

Physical Education

Rationale

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

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1. Curriculum Vision

At St Thomas CE Primary School, we recognise that PE and sport contributes to the health and well-being of our children. We believe that a broad and balanced PE curriculum with a range of extra-curricular activities and access to competitive sport can have a positive influence on the concentration, achievement, and attitude of all our children. Our aim is to develop children into understanding what it takes to live a healthy lifestyle through sport and active hobbies, whilst learning the importance of sportsmanship and positivity.

- Create an engaging environment for all pupils to enjoy sport.
- Promote sports, hobbies, and social & emotional skills to build strong foundations for success.
- Develop self-esteem, confidence, and social skills.
- Contribute to the physical development of every child.
- Give children a way of expressing themselves and an opportunity to be creative.
- Develop a range of skills that can be applied in other contexts.
- Give children the opportunity to try out activities that they would not otherwise have access to.
- Identify talent that are able follow a pathway for them to succeed further.

2. National Curriculum

Focus on improving learning and teaching of PE, Areas of Development and Progression

Below are the areas of development for all key stages in school. We aim to deliver a broad curriculum that develops all aspects of their physical development.

EYFS

Lessons planned around the Physical Development area of the EYFS curriculum. They will develop basic movements including running, skipping, jogging, crawling and experimenting climbing and balancing skills. Children will gain basic skills to develop further and be encouraged to be creative and experiment with different movements across all topics, including:

- Spatial awareness and gross motor skills
- Movement to music, showing creativity and coordination
- Travelling effectively, including using balancing and climbing equipment
- Basic problem solving tasks & races
- 'My ball' time, increased amount of time with objects to experiment, practise and master basic skills.

KS1

Pupils will be developing fundamental movement skills, become increasingly competent and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will aim to improve:

- Master basic movements including running, jumping, skipping, hopping, and developing balance, agility and co-ordination. Begin to apply these in a range of activities and games.
- Participate in problem solving team games, and develop simple tactics for attacking and defending
- Create and perform dances using simple movement patterns
- Develop throwing, catching, rolling, passing, and movement skills of various sports.

LKS2

Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy experimenting with communicating, collaborating and competing with each other.

Pupils will aim to improve:

- Combining running, jumping, throwing and catching during competitive games
- Play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Learn about healthy lifestyles and analyse effects on the body during sport

UKS2

Pupils develop their existing skills and apply them to competitive and non-competitive games that are modified where appropriate. They will be able to lead, instruct small games and be able to assess peers strengths and weaknesses. Pupils will develop a good understanding of what is required to make a healthy diet. They will be able to assess their own and athletes diets, suggesting and creating meals and training methods.

- They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming & Water Safety

Swimming is an important skill and can encourage a healthy and active lifestyle. We believe it is an important life skill that and it can inspire children that may find physical education difficult. As good practice, we deliver (or external providers deliver) swimming to KS1 and to KS2 in block modules.

We aim for our children to be able to:

- Swim competently, confidently, and proficiently over 25 metres.
- Use a range of strokes effectively.
- Have an introduction of safe self-rescue in different water-based situations.

3. Intent

Why do learners at St Thomas CE Primary School need to study Physical Education?

Our curriculum is designed to expose our children to various sports and activities that help them build on their foundation skills, movement, and physical development. We cover some units of work several times to re-visit and progress skills further. We also introduce more complex skills, key vocabulary, and different sports as they work through the key stages.

We currently use 'The PE Hub' to enhance pupil's learning, and provide a resource that teachers feel more confident in teaching effective PE. The scheme has been created by teachers that have been in the profession and specialise in creating new content regularly. This helps the PE lead in focusing on other areas of the PE curriculum, including CPD and interventions.

We believe that two 1-hour sessions a week help with covering more units of work. Some year groups work differently due to cover. Depending on the setup for a class, they'll learn one unit of work for 6 lessons, and then move onto another unit of work. If there are two teachers, they'll teach two different units so they can have a better understanding of children's progress. Some units of work will have some skills that are transferable.

We aim to create an environment in our PE lessons in which all children learn to respect and value each other and each other's interests. This is achieved by employing the following strategies:

- 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.
- Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support, or modified teaching techniques delivered by a 1:1 adult.

