



# Physical Education at St Bede's Catholic Primary School



## Intent

At St Bede's, we believe that Physical Education, experienced in a safe and supportive environment is a unique and vital contributor to a child's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. We believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Opportunities to compete in sport and other activities build character and help to embed values such as resilience and respect. We aim for all children to be physically active for sustained periods of time and be able to make informed decisions to lead healthy and active lives. Swimming is an important life skill; we aspire for all children to leave primary school being able to swim at least 25 metres.

## Implementation

Physical Education is taught at St Bede's school following the PE Passport Primary scheme of work, specifically planned to ensure progression and deliver the essential knowledge, skills and understanding for each year group. Children participate in high-quality PE lessons twice a week covering two different sports/skills per term, including invasion games, tag rugby, gymnastics, dance, athletics, and health related fitness.

Through our teaching in Physical Education we want our pupils to:

- Develop competence to excel in a broad range of physical activities and develop a range of skills that can be applied in other contexts.
- Are physically active for sustained periods of time and develop 'fitness for life' through promoting the health benefits of regular exercise.
- Engage in competitive sports and activities as part of NPCAT.
- Foster a love for and enjoyment of being active.
- Identify talents.
- Develop self-esteem, confidence and social skills.
- Contribute to the physical development of each child.
- Give children a way of expressing themselves and an opportunity to be creative.
- Give children the opportunity to try out a range of activities.
- Teachers/ Sports Coach to use PE Passport planning, resources, and assessment to ensure lessons across years show progression. The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- All classes participate in the daily mile to help meet the government target of all children being active for at least 30 minutes a day.
- Children attend swimming lessons in Year 4. We repeat the course at a later date for any children that are still unable to swim.
- Provide children with opportunities to participate in extra-curricular activities that are inclusive, enjoyable and increase children's physical activity.
- Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills.

- Each year a small group of Year 5 and 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day, and any other Sporting activities.

At St Bede's we use a variety of teaching and learning styles which involve a mixture of whole-class, group and individual activities. As teachers we model good skills and technique and also draw attention to good examples of individual performance to use as models for the other children.

Pupils are encouraged to evaluate their own work as well as the work of other children. Within lessons children have the opportunity both to collaborate and compete with each other, and they have the opportunity to use a wide range of resources.

We believe that every lesson should be focused around a clear learning objective and a success criteria, to explain 'how' the learners will achieve their learning objective. Learners should be made aware of this at the start of each lesson, and review their learning at the end of each lesson.

All activities should be differentiated and appropriate to the needs and ranging abilities of the class. Each lesson must have a planned extension activity to extend the lesson's learning objective where appropriate.

At St Bede's, dialogue and demonstration should be used as teaching tools throughout all lessons. Particular skills should be modelled and discussed. Plenaries should be used to highlight good practice and next steps in their learning.

### **Early Years Foundation Stage**

In Early Years, the area of learning related to Physical Education provision is Physical Development. This is devised into two strands; Fine Motor Skills and Gross Motor Skills. This area of learning aims to improve the co-ordination, control, manipulation and movement of children.

### **Key Stages 1 and 2**

Physical Education National Curriculum objectives for Key Stage 1 & 2 are:

#### ***Knowledge, skills and understanding***

- Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

#### ***Acquiring and developing skills***

- Explore basic skills, actions and ideas with increasing understanding.
- Remember and repeat simple skills and actions with increasing control and coordination.

#### ***Selecting and applying skills, tactics and compositional ideas***

- Explore how to choose and apply skills and actions in sequence and in combination.
- Vary the way they perform skills by using simple tactics and movement phrases.
- Apply rules and conventions for different activities.

#### ***Evaluating and improving performance***

- Describe what they have done.
- Observe, describe and copy what others have done.
- Use what they have learnt to improve the quality and control of their work.

### ***Knowledge and understanding of fitness and health***

- How important it is to be active.
- To recognise and describe how their bodies feel during different activities.

### **Curriculum Mapping and Progression**

At St Bede's, our curriculum is mapped to ensure the progression of key skills from Early Years through to Year 6, using the PE Passport App. The skills acquired are transferable and can be applied to many different sports. The progression of skills is built up throughout each unit of work and from year group to year group. Across the school, the children work on the same theme at the same point in the year to ensure progress is tracked and evidenced effectively. For example, during the spring term all pupils will take part in gymnastics sessions. Our curriculum also takes into consideration the seasons of the year, and the best time of the year to introduce different disciplines, as well as following the School Sports Partnership Events calendar.

### **Assessment**

Progress is measured from starting points during lessons and is ongoing on a weekly basis throughout each unit. Summative assessments are made at the end of each unit of work (every half term) on the PE Passport App. Assessments are then used to input data. A Summative assessment of progress within the subject can then be measurable.

### **Inclusion**





At St Bede's, inclusion in physical activities means that all children have access to learning opportunities regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Having equal expectations of boys and girls.
- Teaching mixed gender/ability groups and pairs.
- Structuring activities so that all are fully involved.
- Providing opportunities for children to present their work to others.
- Recognising the need to extend more able children and targeting them for school clubs/signposting to borough clubs.
- Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support or modified teaching programmes.
- Targeting particular children during playtimes and supporting them in physical play.

### **Impact**

Within Physical Education, we strive to create an area of learning where self-esteem, physical progression and positive attitudes are fostered and nurtured to provide all children with the opportunity to succeed, whether through personal or team success. We ensure that our pupils meet all the requirements of the Key Stage 1 and 2 National Curriculum programme of study for Physical

Education while promoting a healthy lifestyle which children can develop and value into adulthood. Meaningful and purposeful assessment will show what is happening during lessons and help teachers to support pupils' learning. Teachers and the Sports Coach will work together to assess pupils during each lesson and collect photographic and video evidence throughout each unit of work. Using this information, pupil progress and attainment will be assessed at the end of each unit and the data collected will be recorded formally on PE Passport App. We hope the children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of primary school.

<b>Through the study of PE, a pupil at St Bede's will develop:</b>	
	<p><b>A Love of Learning through:</b></p> <ul style="list-style-type: none"> <li>• First hand experiences through a high-quality PE curriculum which offers wide range of opportunities for children to develop their interests and skills.</li> <li>• A passion and appreciation for sports modelled by others in the community and wider world showing the positive impact and the value that staying active can have on individual lives.</li> </ul>
	<p><b>A sense of self through:</b></p> <ul style="list-style-type: none"> <li>• Recognising the importance that a high-quality physical education can have on our physical, mental and emotional well-being.</li> <li>• Opportunities to build resilience and set personal, achievable goals.</li> </ul>
	<p><b>Aspiration and Achievement through:</b></p> <ul style="list-style-type: none"> <li>• Following a curriculum that is underpinned with progressive skills, ensuring that year-on-year pupils are able to extend their skill and understanding within and across sports.</li> <li>• Providing greater depth to knowledge and skills in key areas of the curriculum.</li> </ul>
	<p><b>Awe and Wonder through:</b></p> <ul style="list-style-type: none"> <li>• The experience of extra-curricular activities to broaden their awareness of other sports and inspire them to draw upon their own abilities to achieve great things.</li> <li>• Providing children with the confidence and skills to realise their potential through a range of sporting activities across the curriculum.</li> </ul>