

PHYSICAL WELLBEING

Adopt a health-based PE approach including healthy lifestyle habits and tips.

Reinforce fundamental skills – agility, balance and coordination – not sports skills.

Include fun, floor activities that build core strength.

Balance mild, moderate and vigorous activity.

Loss of motor skills, resulting in clumsiness and reduced dexterity.

Imbalanced health habits, e.g. too much/too little sleep, under/over eating, obsessive/relaxed hygiene.

Learning loss or inequalities, e.g. forgotten or gap in skills, knowledge and understanding.

Value and encourage active play.

Break up the school day with short bursts of physical activity.

Use active learning methods to revisit, reinforce and apply classroom learning.

COGNITIVE WELLBEING

Award merits for a range of attributes; link them to physical or sport-related endeavours.

Loss of fitness, leading to low energy levels.

Loss of strength, resulting in poor posture and balance.

Key: Potential challenges

REACTIVATING LEARNING



WHY and HOW to rejuvenate primary pupils' wellbeing through physical education and physical activity.

Key: Potential solutions

Lack of purpose, leading to reduced motivation and readiness to learn.

Loss of routines, leading to reduced self-organisation.

Reduced concentration and memory.

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Greater anxiety, depression and trauma.

Lower self-esteem affecting willingness to try or take risks.

Reduced autonomy, leading to lower sense of self-efficacy and personal responsibility.

Greater mood swings, resulting in reduced emotional control and unpredictable behaviours.

Loss of social skills, affecting ability to share, take turns, listen, cooperate or communicate effectively.

Increased need for reassurance or interaction, requiring more support or attention.

Fear of others, leading to lower levels of trust and empathy.

Reduced social confidence, e.g. withdrawn.

Encourage a focus on personal goal-setting and personal achievements.

Provide opportunities for creative problem-solving – no single 'right' answer or method.

Allow choice – comfort or stretch – within/across activities.

Offer a time-out space and activity when needed.

EMOTIONAL WELLBEING

Emphasise physical not social distance.

Scaffold cooperative learning, e.g. pairs, fours then larger.

Set team challenges where individual activity contributes to a collective goal.

Provide opportunities for peer-coaching and peer-review, modelling constructive methods.

SOCIAL WELLBEING