4. Implementation

Planning, assessment, and quality of teaching is of a high priority. The PE Lead ensures consistency our PE and extended schools' provision is of a high quality. We show progression and scaffolding for all students to make progress. We encourage children to enjoy their sport and ignite interests that will help them live a long and healthy life.

Teachers explicitly teach learners (across the unit of learning):

- **Knowledge** of the skill/tactic/rule of a game.
- The ability to **perform** the skill unchallenged.
- The ability to **apply** the skill in practice during a more challenging environment/activity.
- To **develop** the skill and particularly in KS2, adopt the skill in game scenarios.

Each lesson has a structure that develops understanding of the skill(s) they're learning right from the starter activity. The theme is then carried out and developed into main activities that enhance the skill further, or in key stage 2's case, skills are implemented into noncompetitive and competitive games. Below is a more detailed structure to lessons in PE:

- Recap of previous lesson(s). This maybe during the starter activity or a class discussion.
- Start activity – Warm-up task that includes a recap of previous lesson/start of a new skill/rule being implemented during the lesson. This task may be differentiated for pupils, including progression for greater depth.
- Demonstrations of good pieces of work/progression.
- Main Activities – Developing the skill through a range of tasks that can be differentiated. A main task may involve a small-sided game to implement the skill further.
- Each lesson children work towards a 'School Game Value' that promotes the well-being and social aspects. They work towards earning certificates and praise for their good work.
- Plenary may consist of demonstrations, class discussions, peer assessments, or a variety of coaching techniques from our Walkthru strategies.

Depending on the unit of work and the learning stage, some of the features below are used in our PE lessons.

Feature	Function
Do Now	To recall previous learning so children know and remember more.

I (model)	The class teacher/higher ability student will model explicitly how to achieve the lessons learning objective and empower children to with the knowledge required to do so. Name the steps need to achieve the learning objective.
We	Children are provided with an opportunity to rehearse the lesson objective with other children to embed the skill being taught with support from peers. This allows the class teacher to circulate with purpose and check whole class understanding through questioning.
You	Most children can independently apply their new skill into their own work to demonstrate they have understood the learning objective.
Exit – (Assessment – recall and retrieve)	At the end of lessons, questions are given to children which directly links to the learning objective. Children have an opportunity to recall/retrieve previous learning to support their memory and not lost in their short term.

Members of staff are supported by the subject leader.

Additional support is offered to staff from external providers including Aspire. Team-teaching opportunities enable staff to deliver high-quality sessions with support, leading to delivery on their own.

Knowledge organisers are used to support the teachers input throughout the unit of work. It compiles the key information like vocabulary, key questions, prior knowledge that pupils may have, and the end of units objectives.

Knowledge Organiser: Year 5 Handball



Prior Learning: Developed 3 step rule incorporating bounce. Defended and prevent attacks by blocking and intercepting. Passed and move with the ball to set up attacks. Demonstrated and implement the rules of handball.

Equipment needed: Handballs, cones, bibs, stopwatch, hoops, goals.



Jump shot

Key Vocabulary/Skills

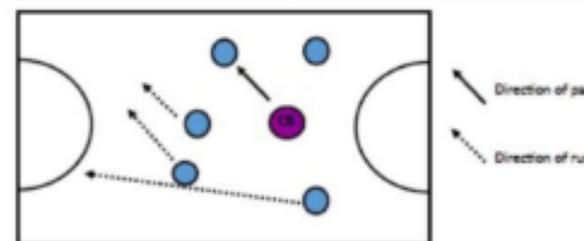
Practice and attempt jump shot.	Dribble, block, screen, pivoting, steps, double fault, offensive foul, free throw.
Closing angles as goalkeeper.	
Use offensive dribbling.	
Pivoting to make successful passes.	
Set plays.	

Unit Focus:

Use specific handball skills in games. Begin to play effectively in different positions. Increase power and strength of passes, moving the ball over longer distances. Use a wide range of handball rules consistently.

Key Questions:

1. Which areas of handball do you feel you need to work on?
2. What is a set play?
3. Can you name any other sports that would use set plays?



