



PE Curriculum Policy

At St Maxentius CE Primary School, we strive to give children the best possible education. The curriculum is designed to build on prior learning, with relevant and engaging learning experiences, which supports the development of resilient learners, and creative and critical thinkers. As a school, we passionately believe that every child is made by God to be unique with their own skills, talents and innate potential to achieve. We celebrate and welcome the differences within our school community and we strive to ensure that every child can reach their potential, without exception. The curriculum is underpinned by our Christian Values of hope, faith and love and our ethos is driven by the parable of the lost sheep:

*"And when he finds it, he joyfully puts it on his shoulders and goes home.
Then he calls his friends and neighbours together and says
"Rejoice with me; I have found my lost sheep" Luke 15: 5-6*

At St Maxentius, we provide a high-quality physical education that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It is well planned and progressive aligned with the national curriculum. The PE curriculum that we offer provides opportunities for pupils to become physically confident and promotes and supports their health and fitness and positive mental health and well-being. Through the teaching of key skills and concepts and the opportunity to compete in sport, pupils are able to build character and help to embed values such as fairness and respect.

Intent

At St Maxentius we have high academic ambition for all pupils and the intended curriculum is aligned with the National Curriculum (2014). The curriculum is sequenced so that learners revisit concepts over time and build on previous learning. (Appendix 1 - curriculum overview). The PE intent clearly identifies the knowledge and skills that pupils will gain at each stage; leaders have ensured that end points are clear. The curriculum is rooted in the solid consensus of school leaders about the knowledge and skills pupils need in order to take full advantage of opportunities, responsibilities and experiences in later life.

The intended curriculum at St Maxentius addresses social disadvantaged by ensuring teachers address gaps in pupil's knowledge and skills. Leaders have identified the knowledge and skills required to enable pupils to be educated citizens, introducing them to the best that has been thought and said, helping them to engender an appreciation of human creativity and achievement.

The Physical Education curriculum at St Maxentius is designed to give all pupils particularly the most disadvantaged and those with Special Educational Needs or Disabilities (SEND) the knowledge and cultural capital they need to succeed in life. The aim of our PE curriculum is to build cumulatively sufficient skills and knowledge over time so that all pupils can develop their knowledge, skills and abilities with increasing fluency and independence. It is to develop children's basic physical competencies, build confidence in their ability to make decisions, think creatively, build resilience and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. We will work closely with KeyPE sports to build on and further improve our curriculum design, making it a skill based curriculum that will prepare all pupils for playing sport at KS3. Vocabulary will be improved and there will be opportunities for all pupils to experience and take part in new sports.

We fully adhere to the aims of the national curriculum for physical education and will ensure that all pupils:

- will succeed and enjoy PE in a supportive, safe, and fun environment
- 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
- understand about the benefits of leading healthy, active lives



- build self-esteem, confidence and resilience
- have the opportunity to engage in alternative sports such as, fencing/boxing
- have the opportunity to participate in extracurricular activities

Implementation

At St Maxentius CE Primary, we have recently adopted the 'KeyPE sports' scheme of work (Sept 22). This scheme provides us with a specialist coach to help deliver high quality PE lessons for all children across the school and supports staff in continuing their professional development to ensure that they are at the heart of this delivery.

Physical Education is taught at St Maxentius CE Primary School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught discreetly twice a week (2hrs of PE) to pupils in KS1 and KS2 and once a week for the children in Reception class, all following KeyPE scheme of work. The scheme of work developed by KeyPE sports, supports the prime area of physical development in Reception class.

Over the course of study, pupils develop competence to excel in a broad range of physical activities alongside developing the intended skills, knowledge and vocabulary and promoting positive mental health and wellbeing. This also includes the 'Head, Heart and Hand' approach (see appendix 2) from the National Strategy for Physical Education which will ensure that 'children develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation' (AFPE). Pupils will have regular opportunity to explore different kinds of physical activity including outdoor and adventurous activity. We have identified 5 areas that pupils will engage in and develop, which are:



Fundamental movement and fitness skills/ABC's (Agility, Balance & Coordination).



Team building and problem solving.



Head – Thinking - decision making, confident, creative.



Heart – Behavioural change – Involved and engaged, social and emotional, healthy active lifestyle.



Hand – Doing – Being physically competent/active, growing and developing, competitive.

