



Dartmoor
MULTI ACADEMY TRUST

Curriculum Statement for Physical Education

Our curriculum has four features:

- is ambitious for all pupils;
- is carefully and coherently planned and sequenced;
- is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;
- is broad and balanced for all pupils

Intent

At Black Torrington C of E Primary School we believe that a quality PE curriculum should improve children's social, personal, health & fitness, cognitive, physical and creative skills through sport. Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. This may include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.

Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- to develop communication and speaking and listening skills.
- to provide children with a skillset which can be used and developed throughout their lives.

Implementation

Our curriculum closely follows the aims of the National Curriculum for English 2014; At Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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.

At Key Stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an

understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Across EYFS/KS1 planning is based on the Real PE Scheme which all teachers have been trained to use. In KS2 planning is based on the Real PE Scheme which all teachers have been trained to use in addition to sport specific lessons in games, gymnastics and dance, swimming and athletics. Dance and swimming is taught by external coaches.

Where possible, teachers are supported by a qualified PE teacher from Holsworthy Community College which ensures all children receive high quality PE and staff are able to update and refine their teaching.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by giving varying levels of challenge. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks and allowing children to set their own challenges to achieve a personal best, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Resources

There are a wide range of resources to support the teaching of PE across the school. They are stored safely either indoors in the PE cupboard or in the shed outside. Children help to set up and put away this equipment as part of their work. If any resources are missing or found to be damaged, the P.E. Lead should be informed as soon as possible so that such items can be repaired or replaced.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The school PE kit is as follows: black bottoms and a white t-shirt for indoor P.E. with trainers for outdoor. P.E. Staff should set a good example to children and ensure that they are wearing appropriate clothing and footwear at all times.

Extra-curricular activities

As a healthy school we promote a wide range of activities for pupils of all ages. The school provides a range of PE-related activities including football, gymnastics, netball, tag rugby, cricket and dance for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas.

The school sends details of the current club activities to parents at the beginning of each term. The school also plays fixtures against other local schools and participates in local competitions. This introduces a competitive element to team games and allows the children to put into practice the

skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Contribution of PE to teaching in other curriculum areas

English: PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. It also develops speaking and listening as children listen to and follow instructions and give feedback to peers.

Computing: We use ICT to support PE teaching when appropriate. E.g. in dance and gymnastics children may make video recordings of their performance, and use them to develop their movements and actions. Within the Real PE lessons, videos are used to show examples of how to complete the FUNs activities. PSHE and citizenship: Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Through friendly competition and team work, PE teaches respect, trust, mutual respect and tolerance. Spiritual, moral, social and cultural development: The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons.

Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Impact

As a result; children across our schools are enthusiastic about participation in PE. Through focusing on the children's social, personal, health & fitness, cognitive, physical and creative skills they are able to use these skills across the PE curriculum and beyond, fostering a sense of sport for life. All children are challenged and experience success, they are confident to take risks and are supportive of others, recognising the achievements of others. Children are proud of their own sporting achievements and these successes are celebrated in school through celebration assemblies and displays, raising the profile of sport within the school.