Head: Play in formations and execute 'set plays' in game situations

Hand: Use an offensive dribble to progress quickly up the court.

Heart: Explain how a team's passage of play was successful.

Rules:

- You cannot pull or hit the ball out of a player's hand, but you can have your hands up in front of them to attempt to block the pass
- Play with 'throw offs' which are used at the start of each half and after a goal scored.



5. Impact and assessment

Planning follows the progression of key skills and vocab listed in our curriculum map. Teachers will be making continual assessments of the children during sporting activities.

In our curriculum, some units of learning are revisited throughout the year. The planning enables children to recap on certain skills through different sports.

During some lessons, 'Think, Pair, Share' tasks are carried out in lessons to support self-evaluation, peer assessment, and the opportunity to recap of previous lessons and skills. Teachers can use this to help assess children's progress and develop their knowledge of where they are at and what they need to do to progress further.

Formative Assessment

Assessment for learning strategies include Think-pair-share, cold calling, strategic questioning, teaching movements/actions step by step.

Summative Assessment

End of unit (and end of term) assessments are completed by the class teacher.

How do we use the data effectively? What is its purpose?

Using data, the PE lead can support children with interventions to focus on their areas of development. It's impact is then recorded and analysed.

Data also shows what percentage of the class are making progress. This includes gender, EAL, Pupil Premium and SEND figures. With this information, focus can be given to certain areas through other avenues in school including after-school clubs to help with engagement and progress.

6. Staff CPD

All teaching staff receive 1:1 instructional coaching, delivered by a trained coach from the senior leadership team. These fortnightly meetings follow a programme based around cognitive load theory and quality first teaching. These are then enhanced during the termly PE Review Meetings where some of the teaching techniques can be implemented in PE lessons.

Staff have support available on a regular basis by the PE & Wider Schools Leader, and CPD is available. CPD is designed based on the findings of the meetings and this may be completed by an external provider (like Aston Villa) or in-house (by PE lead).

Insets may be booked in if there is a particular area to address across the school. This may be for all staff around feedback, or SEND staff around deeper differentiation tasks.

The PE Hub subscription has plenty of resources available including videos, printouts to enhance learning, plus plenty of tabs on each unit that gives detailed information of the unit of work.

Staff have access their medium and long term planning available at all times, and resources are look after by the PE lead.

7. Supporting pupils with SEND

At St Thomas CE Primary School, we aim for all PE lessons to be accessible for all pupils. We recognise that high-quality teaching is what is best for all pupils, including those with SEND or other additional needs. Our consistent approach to teaching is underpinned by Walkthrus instructional coaching, equipping teachers with a toolkit of research-based strategies that have been proven to work in the classroom.

Where pupils may have additional needs that could prevent them from engaging with the content of a lesson, the class team will make adaptations to ensure that each child can access the learning. Some pupils may require extra time or support in activities, while others may require pre-teaching of specific vocabulary. Teachers are encouraged to engage SEND pupils through differentiated tasks and not to be isolated away from the class. This may heavily depend on the individual and their needs. The staff that work closely with those that have additional needs will try and use the timetable and other resources to maximise the child's learning in PE.

In each of the hall spaces, a poster is used to simplify tasks. InPrint resources are used to help with 'now and next' tasks, or a recap on the skill being learnt within the lesson. Teachers and support staff have freedom to amend this where necessary.

8. PE in EYFS

Both Nursery and Reception follow the PE Hub planning and progression of skills document. This is effective for learning, assessment and consistency for pupils. Within the revised EYFS statutory framework, the specific area of development physical education has the strand of gross motor skills:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and co-ordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

A weekly 'Motor Skills' lesson is put on by both the class teacher and PE lead. The session has a blend of teacher led activities, interventions and activities for children to choose and explore in their normal classroom environment. The session supports the Early Years framework and builds a good picture of the whole child's physical progress.

During the lesson, the PE lead has all the children in small groups. A focus group, that is formed of the bottom 20% of the class, will have more time and input on certain areas of their gross motor skills. The progress is then is reflected after each session and again during the termly PE review meeting with class teachers.