personal development interview just put the contribution of PE and what you've done as a subject leader for it in your school. You know you really need to shout about this. Because, you know, it's quite interesting when you look for social media about Ofsted, and you know it gets a lot bad press, what is the first thing senior leaders or governors do when they get an outstanding Ofsted? They buy that blooming 200 foot poster that says [s/l St Cuthberts 00:38:23] is outstanding, well, we need to do that with PE. PE is outstanding in this school and look at the contribution it's made to young people's lives. You know, and when you hear children on interview saying, "I just love my PE" and we've got snippets from our quality mark and these children are so articulate, you know that they are really good at saying how good they are. Get some snippets, get them on your website, have a video running in the school so when parents come in they can see their children love PE and love the school, and it's little things subtle things like that on social media where we hear our children talking about PE and school sport and physical activity. So I'd like to see every school in Durham with that on social media. We will retweet, we'll takeover Twitter, retweeting a positive contribution of the PE workforce out there.

INT: That sounds like a challenge Sue, so definitely. Yes, we've got some huge banners with our active 30, we are an active 30 school-

RES: Yeah!

INT: [unclear 00:39:24] have engaged, which is what it's about. But you're right I would like to see physical education at the forefront and central as you have said. That's marvellous. Thank you so much for joining us today Sue, there's so much more I want to talk to you about, so I will

ask you to re-join us at some point in the academic year. We must try and meet up for a coffee or a cocktail at some point, Covid safe as well. But we really value your time. Is there anything you'd like to say to our workforce who are currently in their summer break at the moment, they will listen to this, I'm sure when they come back in September, is there a key message you want to say on behalf of AFPE to colleagues out there?

RES: First of all, two little words and that is, thank you, and that's really from the heart; thank you because we can't do it without you. You know, you are the bedrock of the education system without teachers we have nothing and teaching assistants, everyone in the workforce. Secondly, believe in what you do and thirdly, have some hope because we're going to get there, you know, we will get there because you're a positive workforce and we will come out of this eventually, and I think it's important to have lessons learned. It's a unique set of circumstances which will produce a unique set of children and young people. I think they will be more resilient, and I think that's down to your support. So just have faith and keep going and believe in what you do and keep advocating for PE.

INT: Sue Wilkinson, thank you very much.

RES: Thank you for asking us to join you. You're doing a great job in Durham Keep it up, Kate and thank you for what you do and Donna.

INT: You are most welcome. Donna's in the background there. Thank you.

RES: Yes, she is, take care.

INT: Take care.

[Audio ends: 00:41:12]