

Physical Education (PE) Rationale

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

- 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 Wellbeing

Physical Education Intent – Our intent if 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 - Overall

Implementation of our Intent		
Quality First Implementation of our PE Curriculum	School Sport	Physical Activity
<p>Structured PE timetable systematically implementing curriculum supported by additional professional specialists</p> <p>Active lessons that engage children and encourage high levels of activity and participation</p> <p>Systematically planned learning with high quality planning to support staff and ensure children progress</p> <p>Purposeful assessment and feedback that helps children build on prior knowledge to know and understand more</p>	<p>A range of clubs and experiences for all children to engage with, outside of lesson time (including Pupil Premium & SEND)</p> <p>Access to competitions and events for all children via Harrogate Sports Partnership and Sporting Influence Partnership</p> <p>Links to wider events (i.e. world cups/ Olympics, Sports Relief)</p>	<p>Active playgrounds supporting 30 active minutes for children through the day</p> <p>Embedding physical activity opportunities throughout the school day</p> <p>Using activity as a tool for teaching active lessons</p> <p>Promoting and supporting active travel</p>

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. Because of the well developed enhanced outdoor provision children enjoy frequent daily opportunities for physical development. As the academic year progresses and to ensure children are Key Stage One ready children will begin to have two taught structured PE lessons a week.

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 on an ongoing basis 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. Physical Education learning benefits from continual frequent deliberate practice and application in different contexts following a spiral skills-based curriculum.

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

Weekly Lesson One

One lesson using 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, & take responsibility for learning
- **Create Unit Social** - Play with and understand others, help and encourage others, work well with others, organise others, improve others, lead others
- **Create Unit Cognitive** - Follow instructions, observe and describe, recognise and order, explain why, describe how to improve, make good decisions, 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, 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, plan my 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 schools we intend all our children;

- Understand the importance and value being physically active and physically literate on their mental and physical health
- Are inspired to continue to be psychically active
- Have had a broad range of physically activity in different environments
- Have experienced successes physically by themselves and with others
- Are resilient and gracious

Physically Literate *(Having knowledge and skill in a specified subject)*

The journey to becoming physically literate begins in Early Years through high quality provision in Physical Development as outlined below.

Physical Development	Gross Motor Skills	<ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others• Demonstrate strength, balance and coordination when playing• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	Fine Motor Skills	<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases• Use a range of small tools, including scissors, paint brushes and cutlery• Begin to show accuracy and care when drawing

The above is taken from the Early Adopters Framework which our Federation is following from Sept 2020.

These are implemented through both 'traditional PE lessons alongside a wide range of physical development opportunities in our high-quality continuous provision both indoors and outside.

By the time children reach the end of Year Six they will be securely physically literate (see narrative below) and working in line with age related national expectations. They will have competed in 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.

In our Federation being physically literate means children have developed a broad range of physical skills including balance, co-ordinated movement, spatial awareness and can apply these in a range of traditional and non-traditional sporting contexts such as team games, individual sports, athletics, gymnastics, dance and swimming. Children are able to clearly and accurately measure and evaluate their performance suggesting ways to improve and recognising their success, achievements and personal bests. Children run, jump, throw and catch accurately and with confidence in a variety of contexts. They have a well-developed sense of the tactics and skills needed to attack and defend within a variety of traditional (basketball and hockey) and non-traditional (tchoukball and dodgeball) games/sports. Through all PE learning children develop strength, flexibility and good balance which can be applied within team games, dance, gymnastics and outdoor adventurous activities. Children confidently perform movement including dance to peers and parents in contexts such as; arts showcase productions and sharing assembly performances.

By the time children leave our schools at the end of Year Six they will have secure knowledge of the wide ranging benefits of regular exercise and have developed a passion and enthusiasm for one or more sports or forms of exercise.

Children will use PE to help regulate their physical and emotional health. They will have learnt how to work and play alongside others following and implementing rules and tactics. They will have learnt to win and lose well showing respect to team mates, competitors, coaches and officials.

Primary PE helps our children to:

- Become physically literate, recognising the many varied benefits to regular physical activity in its carried forms
- Build physical and emotional strength and resilience
- Learn to work individual and as a team to compete respecting all those involved in competition
- Have knowledge and understanding of rules and laws of a range of traditional and non-traditional games and sports
- Physically thrive and find a physical activity they love

Physical Education (PE) at a primary level helps children to gain the knowledge and understanding of fundamental movement, physical confidence and the social, emotional and physical benefits to health of regular exercise in a variety of contexts both traditional and non-traditional, individual and team.

PE helps our children to develop the skills, knowledge, and competencies to live healthy and physically active lives at school creating positive habits for their futures. They learn 'in, through, and about' fundamental movement (physical literacy), gaining an understanding that movement is integral to human expression and can contribute to people's pleasure and enhance their lives.

