

Curriculum Rationale

PHYSICAL EDUCATION (PE)



Intent

- Provide a high quality PE curriculum that is tailored to reflect the needs of our pupils.
- Connect learning through the 'Big Ideas', allowing children to encounter and revisit learning over time to grow a deep conceptual understanding of increasingly sophisticated information and ideas
- Support other areas of the curriculum in promoting personal and social skills.
- Encourage our children to take responsibility for their own learning and journey of 'personal bests'.
- Make PE fun.
- Support children to lead, involve and motivate others.
- Create an ethos where challenge is embraced as an opportunity to learn and develop.
- Develop physical skills that can be transferred across a range of activities and sports.
- Celebrate achievements, including those rooted in practice and perseverance.
- Provide opportunities for competitive sport through external competitions and events.
- Develop a competitive spirit within a strong sense of team, fairness, dignity and respect.
- Promote expression and individuality through sport.
- Build an awareness of the importance of exercise for a physically and mentally healthy lifestyle.
- Involve parents and families in the sporting curriculum.

Implementation

- A carefully sequenced PE curriculum (REAL PE) allows children to build on the fundamental skills of balance, co-ordination and agility.
- REAL PE curriculum focuses on personal bests, fair competition and respect in addition to an emphasis on the effects of exercise on the body.
- EYFS outdoor provision provides a safe, engaging area where the children can begin to develop their balance, co-ordination and agility skills.
- Whole school focus on oracy supports the use of rich vocabulary to promote good communication skills: eg, giving and listening to instructions and feedback, correct names for body parts.
- Regular whole school assemblies to promote physical activity, different sports and sporting achievements.
- Our Pupil Leadership programme offers children the chance to become Sports Leaders. These children support younger children in devising games at play/lunchtime.
- 1:1 iPad programme allows children to capture their sporting journeys and successes on photo and video and use these to improve. Children can also access WAGOLL videos which help them to improve.
- The study of 'rebel heroes' includes leading sports people who overcame various barriers.
- Extra-curricular provision including Gymnastics, Dance, Running Club and Football.
- Planned residential & trips to broaden horizons and present physical challenges for the children to overcome in a supported way.
- Annual Sports Week that promotes new sporting activities, develops the role of the Sports Leaders and gives the children opportunities to take part competitively.
- Active lunchtimes where children are encouraged to play cooperatively, practising gross and fine motor skills including table tennis, stacking cups and hoopla.

- SEN Sensory provision to increase co-ordination, balance and agility.
- Planned visits and clubs from external experts, including judo, gymnastic and dance specialist teachers.
- Annual swimming lessons for Y5.
- Partnerships with LFC and ... rugby???

Impact

- Children are aware of how to keep themselves safe and healthy.
- Children are aware of how they can keep a 'happy mind' and see this as of equal importance to physical health.
- Children enjoy physical activity and are eager to try new things.
- Children are aware of their personal bests and personal targets; they are aware of how to improve.
- Children improve their agility, co-ordination and balance year on year.
- Team sports are played competitively, with fairness, dignity and respect.
- Children are keen to take on leadership roles and want to support other children in school.
- Children rise to a challenge, persevere and see the value of practice.
- Children are aware of the importance of sport in life outside school and can appreciate the sporting achievements of others.
- Success in external competitions.
- Parents and families feel involved in the physical development of their children.