

St Bede's Catholic Primary School



Physical Education



Physical Education at St. Bede's Catholic Primary School

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.

"Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong."

John F. Kennedy

Intent

At St. Bede's, our aim is to ensure all children enjoy and are engaged in Physical Education and Sport. Through Physical Education we aim to develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. We aim to improve health and well-being, promote active participation and lifelong learning, and for each child to fulfil their potential. Our goal is to ensure that children's experience of PE is positive, motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum.

We aim for all of our pupils:

- to develop competence to excel in a broad range of physical activities
- to be physically active for sustained periods of time
- to engage in competitive sports and activities
- to lead healthy, active lives

Implementation

Our PE curriculum is based on an enhanced model of the National Curriculum. Progression documents have been created and clearly outline objectives via a range of themes/strands that meet the requirements of the National Curriculum. Our long-term plan is broad and balanced, allowing children to access a wide variety of high-quality PE and sports provision. Lessons are predominately taught by PE specialists, working alongside class teachers.

In KS1, there are six strands of learning:

- Acquiring and developing skills
- Evaluating and improving
- Health and fitness
- Dance
- Team games
- Gymnastics

In KS2, there are eight strands of learning:

- Acquiring and developing skills
- Evaluating and improving
- Health and fitness
- Dance
- Team games
- Gymnastics
- Athletics
- Outdoor/Adventurous Learning

By the end of Year 6, all children will have also had access to swimming lessons and our aim is for all our pupils to achieve the required 25m unaided standard.

Children are also given a range of opportunities to take part in competitive sports throughout the year, with our school taking part in the Darlington Schools' Sports Partnership's competitions and following the requirements set out by the School Games criteria for a 'Silver' award.

In addition to PE in curriculum time, we also strive to provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs both within the school day and after school.

Lesson Design

PE lessons at St. Bede's will contain these four elements:

Retrieval

Pupils will recap prior knowledge and learnt vocabulary, referring to their previous lessons. Examples of retrieval activities could include short games, questioning, etc.

Explanation

Teachers share subject material in a range of ways, for example, through demonstration and discussion.

Sports related appropriate vocabulary is used throughout.

Explanations are linked back to prior learning both within and between topics.

Practice

Suitable varied and purposefully sequenced tasks provide pupils with the opportunity to demonstrate their learning.

Appropriate challenge and support is provided so that all children can demonstrate their skills.

Opportunities for children to use techniques are built in to both explanation and practice tasks, and support pupils in moving from instruction to independence.

Review

Systematic feedback is given.

Impact

At St Bede's, we strive to ensure that children's experience of PE is positive, motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum. Every child at our school has regular opportunities to participate in a wide range of physical learning and sporting activities. We believe that PE and sport play a key role in developing qualities such as teamwork, perseverance, communication and self-control.

Statutory Requirements of the National Curriculum for PE

Early Years Foundation Stage

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling:

- children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care:

- children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

Years 1 to 6

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

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. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations