

Physical Education

Intent

We aim to develop pupils who will be physically active and can flourish in a range of different physical activities. The aims of our PE curriculum are to develop pupils who:

- Are willing to practise skills in a range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to achieve exceptionally high levels of performance;
- Have and maintain high levels of physical fitness;
- Lead a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly;
- Are able to remain physically active for sustained periods of time and have an understanding of the importance of this in promoting long-term health and well-being;
- Take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others;
- Employ imagination and creativity in their techniques, tactics and choreography;
- Are able to improve their own and others' performance;
- Can work independently for extended periods of time without the need for guidance or support;
- Have a keen interest in PE - a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport;
- Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water.

Implementation

Teachers plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Opportunities to work with experts in the field and learn from their work ethic and demonstrations of good practice.

Impact:

Our PE Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning;
- The annual tracking of standards across the curriculum.

Physical Health and Fitness RHSE – Statutory Guidance

- Know the characteristics and mental and physical benefits of an active lifestyle.
- Know importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- Know the risks associated with an inactive lifestyle, including obesity. Know how and when to seek support including which adults to speak to in school if they are worried about their health.

SMSC Links

Spiritual

- Reflecting and critiquing their own and others performances.
- Develop motivation and perseverance to develop new skills.
- Use imagination and creativity in their learning.

Moral

- Promote fair play and team work.
- Promote the qualities of good sportsmanship
- Promote trust of peers through team work.
- Understand fair play, code of conduct and selfdiscipline

Social

- Promote sports leaders.
- Peer mentoring.
- Encourage cross-curricular involvement.
- Encourage team spirit.
- Use of lunch time play leaders.

British Values Links

Democracy

- Take into account the views of others in teams/groups.
- Vote for outcomes

The Rule of Law

- Undertake safe practices, following class and games rules during PE lessons for the benefit of all.

Individual Liberty

- Work within boundaries to make safe choices in physical activities.
- Make own choices with regard to participation and challenging activity.

Tolerance

- Experience and talk about sport/dance from different cultures and religious beliefs linked to whole school themes.
- Use dance to learn about different faiths and cultures around the world.

Mutual Respect

- To behave appropriately to allow all participants the opportunity to take part effectively.
- Review each other's work respectfully. • Work together in groups/teams, helping and advising others.
- Experience different festivals, traditions and celebrations through dance and sport.

EYFS

	Physical development
1	<p>Develop their movement, balance, riding (scooter, trikes, bikes) and ball skills.</p> <p>Climb up apparatus.</p> <p>Skip, hop, stand on one leg and hold a pose for a game.</p> <p>Use large muscle movements to wave flags/streamers</p> <p>Increasingly use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities.</p> <p>Be increasingly independent as they get dressed and undressed.</p>
2	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>Develop overall body strength, co-ordination, balance, agility.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

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5	<p>Negotiate space and obstacles safely with consideration for themselves and others.</p> <p>Demonstrate strength, balance, and co-ordination when playing.</p> <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p>
6	<p>Negotiate space and obstacles safely with consideration for themselves and others.</p> <p>Demonstrate strength, balance, and co-ordination when playing.</p> <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p>

	KEY STAGE 1	KEY STAGE 2
1	<p>Ball Skills</p> <p>Control travelling with, sending and receiving a ball.</p> <p>Use basic underarm, rolling and hitting skills.</p> <p>Sometimes use overarm skills.</p> <p>Catch beanbags and a range of sized balls. Throw, hit, and kick a ball in a variety of ways.</p>	<p>Lacrosse</p> <p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>-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</p>

2	<p>Invasion Games Play simple competitive games with others and be able to describe to others what they are doing and what they see. Move confidently, changing direction, and speed easily and using space. Play co-operatively with a partner and in a small team. Demonstrate accuracy when sending, stopping and retrieving. Talk about scoring and ways to improve. Decide where to stand to make it difficult for their opponent.</p> <p>Dance Create a dance with a clear beginning, middle, end. Demonstrate moving with control, showing smooth linking movements and clear phrasing. Perform with others.</p>	<p>Handball -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</p>
3	<p>Invasion Games Understand and use space in a variety of games. Keep possession and describe how they have achieved it. Demonstrate control of a variety of games equipment. Demonstrate variations in speed direction and level when playing and use efficiently and safely.</p> <p>Dance Explore how to choose and apply skills and actions in sequence and combination. Vary the way they perform skills. Comment on their own and other's performances constructively.</p>	<p>Volleyball 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</p> <p>Dance -perform dances using a range of movement patterns</p>

4	<p>Net/Wall Games Attack and defend in net type games. Understand the principles of play in net games. Play continuous rallies with a partner. Show awareness of opponents and teammates. Make choices about appropriate targets, space and equipment.</p> <p>Balance & Agility Choose and link actions. Make their body, tense, relaxed, stretched, curled. Use words such as rolling, travelling, balancing, climbing. Plan and repeat simple actions. Show contrast in shape.</p>	<p>Tennis -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</p>
5	<p>Multi-Skills Running Show health and fitness development through cardio, agility and chasing games. Repeat actions. Explore and explain tactics to improve stamina and speed over long and short distances and how tactics/skills differ.</p>	<p>Athletics -use running, jumping, throwing and catching in isolation and in combination -develop flexibility, strength, technique, control and balance</p>
6	<p>Multi-skills Throwing Perform actions with control and co-ordination. Make choices about appropriate targets, space and equipment. Use a variety of skills. Use basic over and under arm skills. Throw a variety of equipment depending on need of game/activity. Track balls and equipment sent to them.</p>	<p>Orienteering -take part in outdoor and adventurous activity challenges both individually and within a team</p>