

# Physical Education

‘Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.’

John F. Kennedy

We believe that every child should have the opportunity to take part in physical activity on a regular basis and become more physically confident and competent throughout their years at our school. We believe it is an essential part of providing a truly well rounded education and that it is vital for the development of child’s social, emotional, physical and educational needs. We hope that, through the range of sporting opportunities, our children will develop a love and passion for health and physical activity ready for their next stages in their lives.

The aims of physical education are 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.

## **Curriculum progression:**

Our PE curriculum is based on three pillars of progression:

### **Motor competence:**

This represents a person's ability to make a range of physical actions which include co-ordinating fine and gross motor skills. These are fundamental to being able to participate in everyday activities as well as in play and physical activity. For some children, PE will be the first time these competences are taught. Through our PE curriculum, pupils are given well-designed opportunities to practise these competences as well as feedback to know how to improve.

### **Rules, strategies and tactics:**

Children also need to be taught how to move intelligently as well as competently. The rules, strategies and tactics which are involved with different types of activity require explicit teaching. Tactics are the decisions people make about how, when and where to move and are closely related to motor competences as they are only successful if pupils can perform

the necessary movement. Some physical activities do not have rules or tactics but they do have strategies for success. These are less time-dependent than tactics and can have broader relevance beyond playing games.

### **Healthy participation:**

Children need to learn how to participate in physical activity in a healthy way; they need to understand how their knowledge of health applies to physical activity so they can participate fully and safely. Positive and inclusive participation in physical education will enable children to build, self-esteem, teamwork, and positive values and attitudes in P.E. and across the curriculum.

### **Curriculum planning:**

We use the PE Planning schemes of work to ensure coverage and progression. The scheme provides detailed lesson plans that develop both propositional and procedural knowledge. Key vocabulary is highlighted explicitly within lesson plans and support and challenge is embedded to ensure that all children can participate and succeed.

Swimming is taught from Y1 to Y4 to ensure that all of our children are confident swimmers by the time they leave our school.

### **Additional opportunities for physical education:**

Children are offered a range of different opportunities to engage in sports activities throughout the school day. Staff lead structured games at lunchtime and sports equipment is available for children to use. After school provision includes a planned sports activity delivered by a PE specialist teacher. In-school expertise is supplemented by our engagement with outside providers such as the Sheffield Sharks and the Sheffield Caribbean cricket club.

### **Early years foundation stage:**

In the early years, children develop a good level of fundamental movement skills. These are the basic motor patterns which are not learned naturally. They include locomotor skills (such as running and jumping), stability skills (such as twisting and balancing), and manipulation skills (such as throwing and catching). The curriculum includes progression from these simple movements to more complex movements as children get older.

### **Assessment and recording:**

PE is assessed using the PE Planning Impact Phase. This model enables adults to evaluate progress against the knowledge and skills that children have learnt and applied throughout the unit. Information from assessments is used to inform next steps in learning and teaching.