



Physical Education (PE) Curriculum Statement

'I can do all things through Christ because he gives me strength.'

(Philippians 4:13 International Children's Bible)

Achieve – The school provides an academic, physical, emotional, social and a safe environment supported by Christian values, where children are supported to engage in their learning through a broad and well-balanced curriculum so that they become confident, independent and resilient learners.

The aim of Physical Education is to promote physical activity and healthy lifestyles. At Goodrich CE Primary School, we believe that Physical Education (PE) and physical activity is an integral part of our curriculum. We believe that it contributes to developing children's physical, social, interpersonal and emotional skills. It provides opportunities for children to develop confidence and competence in performing different skills in a way which supports their health and fitness throughout their lives.

Curriculum Intent

The aim of Physical Education is to promote physical activity and healthy lifestyles. At Goodrich CE Primary School, we believe that Physical Education (PE) and physical activity is an integral part of our curriculum. We believe that it contributes to developing children's physical, social, interpersonal and emotional skills. It provides opportunities for children to develop confidence and competence in performing different skills in a way which supports their health and fitness throughout their lives.

We intend to deliver high-quality teaching and learning opportunities in a safe environment, that inspire all children to succeed and flourish in physical education through a range of different physical activities and develop life skills, including how to keep them safe such as being able to swim. Our curriculum aims to improve the wellbeing and fitness of all children at Goodrich CE Primary, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

We want to teach children how to co-operate and collaborate with others as part of a team, understanding fairness and equity of play. We aim to provide opportunities for children to compete in sport and other activities in order to build resilience and embed the School Games values – passion, self-belief, respect, honesty, determination and teamwork. We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience.

We believe that all children should have the opportunity to maintain a healthy lifestyle and to enjoy being physically active every day, whether through daily physical activity (e.g. Wake & Shake, Daily Mile), P.E. lessons, Forest School, playtimes/lunchtimes or extra-curricular activities, which accommodate a wide variety of interests both before and after school. All children are encouraged to access a wide range of physical activity provision; indoors and outdoors as well as taking part in set P.E. sessions.

Through a fully inclusive PE curriculum, we encourage all children to develop their understanding of the way in which they can use their bodies, equipment and apparatus safely yet creatively and imaginatively to achieve their personal goals.

Our PE Curriculum, along with Science and PSHE, aims to teach children about the importance of healthy living and learning about the need for good nutrition. We aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being.

What a PE lesson looks like in our school:

- All children work with teachers/coaches to develop their knowledge, skills and understanding across the P.E. curriculum for at least two hours per week.
- Lessons are a mixture of activities linked closely to the Early Years Curriculum and the National Curriculum through the use of the PE Hub – lessons are split into three main areas 'head', 'heart' and 'hand' which focus on movement, healthy lifestyle, tactics and strategy, leadership, personal and social skills and vocabulary.
- Early Years are a mixture of activities linked to the EYFS Curriculum to develop fine motor and gross motor skills, following The Jungle Journey Programme and PE Hub which are assessed at the beginning of Autumn Term and developed throughout the year.
- Clear objectives set at the start of each lesson and reviews on progression throughout the lesson.
- Differentiated ability tasks, allowing children to progress through at their own pace and make their own decisions on the difficulty of challenges;
- A mixture of activities to allow all children to work independently and with each other (pairs or groups).
- Sporting skills are modelled by teachers/coaches and children are provided opportunities

to practise their newly learnt skills.

- Use of a range of equipment within lessons, making sure children are allowed to experiment with equipment and game ideas.
- Mini plenaries to share misconceptions, pose questions, challenge ideas.
- Good examples of individual and team performances are used as models for the other children.
- Children are encouraged to evaluate their own work as well as the work of other children.
- Using identified vocabulary associated with PE session/skill being taught

This is our philosophy:

- Give all children the opportunity to participate in physical activity.
- Give all children the opportunity to improve their physical ability.
- Engage all children within PE lessons and physical activity, including Forest School, for sustained periods of time.
- Provide opportunities that allow children to lead and officiate within lessons to develop sportsmanship and leadership skills.
- Give all children the opportunity to be involved in competitive sports and activities.
- Promote and demonstrate the benefits of daily activity and a healthy lifestyle and support all pupils in achieving this.

This is the knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

Children explore and develop good control and co-ordination in large and small movement skills through a combination of child initiated and adult directed activities.

Gross Motor Skills:

- 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:

- 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.

