

At St Teresa's Catholic Primary School our curriculum is driven by our mission *to create confident and independent learners who have the skills and knowledge needed to be the best that they can be and who serve each other in a loving Catholic community.*

Intent:

We aim to deliver a high-quality P.E. curriculum that gives children the best possible opportunities to become the best they can be. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education. We place a high focus on sport and activity to promote the benefits on both physical health and mental well-being.

Our whole school curricular focus is to increase pupils' awareness and understanding of a wider range of vocabulary. P.E. lessons include a focus on key vocabulary associated with the skill set or sporting discipline taught.

We want all children in our school to become physically literate, whereby they have the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities throughout their lives. Physical education is a powerful tool which gives children a wide range of skills and values, improving self-confidence, perseverance, resilience, team spirit, cooperation, positive competitiveness, discipline and organisation. Physical education is an integral part of school practices, and our aim is that all children in the school gain a sense of achievement and develop positive attitudes towards themselves and others. We aim to provide opportunities for everybody in our school to experience and enjoy a range of sport; to demonstrate that sport helps people to lead happy and healthy lifestyles, both mentally and physically; and to create an environment of healthy competition, where everyone competes fairly, understands how to work as part of a team and understands how to both win and lose with equal grace.

Physical Education at St. Teresa's Catholic Primary School provides challenging and enjoyable learning through a range of sporting activities, including games (invasion, net and wall, target, striking and fielding), athletics, gymnastics, dance and swimming. Staff are actively encouraged to model active lifestyles to the children, further elevating the importance of healthy lifestyles within school. Our class curriculum maps set out the P.E. units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Pupils receive one quality PE lesson each week, focussing on at least one sporting discipline each half-term, which link to the inter-school competitions taking place during this time. This is supplemented by an additional PE lesson focussing on the fundamental skills required to access, participate and compete in a range of sports. Sport is further embedded in our curriculum through additional coaching, competition and taster opportunities which allow children across the school chance to experience a wider range of sports, including ones that they may otherwise not have had the opportunity to explore. In addition, children are encouraged to participate in a varied range of extra-curricular activities. Lunch time sports activities are available each day and children can attend after school sport and fitness clubs. Participation is tracked to ensure we are inclusive. We have an established school sports squad who support staff and actively encourage younger pupils to participate in physical activity during lunchtimes. All children across our school participate in the 'Walk and Talk' which contributes to raising the daily rate of activity in line with government expectations. Children are invited to attend competitive sporting events within the local area, organised by the Darlington School Sport Partnership, with whom we maintain close links. We take a fully inclusive approach to competition where pupils of varying abilities have the opportunity to participate at an intra-school level and,

when appropriate, at an inter-school level. Our school sports day is specifically designed to ensure every child can enjoy and take part in every event, progressing from participation in EYFS and Key Stage One to competition by the end of Key Stage Two. We encourage all children to engage with sport wherever possible, and make sure all children are provided with equal opportunities to engage in sport by ensuring all clubs, activities and teams are open to all children. Our sports teams which enter competitions are mixed teams, with girls and boys receiving equal opportunity to compete. If it is not possible to enter a mixed team as a sport has a single gender competition structure, for example football, we always endeavour to enter a girls' team and a boys' team to ensure participation is not limited. As a sign of our commitment to equal opportunities, we've made a pledge with Barclays' Girls' Football School Partnerships to grow and give every girl access to football in school by 2024.

Implementation:

Teaching and Learning

Teaching and learning, in conjunction with the National Curriculum's expectations, is implemented primarily through use of the GetSet4PE scheme of work and lesson plans. The sports and activities selected are planned and sequenced to progressively develop each child's physical, social, emotional and thinking skills within and across each Key Stage, so that skills learnt in EYFS and Key Stage 1 are utilised and built upon in Key Stage 2, allowing each child to know and remember more about in each area of the physical education curriculum. For example, children are taught basic ball skills in EYFS. This is then revisited and built upon in Key Stage 1, with the introduction of net and wall and striking and fielding games furthering these skills, leading to the introduction of sports which utilise these skills in Lower and Upper Key Stage 2, such as tennis, tag rugby, hockey and cricket.