Teachers present new information clearly and in manageable chunks to support pupils to build their knowledge. At St Maxentius, teachers have expert knowledge and the subject leader offers continuing professional developments and enhancements so that no pupil is disadvantaged by ineffective teaching. Teachers have strong content and pedagogical knowledge so that pupils are supported and any gaps in their knowledge can be appropriately addressed.



Concepts

The intended curriculum identifies key concepts for Physical Education and these are revisited so that pupils embed key concepts in long term memory and then can apply them fluently. The concepts in Physical Education are:

- Agility
- Space
- Healthy lifestyle
- Resilience
- Performance
- Balance
- Coordination
- Control

Long Term Memory

Throughout the course of study and during Physical Education lessons, there is regular opportunity for pupils to revise their knowledge and key vocabulary.

Links are made to prior learning within a PE lesson and opportunities for short term retrieval are throughout each session. KeyPE provide knowledge organisers (see example in appendix 2).

Assessment/Marking & Feedback

In each PE lesson, there is a set learning objective known as WALT (We Are Learning To), this clearly states the focus for the session and explains what pupils will be able to know, understand or be able to do by the end of the lesson. There is also a success criteria, known as WILF (What I am Looking For), which explains how pupils can fully achieve the WALT.

Pupil's physical activity and skills are assessed during each PE lesson and verbal feedback is given.

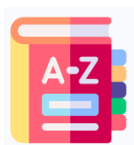
Ongoing assessment is evident in PE through the use of verbal feedback and through the taking of photos or short videos. The photographs and videos provide both the teachers and PE lead with further evidence of individual or group/class skills and knowledge within a lesson and areas for further development. Teachers routinely and systematically check pupils understanding through the course of study and assessment is formative. At the end of each Physical Education unit teachers record assessments on the school tracking system 'Insight'. Pupils are assessed for knowledge, skill and vocabulary.

Teaching & Learning

Each teaching session in PE, follows the agreed school policy of teaching and learning, and is planned to support pupils long term memory development. There are 5 stages in each session:



Activate- teachers activate the appropriate schema and make long term links to learning that occurred in the past.



Vocabulary – teachers explicitly teach vocabulary that pupils need a deep understanding of to support their learning.



Retrieve – pupils complete a retrieval task relating to more recent learning such as self-testing key information from their knowledge organisers. (See retrieval plan)



Teach – The teacher presents new information clearly and in manageable chunks.



Apply – pupils apply their learning by demonstrating their skills gained.

In a PE lesson you will see:

- A clear WALT being shared.
- Subject specific vocabulary that builds on previous learning/year groups.
- Consistency in routines including starter activity, main content and finishing activity.
- Opportunities for children to work independently and together.

EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a **prime area** of learning. In relation to the Early Years physical development programme and ELGs, throughout the year we work towards developing a child's individual gross and small motor skills.

Gross Motor Skills

- Children learn to 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;
- Use a range of small tools;
- Begin to show accuracy and care when drawing.



In addition to their weekly PE lesson, children in the EYFS are provided with plenty of opportunities to enjoy energetic play daily, using large portable equipment and to develop further their physical skills in continuous provision. Furthermore, children have the opportunity to practise their fundamental movement skills through throwing, catching, rolling, bouncing, kicking, running, jumping, balancing, hopping, and with a variety of objects such as balls and quoits.

Reading

Teachers explicitly clarify any new vocabulary to support pupils learning.

Impact

The high-quality teaching of Physical Education at St Maxentius will ensure pupils are well prepared for the next stage of their education, with pupils meeting the standards expected of them, in line with national averages for the end of the key stage.

Through a well-planned and sequenced curriculum children will have made good progress in terms of knowing, remembering and being able to do more. Pupils who are disadvantaged or with SEND will have acquired the knowledge and cultural capital they need to succeed. Children will be able to work both collaboratively and independently within different disciplines of Physical Education, with a solid understanding of the world around them, demonstrating the skills required to be confident, logical and critical thinkers. Their vocabulary will be enriched and they will be able to make firm connections between knowledge gained and their experiences in life which will inspire them to question and test new concepts.

Children will have the opportunity to take part in extra-curricular activities and demonstrate their newly gained skills in intra and inter sports competitions. All children will also have the opportunity in the summer term to take part in a sports day.

Children will become confident within the different strands of PE and show resilience when tackling new skills. Children will be aware of the link between physical activity and good mental health and understand it's significance as part of a healthy lifestyle.

