



**PE**

# **Curriculum Overview**

## **2023-24**



## PE VISION AND AIMS

At St. Paulinus we believe that high quality Physical Education (PE) is the foundation for our children to attain optimum physical, social and emotional development as well as good health and wellbeing. This is done through the broad range of physical activities, giving children the opportunities to participate during and after the school day. We provide high quality teaching and learning opportunities that inspire all children to succeed and develop important life skills. We encourage the children to cooperate and collaborate with others as part of an effective team using our LOVE values to inspire us.

**LEARN** – The right for every child to be given the best experiences which allows them to achieve their goals.

**OUTSTANDING** – To be the best, to have self belief that every children is exceptional.




**VICTORIOUS** – Striving to be victorious and being triumphant in all we do, through collaboration and teamwork.

**EXERCISE** – Provide the opportunity for every child to take part in activity to improve health and fitness.







## PE INTENT

At St. Paulinus, we have an ambitious knowledge-rich PE curriculum that will inspire our children to develop the competence to excel in a broad range of physical activities and go on to lead healthy, active lives. Our Physical Education (PE) curriculum involves both 'learning to move' and 'moving to learn' with children experiencing a broad range of activities, including sport and dance. We want our children to have the composite skills and component knowledge to build deeper understanding and the capacity for skilful performance. Our vision when teaching PE is:

-  To inspire and nurture our children's interest and understanding of the valuable contributions it can make to their personal and emotional wellbeing and social, moral, spiritual and cultural development.
-  To physically educate all children in a climate of high expectations where a love of the subject can flourish so they know more and can do more.
-  To ensure our children experience exciting and memorable PE lessons, so that they can progress in the broader physiological, psychological and socio-cultural aspects of physical activity and sport and leave our school with confident, competent and intelligent movement skills and important knowledge that provides a gateway into lifelong participation.

## PE IMPLEMENTATION

At St. Paulinus, all children have 2 hours of curriculum PE every week. Our PE curriculum builds progressively and ambitiously in terms of conceptual understanding and the generative learning of substantive knowledge. Children develop knowledge and understanding of a wide range of vocabulary so that it can be applied independently. Each unit of study in PE Passport draws upon children's prior learning and new content is introduced in a carefully planned and logical sequence, allowing them to build upon what they already know. This starts with developing fundamental movement skills as part of Physical Development in EYFS which including locomotor, stability and manipulation skills. The key features of a PE lesson at St. Paulinus include:

-  Opportunities for retrieval of key content are built into lessons in the form of low-stakes quizzing and effective questioning to consolidate learning.
-  Key vocabulary explicitly taught and consistently modelled by staff.
-  Teacher explanations are focussed, clear and precise. Disciplinary knowledge and physical skills are skillfully modelled and made explicit to children.
-  Time for children to build sufficient competence and confidence to facilitate deeper understanding of key content including motor competence, an awareness of rules, strategies and tactics and healthy participation.

# KS1 CURRICULUM

Year One	Fundamental Movement Skills 1	Locomotion 2	Invasion Game Skills 1	Swimming	Athletics 2	Net & Wall Game Skills 1
	Yoga	Dance - Under the Sea	Gymnastics - Wide, narrow & curled rolling & balancing	Object Manipulation 2	Striking & Fielding Game Skills 1	Target Games 2
Year Two	Fundamental Movement Skills 2	Fundamental Movement Skills 3	Swimming	Gymnastics - Spinning, turning & twisting	Athletics 2	Net & Wall Game Skills 2
	Yoga	Invasion Game Skills 2	Dance - Under the Sea	Personal Challenges	Striking & Field Game Skills 2	Target Games 3

In **KS1** there is an emphasis on developing fundamental movement skills where children are given opportunities to develop core stability, balance, agility and coordination:

- Locomotor skills including walking, running, hopping, skipping, jumping and dodging.
- Manipulative skills including throwing catching, kicking, bouncing and rolling a ball.

Children are given opportunities to master the skills above throughout KS1 and then apply simple strategies and tactics in a range of games based learning. Repeated and deliberate practice is essential for pupils to remember and retrieve substantive knowledge and they use their disciplinary knowledge to explain and articulate what they know.

