



Physical Education Curriculum Statement

Foreword

How is P.E a sacred subject?

PE enables children to unleash their full potential, both spiritual and physical, so that they transcend the limitations of the human body. PE provides a unique opportunity for students to recognise and appreciate the need for relationships based on trust and interdependence. It promotes the sanctity of life – the appreciation of the beauty, dignity and reverence of the human person made in the image and likeness of God.

Intent

At St Mary's we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

Our main aim is to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes.

We aim to ensure that our delivery of physical education allows all children to have the skills and mind-set to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

Implementation

PE lessons at St Mary's encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Physical Education is taught for one hour a week by either a St Mary's member of teaching staff (Y2 & Y6) or a highly qualified sports coach (EYFS and Y3-Y5). Our sports coach works alongside us and uses the same lesson plans and long term plan to support the consistency throughout the school. Each day, children participate in the 'Golden Mile' – this helps to increase the amount of physical activity the children do to amount up to the two-hour legal requirement of physical exercise in school. During the Golden Mile, children are encouraged to keep moving for the whole time and count the amount of times they run/jog/walk around within the 15 minutes. Throughout the year, every night of the week there is an after school sports club that children can participate in. Clubs are varied and suited to children's wants and interests – this is found out through pupil questionnaires. Each summer, all children participate in a Sports Day where they can show their talents through different styles of races.

Physical Education Overview

KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Key

Basic P.E Skills	Ball Skills	Games	Performance	Athletics
Swimming	Invasion Games	Fitness	Striking and Fielding	Gymnastics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Introduction to P.E- Unit 1	Dance - Unit 1	Dance - Unit 2	Fundamentals - Unit 1	Ball Skills - Unit 1	Games - Unit 1
Year 1	Fundamentals - Unit 2	Dance	Gymnastics	Ball Skills	Athletics	Sending+ Receiving
Year 2	Fitness	Dance	Gymnastics	Ball Skills	Athletics	Striking and fielding
Year 3	Fundamentals Y3/4	Dance	Gymnastics	Ball Skills Y3/4	Athletics	Rounders
					Swimming	Swimming
Year 4	Hockey	Fitness	Basketball	Gymnastics	Athletics	Cricket
			Swimming	Swimming		
Year 5	Netball	Dance	Gymnastics	Fitness	Athletics	Rounders
	Swimming	Swimming				
Year 6	Basketball	Fitness	Hockey	Gymnastics	Athletics	Cricket

EYFS

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through: comprehensive middle leadership development, a focus on developing all teachers' subject knowledge, physical education pedagogy and the provision of high-quality planning resources. Links are made with Christ the King Catholic Collegiate to share resources and knowledge. CPD is delivered in conjunction with the Physical Education department at Saint John Fisher.

Teaching Style

Excellent teaching, within St. Mary's Catholic Primary School, is based upon two key principles: research on the classroom practices of master teachers and research on cognitive supports to help pupils learn complex tasks. The child is encouraged to engage head, heart and hand, the 3 domains to learning are the emotional, the social and the cognitive. Through such discussions, St. Mary's enhances the children's thinking and communication skills, boosts their self-esteem, and improves their attainment; focusing on the enquiries with lenses of critical, caring, collaborative and creative thinking. The children are comfortable with epistemic uncertainty because they understand that the dilemma is more important than being right.

Lesson Plans

Our PE lessons are planned alongside the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Progression is built into the lessons and sports which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. At St Mary's we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Cross Curricular

Wherever possible, the Physical Education Curriculum is enhanced by interweaving content through other subjects. This is carried out through a Math's/P. E day in the Spring term. Additional to this, where possible, P.E lessons will link to topic's done in other subjects. E.g. in Year 2 Dance lessons – the English text children will be reading is journey therefore the dances the children produce will replicate a theme of journey's.

Impact

By the end of the curriculum, all KS1 pupils will be able to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

By the end of the curriculum, all KS2 pupils will be able to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

compare their performances with previous ones and demonstrate improvement to achieve their personal best

Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the progression of skills document, progression ladders and knowledge organisers.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Our School provides an appropriate PE kit for all children to come in wearing on their P.E day and spare sets are kept in school. Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in. Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times. Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.