Prepared by: Mrs M. Nicholson
Reviewed: September 2022
Next Review Date: September 2023



Appendix 1

Physical Education Curriculum Overview 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	ABC	SAQ	Gymnastics 1-6 Gymnastics 7-12	Awareness	Send and Receive	Athletics
2	ABC	SAQ	Gymnastics 1-6	Awareness	Send and Receive	Athletics
3	ABC	SAQ	Gymnastics 1-6	Striking and Fielding	Attack and Defend Send and Receive	Athletics
4	ABC SAQ	Send and Receive	Gymnastics 1-6	Striking and Fielding Tactics and Strategies	Attack and Defend Competitive	Athletics
5	ABC SAQ	Send and Receive	Gymnastics	Striking and Fielding Tactics and Strategies	Attack and Defend Competitive	Athletics
6	ABC SAQ	Send and Receive	Gymnastics	Striking and Fielding	Attack and Defend Competitive	Athletics Agility

End of Key Stage One and Two Expectations in Physical Education

Developing well-balanced children ready for the 21st Century.

HEAD (thinking) - HANDS (doing) - HEART (behavioural change)

Physical Education is the perfect vehicle through which to develop the crucial skills and attributes required for the modern world. Effective delivery of the National Curriculum Expectations will ensure that children develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation. Using the concept of Head (thinking) Hands (doing) and Heart (behavioural change) this poster is designed to support primary teachers to assess their children at the end of Key Stages One and Two. Most should be well established within the end of Key Stage Attainment Target, a few will still be *emerging* and a few will be *exceeding* it. *N.B. The font in italics is additional to the end of Key Stage One Attainment Target but some children will be able to achieve this.*

THE THINKING PHYSICAL BEING:

- Decision maker
- Analytical-deep understanding
- Confident
- Creative

THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Involved and engaged
- Grows socially and emotionally
- Builds character and values
- Leads a healthy active lifestyle



THE DOING PHYSICAL BEING:

- Physically competent
- Grows and develops
- Physically active
- Competitive

Expectations at the National Curriculum End of Key Stage One

THE THINKING PHYSICAL BEING:

- Able to make simple decisions and be aware of what they need to do to improve
- Be creative when using and developing skills and tactics in simple sequences and activities

THE DOING PHYSICAL BEING:

- Develop fundamental movement skills
- Become increasingly competent & confident & access a broad range of opportunities
- Extend agility, balance & coordination, individually & with others
- Engage in competitive (against self & others) and cooperative physical activities in a range of increasingly challenging situations



THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Able to engage in competitive (against self & others) & cooperative physical activities in a range of increasingly challenging situations
- Keen to participate in activities and clubs both in school and in the wider community

Expectations at the National Curriculum End of Key Stage Two

THE THINKING PHYSICAL BEING:

- Learn how to use a broad range of skills in different ways and to link them to make actions and sequences of movement
- Should develop an understanding of how to improve in different physical activities and sports
- Learn how to evaluate and recognise their own success

THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Should enjoy communicating, collaborating and competing with each other
- Keen to continue participating in activities and clubs both in school and in the wider community



THE DOING PHYSICAL BEING:

- Should continue to apply and develop a broader range of skills
- Develop flexibility, strength, technique, control and balance



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Appendix 3

Knowledge Organiser

Year 1

Attack and Defend		
Children will play in a variety of sporting activities and modified sports competing against others whilst developing their knowledge of Attacking and Defending as well as their resilience and determination. Defending, children will have to create and apply ideas of how to guard space and equipment. Attack, Children will develop awareness of space and also develop their fundamental movements when changing direction and speed.		
Skills/knowledge	How?	Vocabulary
<ul style="list-style-type: none"> • Apply simple attacking and defending techniques • Quick changes of direction • Changes of speeds • Awareness of others and space • Effective uses of changes of direction and speed • Participate in team games, which develop simple tactics for attacking and defending • Compete against others as individuals and in small teams • Maintain control and balance whilst competing against others • Begin to contribute to discussions and suggest some tactics to improve 	<ul style="list-style-type: none"> • Compete against others, Individually and as a group • Apply simple tactics and strategies when competing against others • Contribute in discussions • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Children should show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with others 	<ul style="list-style-type: none"> • Change of speed • Change direction • Target • Distance • Travel • Dribble • Vary • Move • Control • Space

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)