## CURRICULUM – EYFS /KS1

Year One	Fundamental Movement Skills 1	Locomotion 2	Invasion Game Skills 1	Swimming	Athletics 2	Net & Wall Game Skills 1
	Yoga	Dance - Under the Sea	Gymnastics - Wide, narrow & curled rolling & balancing	Object Manipulation 2	Striking & Fielding Game Skills 1	Target Games 2
Year Two	Fundamental Movement Skills 2	Fundamental Movement Skills 3	Swimming	Gymnastics - Spinning, turning & twisting	Athletics 2	Net & Wall Game Skills 2
	Yoga	Invasion Game Skills 2	Dance - Under the Sea	Personal Challenges	Striking & Field Game Skills 2	Target Games 3

In EYFS there is an emphasis on developing fundamental movement skills where children are given opportunities to develop strength balance and co-ordination.

Children are taught a wide variety of skills, including balance, coordination and agility through explicit teaching and then given the opportunity and encouraged to master these skills through play based learning, all contributing to their physical development.

# LKS2 CURRICULUM

Year Three	Dodgeball	Dance - Space	Gymnastics - Receiving body weight	Tennis	Swimming	OAA
	Hockey	Health Related Fitness	Tag Rugby	Netball	Athletics	Rounders
Year Four	Swimming	Dance - Vikings	Gymnastics - Partner work - Pushing and pulling	Tennis	Athletics	OAA
	Hockey	Health Related Fitness	Tag Rugby	Netball	Cricket	Rounders

In **Lower KS2**, the children continue to build upon the key principles taught in KS1. Children will have furthered their application of FMS and will have progressed onto mastering a selection of them through different sporting games and activities. Opportunities are provided to develop their substantive and disciplinary knowledge as pupils apply their understanding and practice of different skills in sport specific scenarios.

# UKS2 CURRICULUM

Year Five	Dodgeball	Dance - The Haka	Gymnastics - Partner work - under and over	Tennis	Athletics	Team Building and Problem Solving
	Hockey	Swimming	Tag Rugby	Netball	Cricket	Rounders
Year Six	Dodgeball	Dance - World War 2	Gymnastics - Group Sequencing	Tennis	Athletics	Team Building and Problem Solving
	Hockey	Health Related Fitness	Tag Rugby	Netball	Cricket	Rounders

In **Upper KS2**, the children continue to build upon the key principles taught in lower KS2. Opportunities are provided to develop their substantive and disciplinary knowledge as pupils become more expert. Pupils will be able to apply their understanding of skill selection as well as application of rules, strategies and tactics, compositional ideas, and can apply this across a range of sports.

# ASSESSMENT

At St. Paulinus we ensure that assessment is deeply embedded as an essential part of teaching and learning throughout our PE curriculum.

In PE, all teachers will use a range of both formative and summative assessment.

## **Formative Assessment**

When formatively assessing pupils work in PE, teachers will ensure that:

- Formative assessment takes the form of low stakes assessment of knowledge through questioning & retrieval tasks.
- It should inform next steps for the pupil in order to improve and progress.
- Feedback should be specific, challenging and directly related to learning objectives of the lesson .
- Modelling feedback should be specific, not general.

## **Summative Assessment**

All teachers will use a range of evidence gathered throughout the year to make summative best fit judgements of the overall progress made in PE by each child according to predefined age related expectations. This summative assessment, completed on PE Passport, allows us to measure standards, see how effective teaching and the curriculum are across year groups, report to parents, and monitor pupils' progress and wider outcomes.



## IMPACT

PE at St. Paulinus helps motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

- Children will achieve at least age related expectations in PE.
- Children will have developed flexibility, strength, technique, control, agility, coordination and balance and have mastered basic movements including; running, jumping, throwing and catching and are able to apply these to a range of sports.
- Children will enjoy sport and will seek additional extra-curricular activities both school and external to school related.
- Children will have increased self-esteem through representing the school in competitions and festivals involving other schools.
- Children will leave us able to swim 25 metres and demonstrate safe self-rescue.
- Children will use fitness and sports to improve their physical and mental health throughout their lives.