This teaching is enhanced through our fundamental skills lessons. Each class receives an additional PE lesson focussing on the basic skills required to access and achieve in sporting and physical activities. There are 14 fundamental skills which will be covered across the year, based on the Move Well, Move Often resource developed by the Professional Development Service for Teachers, though skills of running, catching and throwing will be revisited more often, especially in KS1 and LKS2, as these are considered essential skills for a wide range of sports. The skills allocated to each half-term are designed to align with the unit of work being taught in the corresponding P.E. lesson to allow these basic skills to be applied and practised in the context of a specific area of the subject. Each half-term, every class will practise a maximum of five basic skills, including at least one locomotor skill and one manipulative skill. In KS1, this will be limited to a maximum of four basic skills to allow pupils more time to develop the foundational skills and, similarly, certain skills will not be introduced until KS2. As the children progress into UKS2, the vast majority of locomotor skills should have been mastered. As a result of this, fortnightly fitness sessions will be introduced to complement the ongoing fundamental skills lessons.

Core skills are initially observed at the start of a teaching sequence. Subsequent lessons are then informed and adapted with skills sets developed in accordance with this assessment point. Summative assessment data is collated at the end of teaching sequences where children apply the skills learnt to a specific task, for example a 'mini' version of the sport they have been focussing on. Where appropriate, teachers may follow the core tasks set out by the PESSCL strategy, whereby pupils complete an initial core task at the start of the unit which informs their initial assessment of the pupils' prior understanding. Sequences of lessons then

lead to pupils revisiting the core tasks from the PESSCL strategy, allowing staff to track their pupils' progress.

To ensure the school's curricular target of increasing pupils' vocabulary is achieved through P.E., teaching staff use visual aids to promote understanding of specific words and phrases associated with the unit of P.E. being taught. Focussed teaching and learning in preparation for intra-school and inter-school competition will also take place. Annually, calendars outlining these competition structures inform teaching and learning. Guidance is followed from Darlington School Sport Partnership to ensure the skill sets required to access these competitions are taught to relevant year groups.

EYFS

As part of the EYFS statutory framework pupils are taught:

Physical development: this 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, drink, activity and toothbrushing. They also need to become increasingly independent when meeting their own care needs e.g. brushing teeth, using the toilet and washing and drying their hands.

Gross motor skills: children show good control and co-ordination in large muscle movements. They move confidently and energetically e.g. running, jumping, dancing, skipping and climbing. They should be able to negotiate space and obstacles with consideration for themselves and others. Opportunities for gross motor development are offered each day in the outdoor and indoor classrooms.

Fine motor skills: children can develop their fine motor skills each day through a range of activities offered in the outdoor and indoor classrooms. They should be able to use one handed tools and equipment effectively, including a pencil.

We are currently in the process of developing schemes of work based around the 'Move With Max' and GetSet4PE resources, with the intention of ensuring the children within Early Years access a range of physical activities that target and subsequently develop the skills outlined above.

Continuous Professional Development

CPD opportunities are made available to staff. School sports premium funding is budgeted to ensure staff receive support from specialist teachers and coaches to enhance the delivery of certain curriculum areas. The school's P.E. coordinator attends half-termly meetings with colleagues from other primary schools where current issues and proposals are discussed and implemented.

Assessment

Ongoing formative assessment is an integral part of each lesson. Summative assessments for pupils in Year 6 in swimming are published on the school's website within the Sports Premium Impact proforma. When appropriate to competition structure, summative data is collated upon pupils' performance. Parents are informed about their child's progression in P.E. through their yearly report.

Impact:

Impact is documented annually through the Sports Premium Impact proforma.