Health & Self-Care:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

By the end of Key Stage 1 pupils will:







- Develop fundamental movement skills
- Become confident and competent across a broad range of activities.
- Engage in competitive (both against self and against others) and co-operative physical activities
- Develop balance, agility and co-ordination
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending

- Perform dances using simple movement patterns.

By the end of Key Stage 2 pupils will:

- Apply and develop a broader range of skills, using them in different ways across a range of activities
- Link skills to make actions and sequences of movement.
- Communicate, collaborate and compete with/against each other.
- Develop an understanding of how to improve in different physical activities and sports.
- Evaluate and recognize their own success.
- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]
- Apply basic principles for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Curriculum Implementation

PHYSICAL EDUCATION						
BIG IDEAS	Head		Hand		Heart	
Building Blocks	Leadership	Tactics & Strategy	Movement	Vocabulary	Healthy Lifestyle	Personal & Social
	 Leadership	 Tactics and strategy	 Movement	 Vocabulary	 Healthy lifestyle	 Personal and social

Please refer to:

- National Curriculum Compliance document – to demonstrate that statutory requirements are met.
- Building Block Coverage – to plot where building blocks are taught throughout the curriculum.
- Long Term overview – to identify themes used to explore the building blocks
- Vocabulary document – words required to be taught in each milestone or class
- PE Progression document – skills and knowledge to be taught in each building block by milestone or class.

This is how it works:

PE at Goodrich CE Primary provides challenging and enjoyable learning through a range of sporting activities including: invasion games, net and wall games, strike and field games, gymnastics, dance, swimming and outdoor and adventure.

Our PE curriculum is varied and long-term plans ensure that we meet the requirements of the Early Years Curriculum and the National Curriculum through a progressive, skills based programme (through the PE Hub), which enables all children to build upon prior experiences and apply these fluently, with confidence. The PE Hub is also used to aid teaching staff and coaches in their subject knowledge and planning of PE. Staff are able to adjust and change lessons to suit the needs of their classes but the scheme provides a strong basis of what is expected in each year group.

All pupils receive at least two hours of high-quality PE, covering two sporting disciplines every half term, using the vast outside space or school hall with their class teacher or a qualified coach, developing fundamental skills and knowledge through a variety of activities and games suitable to their key stage.

Children have further opportunities to further these skills at after school sports clubs (making club links within the community). We provide a broad range of activities based on children's interests. Physical Education is fundamental in developing healthy lifestyles in young people. Regular extra-curricular clubs are very popular and offer a wide variety of sports, including Football, Tag Rugby, Netball, Dance, Yoga, Rounders, Athletics, Hockey & Tennis, Mini-golf and Dodgeball.

Swimming is seen as a life skill and all Years 3-6 children swim once a week for 10 weeks throughout the school year. Any children who need further support with their swimming skills repeat the block. KS2 children are also given the opportunity to go on an outdoor activity residential during Summer Term.

Children are encouraged to participate in inter and intra competitions and are invited to attend competitive sporting events within the local area which use an inclusive approach. Competitions encourages school games values, physical development, mental well-being, teamwork and

leadership skills. In intra and inter competitions, children are provided opportunities that promote positive experiences of being physically active and encourage children to 'have a go' and not always participating to win.

Throughout the school day, all children have opportunities to be physically active through Daily Mile, Wake & Shake, activities within lessons and Forest School sessions. Children are also provided opportunities to be physically active at breaktimes and lunchtimes using well-equipped playgrounds, a sports field, timber trail and activities set up by the lunchtime supervisors, sports leaders and coaches (x2 a week).

Each year, Years 5 and 6 children are invited to become Sports leaders for the school. They develop into sporting role models for younger children, assisting with break and lunchtime activities, Sports Day and other sporting activities throughout the school year.

Throughout the school year, all children are provided opportunities to develop skills, improve their fitness and try something new through Physical Activity Days e.g. Taekwondo, Archery, Dirty Feet Dance and Zorb Football.

This is what the adults do:

- Staff follow The PE Hub activities which are closely linked to the Early Years Curriculum and the National Curriculum, building on previous learning, skills and experiences.
- Positive use of mistakes and misconceptions.
- Create a learning environment rich in resources that support learning.
- Learning walks/monitoring to ensure that PE is being taught and there are opportunities throughout the school day for physical activity.
- Regular staff audits.
- Intra School competitions between year groups and houses, using the skills learnt within units in a competitive game to allow for all students to compete.
- Provide opportunities for children to participate in Inter School Competitions in the local area and School Games competitions.
- Raised profile of P.E. throughout the school, with physical activity throughout the day, regular physical activity throughout the day, opportunities to be physically active at breaks and lunchtimes, after school clubs and regular physical challenges for children to complete.
- Regular assessment throughout lessons and POP tasks to make sure all children are achieving and progressing at the right standard.
- Whole School CPD as well as team teaching and lesson observations.
- Inform/guide parents on how to promote physical activity and a healthy lifestyle at home including activities, healthy meal recipes, links to local clubs in the community to further develop skills.
- Research new innovative techniques/programs to support the teaching of PE
- Network with other schools – PE co-ordinators e.g. through the WVLN and Stride Active.

