

East Worlington Primary School

Physical Education Curriculum Statement, Knowledge and Skills Progression

Subject Vision: “I have always believed that exercise is the key not only to physical health but to peace of mind.” – Nelson Mandela

Our vision for PE is for all children to experience excellent physical education, school sport and physical activity that will lead to life-long participation. Our aim is to provide a high quality, inclusive physical education curriculum which inspires all pupils to succeed and excel. We focus on developing pupils’ physical literacy required to tackle a range of activities and encourage life-long participation in fitness. We target opportunities for pupils to become physically confident in a way which supports their health and fitness as well as embed values and respect.

Statement of Intent:

It is our intention to deliver a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as tolerance, fairness and respect. Through enrichment activities and intra-school and inter-school competitions and events, we aim to raise the profile of PE and expose our children to sports they may never have had the opportunity to engage with.

Our curriculum is designed to give develop children’s skills, coordination and knowledge of how to keep yourself healthy from the Early Years onwards. The children build on this year on year until they are applying these skills to specific games and sports. This progression of skills has been planned in order to build on the skills needed to meet the end of Key Stage objectives in the National Curriculum. Additionally, an imperative element of the curriculum within the East Worlington Primary School is a need for a healthy and active lifestyle, a balanced diet, positive growth mind-set and the resilience to persevere. We are passionate about the need to teach children how to co-operate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

In our rural context outdoor education, forest schools and swimming are things that we feel are particularly important for us to provide high quality instruction and learning so these have been woven through our curriculum each year.

This means following a skills-progression curriculum model with knowledge underpinning the application of skills. The 2002 Education Act requires schools to provide a ‘balanced and broadly based curriculum’ which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life. We intend to deliver **the 2014 National Curriculum in a purposeful, engaging and creative** way by providing a **broad** curriculum that ensures that there are enough subjects on the timetable and a **balanced** curriculum that ensures that each subject is given sufficient space on the timetable to deliver its distinct contribution.

Statement of Implementation:

The PE curriculum is taught through a carefully sequenced rolling programme, which is in-line with the National Curriculum, and is used to aid teaching staff in their subject knowledge and planning of PE. Teachers are able to adjust and change lessons to suit the needs of their classes but the structure of the teaching sequences provides a strong basis of what is expected in each year group. Each class has access to two hours of high-quality physical activity every week, made up of a variety of sports, games and activities which offer a breath of opportunities for the children to develop and succeed in. These are either taught by the class teacher or by specialist PE coaches from Primary Sports. Through the use of coaches, fun and innovative sessions are run that offer staff the chance to upskill their own practice.

Each lesson, children are given the opportunity to practise skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Different skills are recapped throughout and across the years, each time they are being built upon. This enables children to know more and remember more.

We offer a range of sporting after-school clubs. A range of inter and intra events run throughout the school year, giving children opportunities to take part in competitive against other schools in our local community. The children take part in a golden mile each morning and have a wide range of opportunities for additional play during breaks,

lunch times and in Out of school club using a range of resources provided to facilitate active play. In addition, children in Oaks are invited to train as sports leaders to enable them to work alongside the staff on duty at lunch and breaktimes to lead a range of games with rules known to all children from Reception onwards.

Statement of Impact:

What is the impact of the Physical Education curriculum at the school?

Our curriculum aims to improve the wellbeing and fitness of all children in the East Worlington Primary School; not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Through strong links with PHSE, we promote the overall well-being and health of each child through teaching about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. We aim to encourage children to maintain a healthy, balanced diet, develop their physical literacy and thrive in lifelong participation of sport in whatever capacity that is. We expect all children to be able to swim 25 metres unaided by the end of Year 6.

In all classes, children possess a wide range of physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Exe Valley Federation make good progress in PE and are eager to attend after school clubs and competitive sports events.

This Curriculum Statement and Skills Progression should be read in conjunction with the school's Curriculum Vision and Pedagogy and the Project Plans for each class.

NC Objectives

Key Stage One

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. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and 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.

Key Stage Two

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. Pupils should be taught 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, rounders 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.

