

Code	England	Wales
Control Explicit	KS1: It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (NCPE, 2013, p2)	
Control Implicit		"It has been published primarily to help schools begin to design their own curriculum" (CfW, 2020, p.5)
Pedagogic Text Acquirer		"...personal concerns, interests and circumstances may have an impact on the pathways along which a learner makes progress" (CfW, p.76) "Learner centred pedagogies such as TGFU and SEM can contribute to t a learning culture where physical activity is enjoyed by all" (CfW, 2020, p.90).
Pedagogic Text Performance	In particular, pupils should be taught to: <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. (NCPE, 2013, p.3) 	

Autonomy High		"I can make decisions based on what I know"; "I can make decisions based on what I like and dislike" (CfW, 202, p.81)
Autonomy Low/High	KS1: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (NCPE, 2013, p.1)	
Overall Competency/ Performance Model?	Control is explicit, pedagogic text is performance orientated but autonomy is high as there are a lot of absences. So, it is a performance curriculum in terms of control and pedagogic text and autonomy is low/high.	Competency - guidelines rather than a framework. Lots of detail for this to be guidelines but the detail is vague. How are teachers supported? Does this vagueness support certain learners over others? Do learners need to have the resources to access learning? Although acquirer focus can this be the case without support for teachers to read and enact curriculum in this way?

Table 3: Examples of the analysis comparing curricula documents for England and Wales