

Physical Education Rationale



Love is the rich soil in which all our Christian values take root.

Living out these values will enable us all to grow, blossom and flourish

Matthew 13:23

But the seed falling on good soil refers to someone who hears the word and understands it. This is the one who produces a crop, yielding a hundred, sixty or thirty times what was sown."

National Curriculum Aims for PE

A high-quality Physical Education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for children 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.

National Curriculum Purpose for PE

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

Our Intent

Through high quality PE, school sport and physical activity we intend all children to develop knowledge and understanding in the following key areas:

- Physical
- Thinking
- Social
- Health and Well-being

Physical Education Intent – Our intent is for children to learn and develop knowledge and skills in the following four areas.			
Physical		Thinking	
<i>Running, jumping & throwing</i>	<i>Water confidence, swimming and water skills</i>	<i>Creativity</i>	<i>Decision making and tactics</i>
<i>Movement and travelling</i>	<i>Movement to music</i>	<i>Resilience</i>	<i>Confidence and self-worth</i>
<i>Controlling objects</i>	<i>Gross and fine motor skills</i>	<i>Independence</i>	<i>Predict and judge</i>
<i>Balance and control</i>	<i>Outdoor and adventurous challenges</i>	<i>Desire to improve</i>	<i>Evaluate</i>
Social		Health and Wellbeing	
<i>Teamwork</i>	<i>Fair play and honesty</i>	<i>Physically active habits</i>	<i>Know how the body works</i>
<i>Communication</i>	<i>Inclusion</i>	<i>Personal safety</i>	<i>Experience activity beyond their usual environments</i>
<i>Leadership</i>	<i>Empathy</i>	<i>Healthy Eating</i>	<i>Experience success</i>
<i>Responsibility</i>	<i>Compete with and against</i>	<i>Physical fitness</i>	<i>Impact of the body and mind of physical activity</i>

Our long-term planning sequence outlines exactly what children will learn during their physical education sequence from Reception to Year Six.

Our knowledge sequence details the specific knowledge and skills learnt at the different stages and year groups.

Implementation

Implementation of our Intent		
Quality First Implementation of our PE Curriculum	School Sport	Physical Activity
Structured PE timetable systematically implementing curriculum.	A range of clubs and experiences for all children to engage with.	Promoting and encouraging games and activities at playtimes.
Active lessons that engage children and encourage high levels of activity and participation.	Access to competitions and events for all children via Harrogate Sports Partnership.	Embedding physically active opportunities throughout the school day.
Systematically planned learning.		Using activity as a tool for teaching active Lessons.
Purposeful assessment and feedback that helps children build on prior knowledge to know and understand more.		

Implementation – Quality First Curriculum Implementation

In Early Years, children have at least one structured PE lesson a week in addition to multiple opportunities for physical development in their continuous provision. The outdoor provision allows children to enjoy frequent daily opportunities for physical development.

In Key Stage One and Key Stage Two, children will have two PE lessons per week. PE is taught weekly and not blocked as many other foundation subjects are. This is because:

1. Teaching PE is ongoing and helps children learn the physical and emotional benefits of regular physical activity.
2. PE is more of a skills-based subject where children benefit from continually developing their skills and abilities. It is therefore beneficial and considered good practice for children to have regular weekly PE lessons.

The two lessons per week for every child in Key Stage One and Key Stage follow the same systematic approach.

Weekly Lesson One

In this lesson we use the 'Real PE' resource. This resource developed by national experts in Primary PE, focuses on physical literacy and is based around developing core fundamental movement skills that are the foundation of all movement required for success in the National Curriculum programmes of study.



It is structured systematically in the following units;

- **Create Unit Personal** - Stay on task, keep trying, take control, try to improve, embrace challenge and take responsibility for learning.
- **Create Unit Social** - Play with and understand others, help and encourage others, work well with others, organise others, improve others and lead others.
- **Create Unit Cognitive** - Follow instructions, observe and describe, recognise and order, explain why, describe how to improve, make good decisions and analyse performance
- **Create Unit Creative** - Observe and copy. Explore and describe, compare and develop, recognise and respond, refine and change, express adapt, adjust, variety and disguise.
- **Create Unit Applying Physical** - Travel in different ways, perform single skills, perform simple sequences, perform with control, link with quality, combine with fluency and apply with consistency
- **Create Unit Health and Fitness** - Describe simple changes, explain benefits of exercise, practise safely, explain why, explain how to exercise, prepare for activity and plan own fitness.

The LTP curriculum outlines the sequence of the 'Real PE' units alongside the aspects of the National Curriculum Programme of Study. As the knowledge and skills in the 'Real PE' units are based on overall physical literacy, they sit well alongside any of the National Curriculum Programme of Study aspects.

Weekly Lesson Two

In the second weekly lesson the children will focus on an aspect from the national curriculum programmes of study which are: Games, Gymnastics, Athletics, Swimming, Dance and Outdoor and Adventurous Activities (OAA).

Impact

By the time children leave our school we intend all our children to:

- Understand the importance and value of being physically active and mentally healthy.
- Be inspired to continue to be physically active and resilient.
- Have had a broad range of physical activity in different environments.
- Have experienced successes physically by themselves and with others.

Implementation

By the time children reach the end of Year Six they will be working in line with age related national expectations. They will have competed intra and inter school competitions. They will have secure knowledge of the wide-ranging benefits of regular exercise and will have developed a passion and enthusiasm for one or more sports or forms of exercise.

At North Stainley, children will develop a broad range of physical skills including balance, co-ordinated movement, spatial awareness and will be able to apply these in a range of traditional and non-traditional sporting contexts such as team games, individual sports, athletics, gymnastics, dance and swimming. Children will be able to clearly and accurately measure and evaluate their performance, suggesting ways to improve and recognise their success, achievements and personal bests. Children will be able to run, jump, throw and catch accurately and with confidence in a variety of contexts. They will have a well-developed sense of the tactics and skills needed to attack and defend within a variety of traditional e.g. netball and hockey, and non-traditional e.g. dodgeball, games/sports. Through all PE learning, children will develop strength, flexibility and good balance which can be applied within team games, dance, gymnastics and outdoor adventurous activities. Children will confidently perform movement including dance to peers and parents in contexts such as productions or sharing assembly performances.

Children will use PE to help regulate their physical and emotional health. They will learn how to work and play alongside others following and implementing rules and tactics. They will learn to show respect to their team, competitors, coaches and officials.

Assessment in PE

Tracking progress the children have made throughout their school life is vital in order to establish their acquisition of knowledge and skills. At North Stainley, learning always starts with prior knowledge and any misconceptions the children may have. Class teachers decide upon the most appropriate age-related way of obtaining prior knowledge. Units of work are then personalised to the children.

Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher. We record the knowledge and skills gained and applied as well as providing the opportunity to reflect on personal performances.