Physical Education at Follifoot & Spofforth inspires children to succeed and thrive in competitive sport and other physically demanding activities. It provides opportunities for children to become physically confident in a way that supports their health and fitness. By giving our children the opportunities to compete in sport and other activities it enables them to build confidence and help embed values such as fairness, teamwork, perseverance and respect.

Children are encouraged and empowered to participate in physical activity and understand how this influences their own well-being and that of others. By experiencing first-hand the benefits of an active life style, they encourage others to participate in sport, dance, exercise, recreation, and adventure pursuits.

Physical Education engages and energises our children challenging them to develop their physical and interpersonal skills. They experience movement and understand the role that it can play in their lives.

The skills taught in physical education improve children's performance, sharpen their knowledge of strategy and tactics, and help them to transfer knowledge from one context to another, including sport, recreational and outdoor activities.

Physical Education explicitly teaches the necessary knowledge and skills for working with and relating to others, and provides the learning opportunities to develop these skills. It enables the development of leadership and teamwork skills and encourages our children to transfer knowledge to other curriculum disciplines for example Science. It provides an introduction to further learning that might lead to careers and or volunteering that involve working with people, such as education, health & fitness and coaching.

Physical Education provides a range of opportunities for children to challenge and extend themselves. Our PE curriculum enables and challenges children to step outside their comfort zone to take on new social, physical, and emotional challenges. Taking on challenges and assessing risk develops their decision-making skills and builds their ability to assess risk for themselves thus building independence for their futures.

Physical Education teaches children to critically inquire into the social and cultural significance of movement and physical activity so that they can better understand what influences people to engage and participate in physical activity. They consider how participation in movement influences society by examining issues, such as:

- why people are attracted to different sports and activities
- why people enjoy watching big events such as World Cup rugby, Premier League, Ashes cricket or the Tour de France to name but a few!

Knowledge and Enquiry in Physical Education (PE) *Substantive knowledge concerns the key facts, concepts, principles and explanatory frameworks in a subject. Disciplinary Knowledge needed in order to think process and understand with the subject.*

Knowledge in PE refers to the understanding and interpretation of key concepts relating to fundamental physical movement, knowledge of the effects of exercise on the body as well as the rules and tactics associated with common traditional non-traditional physical activities and sports. This includes the correct and accurate use of key vocabulary associated with physical activity.

In PE knowledge is sequential and progressive through from reception to year 6. Some substantive knowledge is transferable between sequences for example children will develop their ability to throw with speed, accuracy and over increasing distances in games such as netball, basketball and tchoukball and also in athletic disciplines such as javelin. Children will learn balance and control in games such as netball, in outdoor and adventurous challenges and also in gymnastics and dance. Teaching will reference back where this is the case and prior knowledge will be established to ensure it is effectively built upon.

In PE the disciplinary knowledge is the interpretation and application of the movements, rules and tactics attached to different physical disciplines, activities of sports. Disciplinary knowledge also covers children's ability to evaluate and judge performance including the quality of movement. For example when children know how to effectively execute a shot on a tchoukball net they can evaluate the possible outcomes and likely success of different types of shot.

Enquiry in PE

The evaluation of performance including the best use of tactics provide the opportunity for enquiry in primary PE. Regular opportunities for reflection and evaluation are built into PE sequences. Children are taught how to observe and where appropriate technology is used to facilitate accurate evaluation of performance.

Creativity in PE

The performance element of our PE curriculum provides opportunity for children to express themselves creatively. Exploring the quality of movement in dance, gymnastics and games allows children to express themselves creatively. Drawing on prior knowledge and skills to apply to new contexts and situations requires creative thought from our children.

At Follifoot & Spofforth Schools curriculum planning encourages and supports achieving natural links between PE and other subject disciplines such as Science and History. These links are deliberate and purposeful. They are created naturally and never forced. For example, children may measure, record and compare heart rates during different types of physical activity when studying the human body in Science. Children may also play traditional playground games from the past when studying Victorian Britain in history.

Assessment in PE

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. At the Federation of Follifoot & Spofforth, learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age related way of obtaining the children's 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. As a Federation we are currently exploring approaches to assessing children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered. In PE we are exploring the use of PE diaries where children in KS2 recall and record the knowledge and skills gained and applied as well as opportunity to reflect on their personal performances.

COVID19

Because of the value placed on all subjects Physical Education has continued to be taught throughout the both school closure periods and the phased re-opening in the summer term of 2020. Specialist provision has continued to attend school during both national lockdowns for vulnerable children and children of critical workers. Children learning remotely have accessed PE remotely. Events such as sports day and competitions have continued remotely.

Careful consideration as to how PE is taught safely while living with COVID has been given. Proportionate adaptations to ensure PE can be taught safely have been made. They include teaching outside where ever possible. Teaching in smaller groups in a well-ventilated hall when needing to teach inside and cleaning equipment between groups.

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