This how we support pupils:

- Mixed ability groups and pairings
- For those children identified – 1:1/small group support put into place to develop confidence and ability within P.E.
- Clear learning objectives and skills to be learned are shared at the beginning of each lesson. Self-assessments are used throughout the lesson, e.g. through mini-plenaries

This how we support staff:

- Identification of CPD needed
- Use of staff meetings

- Small sessions and immediate support as and when required

This how we challenge children:

- Differentiation or adapted through challenge/support
- Small group work to further challenge
- Encouraged to lead and coach their peers
- Opportunities to compete and represent the school within inter school competitions
- Promote out of school organisations and clubs to further develop skills.

This how we ensure all children can access the curriculum:

- To support all children, particularly those who have SEN or EAL needs, key vocabulary and movements are referenced and specifically taught to extend the children's use of vocabulary and develop greater access to the curriculum.
- Pairing/Grouping children alongside good role models to support one another.
- Frequent repetition and revisiting to help make knowledge of movement/vocabulary stick.
- By providing visual/practical prompts.

Teaching lessons using a range of different techniques to suit a range of learning styles e.g. videos, interactive websites etc.

Cultural Capital

The National Curriculum defines cultural capital as: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge in PE

- The PE curriculum
- The Health Education dimension of the PE curriculum makes meaningful and purposeful links between healthy lifestyles and physical activity and movement.
- Understanding that nutrition and exercise have an impact on our bodies.
- The knowledge of how and why children need to understand the elements of safety relating to physical activity.
- The knowledge of local, national and worldwide sporting events.

Powerful Personal Knowledge in PE

- How to remain active and healthy.
- The importance of inner strength, respect and fairness.
- How to engage with an activity competitively and the grace of winning and losing.
- A sense a success and achievement and the importance of taking part.
- Taking an active role as part of a team and being a leader/participant.
- Understanding what opportunities are available locally and can be in the future.

Curriculum Impact

At Goodrich Primary School, we recognise the importance of Physical Education (PE) in every aspect of daily life. Our Physical Education (PE) Curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This enables all children to build on their prior knowledge and develop as physically active citizens to benefit their long-term health and well-being.

This is what you might typically see:

- Happy and engaged learners
- Self-motivated learning
- Engagement and perseverance
- TIPTOP Learning
- Individual, pair and group work
- Leading and coaching to peers
- Children sharing and reflecting on their learning
- Independent working from children, also making their own decisions on their learning
- A range of different activities, including practical, theory and the use of technology
- Children talking positively about the importance of exercise and keeping active and healthy

This is how we know how well our children are doing:

We have identified substantive and disciplinary knowledge which is fundamental to the children's development and understanding as physically active citizens. They accumulate this as they move through our school which then gives them a firm foundation to build on when they move on to KS3 and beyond.

- Formative Assessment by teachers at the end of a session to inform whether planning needs to be adjusted or what skills need to be consolidated.
- Analysis of assessments – use of sticky knowledge questions, assessment grids based on The PE Hub units.
- Pupil progress meeting
- Pupil feedback
- Photo evidence/folder of work/ QR codes/X (formerly Twitter)
- End of term reports

This is the impact of the teaching:

- Children who enjoy their learning within PE and physical activity.
- Confident children who can talk about PE
- Children developing and practicing skills throughout physical activity everyday on top of regular PE lessons.
- Children who know about the health benefits of daily physical activity
- Stronger understanding of personal development as well as the benefits of PE

Through PE and physical activity, we motivate children to participate in a variety of sports which are engaging and fun; providing opportunities for children to develop confidence and competence in performing different skills, as well as participating in competitive sports (inter-competitions and intra-competitions) to build resilience and embed the School Games values – passion, self-belief, respect, honesty, determination and teamwork.

Children will gain a greater understanding of the importance of sport and physical activity that will contribute to developing skills and attributes they can use beyond school and into adulthood. They learn to take responsibility for their own health and fitness, understanding the importance of making healthy life choices and using physical activity to develop their physical, social, interpersonal, emotional and mental well-being, hopefully leading to a happy and healthy life.