

PE (including dance) We welcome the Review's recommendations to strengthen the national curriculum for PE, recognising its role in supporting pupils' wellbeing and educational outcomes. We will revisit the aims of compulsory PE across all four key stages to ensure a scaffolded approach to developing fundamental movement skills and participation in sport and physical activity. We will also consider how specific elements like swimming, dance and outdoor and adventurous activity are presented to ensure they support quality teaching and progression. Additionally, we will work with Ofqual and stakeholders to review the PE GCSE subject content to make sure that they establish a purpose for the GCSE distinct from the key stage 4 curriculum, and that the PE GCSE activity list can support wider participation, including from pupils with disabilities. We will ensure that the key stage 4 PE curriculum has a clear purpose for all pupils so that schools recognise the need to protect two hours of PE time for all pupils throughout their time at school – securing a foundation for continued participation in sport and physical activities. Dance holds a unique position in the curriculum as both a physical activity and a creative art form. It provides an engaging route within PE for many pupils and complements what pupils learn in their engagement with sport and other physical activities. We welcome the Review's acknowledgement of the creative as well as physical aspects of dance and, following its recommendation, we will add further detail to content on dance within 35 the PE programme of study, considering how this can enable more consistent teaching of dance and an effective pathway to further study. We recognise the workforce challenges identified by the Review. Both the new National Centre for Arts and Music Education and new PE and School Sport Partnerships will support schools to build capability and confidence in the teaching of dance. We also want to ensure that the GCSE also reflects dance as a creative art form, is reflective of professional best practice, and enables pupils to study a broad and diverse body of work. We will review GCSE subject content and balance of assessment methods and approaches to achieve this.