

PE Subject Rationale

Our Vision

LOVE, LEARN, SHINE.

SHINE in the light and love of God.

LOVE

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

LEARN

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

SHINE

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.

Luke 8 V16.

Vision into Curriculum

Our vision translates directly into our curriculum in that:

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness

National Curriculum Aims and Purpose

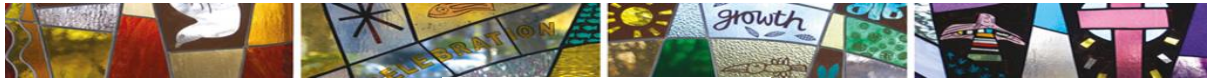
A well planned and effectively implemented curriculum begins with a sound and secure knowledge of the National Curriculum purpose and aims for the subject.

In PE they are;

National Curriculum Purpose

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils 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 Aims

The national curriculum for physical education aims to ensure that all pupils:

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

National Curriculum Swimming and Water Safety Expectations

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Quality First Curriculum Implementation in PE

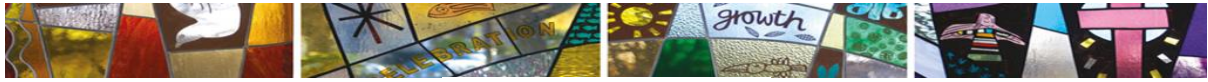
At St Peter's the journey to becoming physically literate begins in the Early Years. Our youngest children learn the foundations of gross motor movement within the EYFS areas of learning known as 'Physical Development'. The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old. Through the implementation of REAL PE Foundations children use physical activity as the driver for learning across the curriculum. By the end of Early Years, children at St Peter's will have developed the basic physical underpinnings to learn, love and shine within the PE curriculum from Years 1-6.

Building on from the children's gross motor skills in EYFS our curriculum has been designed in KS1 to enhance and improve essential skills needed for physical literacy – agility, balance and coordination. A research-based scheme from REAL PE has been adopted to ensure small steps, progression and consistency is woven throughout KS1. The KS2 curriculum will still be underpinned by research-based practise. The children in KS2 will continue to develop their key physical skills and use the same scheme for REAL Dance and REAL Gym. As the children embed the key skills for physical literacy into KS2, our curriculum is designed to meet the needs of our children by using a more sports specific model. Through this, children will be able to become better prepared for the challenges they may face in KS3. They will also be better prepared to join sports specific clubs outside of school at grass roots level which will hopefully lead onto live long participation of sport.

By the time children reach the end of Year Six they will be securely physically literate and working in line with age related national expectations.

The children will have experienced a number of extracurricular opportunities to apply their physical skills, try a range of different physical activities and compete as part of a team and individually.





Essential Characteristics of PE

A feature of our curriculum design in KS1 is the use of The REAL PE multi-ability cogs. These are the learning characteristics developed through the subject overtime. They act as a common thread between all the units studied in PE in and are developed from Early Years to Year 2. They also continue into KS2 throughout the REAL Dance and Real Gym program.



A KS2 curriculum has been designed in line with the REAL PE cogs, however with more of a sports-specific element threaded throughout the year. Due to the great foundation of agility, coordination and balance they have developed throughout EYFS and KS1 the children are able to use these throughout more sports-specific sessions. The sports-specific element has been implemented to allow the KS2 children to become secondary school ready as well as help them find sports which they enjoy to then participate in them outside of school.

Monitoring & Assessing Progress in PE

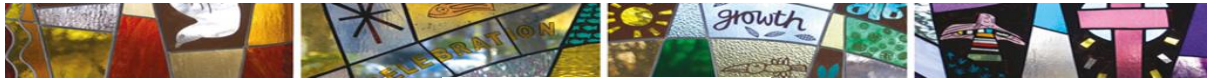
By progress, we mean children knowing and remembering more. The key question we ask is; *'has a child really gained the knowledge to understand the key knowledge and concepts'*.

Assessing children's progress is vital in order to establish their acquisition of knowledge and skills is building confidence and fluency in all subjects. At St Peter's learning always starts with the children's prior knowledge, skills learnt and any misconceptions they may have. At the start of every PE session, children have the opportunity to recap on previous learning through 'fusion' warm-ups within the PE lesson. Misconceptions that arise throughout the unit are identified and addressed appropriately by all staff.

In KS1 and EYFS we track progress through teacher judgement, and the use of the FUNS station cards. Throughout each session will provide opportunities for self-assessment for the children, peer assessment as well as teacher assessments. Children's physical skills will continually be assessed to ensure subsequent lessons plug and gaps or address any misconceptions which may arise.

With the expertise of Sporing influence working alongside our teachers we will assess children throughout their PE sessions throughout KS2 making both formative and summative assessments and judgements on each unit of work. The REAL PE and REAL Dance units will follow the REAL PE assessments as detailed above.





In addition to assessing if children have secured the agreed key knowledge 'Milestones' related to the threshold concepts are used to assess children's understanding and progress. Systematic planning of opportunities to learn and practice the knowledge and skills of each milestone is built into each subject planning overview.

Disciplinary knowledge in PE

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.

PE or other physical activity takes place for 2 hours per week. All staff ensure that children are active for a large percentage of each PE lesson to help with fitness and enjoyment. In addition to this, Children in Years 3 and 4 attend weekly swimming lessons.

SEND

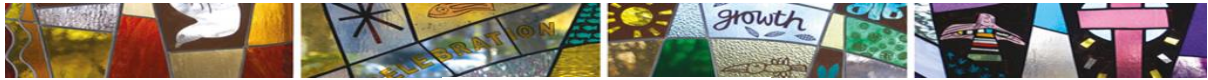
Children with SEND access PE along with their peers as we recognise the importance for all our children to access our curriculum in line with our curriculum design principles.

For some children with SEND, particularly those with high needs, access to PE is considered along with ensuring they have access to their personalised or adjusted curriculum. For example, enabling access to specialist programmes such as those advised by speech and language therapists, occupational therapy programmes or the SEN Hub. These programmes are timetabled to minimise the impact on the child's access to a broad and rich curriculum and do not impact on access to educational visits relating to PE. Typically, these programmes are identified in EHCPs and ILPs and curriculum adaptations are agreed with parents.

Higher attainers in this subject are challenged to ensure they become fluent with the core key concepts through additional questioning and prompts (and tasks where appropriate) which helps extend their verbal reasoning skills as well as supporting them to engage in creating, evaluating, and analysing, delving deeper into the subject content.

PE lessons are inclusive to all in the class and are adaptable so that each child learns a new skill at their own level. Each lesson builds on the skills and techniques taught in the previous lesson. Personal challenge forms an integral part of Real PE lessons. Children are taught to challenge themselves in the lessons. The Real PE and Gym program offers filmed demonstrations of each task for the children to watch and they can then move through the difficulty levels to suit their ability. Teachers will also adapt the task in the moment to provide an additional layer of challenge.





The multi-ability cogs which run through all our PE lessons, help our children to work collaboratively. The social cog, in particular helps children to reflect on how to work well with others, as well as encouraging and respecting each other. Children are encouraged to come up with their own assessment criteria e.g. creativity, fluency, body tension. The cogs fit well with our St Peter's vision that are promoted in all areas of school life to give ALL children the chance to SHINE in PE.

