



God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

PE

Intent

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1. Curriculum Vision

At St John's and St Peter's CE Academy, we recognise that PE and sport contributes to the health and well-being of our children. We believe that a broad and balanced PE curriculum with a range of extra-curricular activities and access to competitive sport can have a positive influence on the concentration, achievement, and attitude of all our children. Our aim is to develop children into understanding what it takes to live a healthy lifestyle through sport and active hobbies, whilst learning the importance of sportsmanship and positivity.

2. Curriculum Aims

Through our PE Curriculum, we aim to:

- Create an engaging environment for all pupils to enjoy sport.
- Promote sports, hobbies, and social & emotional skills to build strong foundations for success.
- Develop self-esteem, confidence, and social skills.
- Contribute to the physical development of every child.
- Give children a way of expressing themselves and an opportunity to be creative.
- Develop a range of skills that can be applied in other contexts.
- Give children the opportunity to try out activities that they would not otherwise have access to.
- Identify talent that create a pathway for them to succeed further.

3. National Curriculum

Purpose of study

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.

Aims

The national curriculum for physical education aims to ensure that 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

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 2

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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

Pupils should be taught to:

- 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.

4. Why study PE in this way?

a) Why has this knowledge been selected?

At St John's and St Peter's CE Academy the physical education curriculum is derived from the national curriculum programmes of study for physical education. Our curriculum map provides a structure for planning and states which areas of physical education are to be taught in each year group. It also makes provision for children to experience all areas of activity by the end of key stage 2.

At this school, all children in Key Stages 1 and 2 take part in:

- Dance Activities
- Games Activities
- Gymnastic Activities.

Children are taught how to develop their skills and knowledge in a range of areas, from EYFS through to Year 6. In EYFS, children are taught the fundamentals of walking, running, rolling, jumping, throwing and catching a ball, and developing control and coordination to move their bodies confidently, in preparation for KS1. These common threads are focused on right through to Year 6 and underpin the PE curriculum at St John's and St Peter's. Children focus on developing and mastering skills and knowledge in KS1 and this knowledge is then transferred into KS2, where it is integrated into many sports. As they build upon their knowledge, children will progress over time. Therefore, they will know and remember more.

b) Why is it taught in this order?

Our curriculum is designed to expose our children to various sports and activities that help them build on their foundation skills, movement, and physical development. We cover some units of work several times to re-visit and progress skills further. We also introduce more complex skills, key vocabulary, and different sports as they work through the key stages.

Units of work are broken down into 6 sessions that include skills (shown in our progression of skills map) and objectives to be learnt. These sessions are designed to build pupils confidence and skills to finally prepare our children to compete in School Games (Level 1 & 2) when they reach Key Stage 2.

c) How are PE lessons taught at St John's?

We know that Physical Education is critical for our children's physical, social, mental and emotional development. Because of this, PE is taught for two, 1-hour sessions a week. This also allows staff and pupils to cover more units of work and develop their learning in more depth. Depending on the setup for a class, the children will learn one unit of work for 6 lessons, and then move onto another unit of work. If there are two teachers, they'll teach two different units so they can have a better understanding of children's progress. Some units of work will have some skills that are transferable. For example, Year 3 start the academic year with Cricket and Tennis which both include important hand-to-eye co-ordination skills. Some year groups work differently due to cover.

We aim to create an environment in our PE lessons in which all children learn to respect and value each other and each other's interests. This is achieved by employing the following strategies:

- Having equal expectations of boys and girls – not letting girls opt out or boys dominate team organisation for example.

- Teaching mixed gender/ability groups and pairs.
- Structuring activities so that all are fully involved.
- Providing opportunities for children to present their work to others.
- Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support, or modified teaching techniques delivered by a 1:1 adult.