

PHYSICAL EDUCATION



Physical Education at St Dunstan's

The National Curriculum states that a school's physical education curriculum should inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. It should support pupil's health and fitness and

help them become physically confident. Taking part in competitive sport and other activities will build their character and embed values such as fairness and respect, not just for their peers but also for the wider community.

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.

INTENT:

1) To support pupils to develop a healthy and enjoyable lifestyle in order to promote a sense of well – being through a range of purposeful physical activities.

2) To encourage the development of a positive relationship towards physical health, activity and personal wellbeing.

3) To support pupils' motor skill development, in order to manage the body skilfully, effectively and impressively.

4) To support pupils to learn to respond to others in an atmosphere of co-operation and honest competition accepting our own and each other's strengths and weaknesses.

5) To develop the children understands of competition, including fair play, sportsmanship, teamwork, passion and playing within the rules.

6) To support pupils to develop strength and stamina, through active sessions and initiatives such as Daily Mile.

7) To support pupils to learn to be aware of the qualities of movement through the senses, how it is communicated, and how to shape phrases of movement into patterns.

8) To support and foster self-esteem and self-confidence through the acquisition of physical competence and poise, being aware of, and tolerant of, other children's and own limits.

9) To support pupils to enjoy the challenges and excitement of different activities and different situations in a safe environment.

10) To support pupils to develop an understanding of how to succeed in different activities and learn to evaluate and recognise their own success.

11) To support pupils to gain experience of a variety of sports, recognising and gaining the new skills that are required.

IMPLEMENTATION

1. All staff have access to a bank of structured lessons through the Sutton and Merton planning syllabus, REAL PE schemes and iMoves resources.
2. Hall space and outside space are timetabled in order to give each class an opportunity to access PE lessons. Each lesson plan offers the teacher flexibility to alter elements in order to give the class the best lesson to suit their needs.
3. A curriculum map guides teachers throughout the year. Each year group has a curricular journey on the map that supports child development, curricular coverage and is aimed to decrease the gap in learning and so offering skill progression year on year.
4. The National Curriculum underpins the scheme of work and has been selected and agreed by teachers for each year group. This, coupled with Target Tracker (in house assessment), enables a full picture of the curriculum to be mapped out and pupil progression tracked.
5. Planning support documents have been fed into a curriculum map. Each year has been provided with a progression of skills document, which highlights end of year expectations, skills being taught and previous learning.
6. Lessons are planned to cover the National Curriculum skills through the themes of athletics, dance, gymnastics, Outdoor Adventurous Activity (OAA) and games (net and wall, invasion and striking and fielding). The curriculum considers the importance of both the breadth and depth of learning. This has been adapted where necessary to be compatible with current risk assessments. Where appropriate the coverage has had a cross-curricular nature, for example in OAA.
7. Swimming has resumed in KS2 with classes participating in a weekly swim lesson over a block of 8 lessons.
8. Class teachers are supported with nationally recognised PE resources that provide extensive teaching and learning materials including video clips to further support their teaching and build teaching confidence.
10. Lessons usually begin with a quick starter to engage and focus pupils. Pupils then work through a range of progressive activities around a theme or intended learning outcome. The lessons provide challenge and support, and each lesson should be both ambitious and progressive. These lessons may be taught in isolation or linked over a number of weeks. Sports are used as a vessel to teach core skills and a focal point, which can be revisited year on year, building skills, developing and refining skills.
11. PE data is collected and analysed each term, providing opportunities for teacher talks and discussion of children we feel could benefit from extra-curricular interventions. Lesson observations are deployed to give an overview of what is happening in lessons and to highlight areas for peers to share best practice as well as to offer support and identify opportunities for CPD. Each year group's data is analysed and reviewed termly and annually to gain an insight into our school's strengths and possible future targets. This information feeds into the PE Action plan for the next year.

12. CPD is specific to teacher feedback, to promote good subject knowledge and practise. Staff have been encouraged to identify any areas that they seek support in, either for CPD, team-teaching or colleague advice.

IMPACT:

1. St Dunstan’s PE experience should provide a depth of learning in a positive and engaging environment.
2. Basic underlying principles and skills will have been practised and opportunities to develop these into more complex processes.
3. Pupils will be confident to try new things and take measured risks.
4. Pupils will be able to make quick decisions and choices when planning tasks or performances.
5. Pupils will have a range of strategies for solving problems and show resilience to keep going when they find things difficult.
6. Pupils will understand the benefits of working in different group dynamics. They will have the confidence to lead and support others.
7. Pupils will understand the importance of physical activity in a wider context and possess the skills and enthusiasm to develop their learning further.
8. Pupils will understand the connection between physical activity and mental health and use this as a strategy.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|--|--|--|--|-------------------------------------|-------------------------------------|
| N | Core Real PE Foundation stage | Core Real PE Foundation stage | Core Real PE Foundation stage | Core Real PE Foundation stage | Core Real PE Foundation stage | Core Real PE Foundation stage |
| R | Core Real PE Foundation stage | Core Real PE Foundation stage | Core Real PE Foundation stage | Core Real PE Foundation stage | Core Real PE Foundation stage | Core Real PE Foundation stage |
| 1 | Real PE Real Gym | Real PE Real Dance | Real PE Real Gym | Real PE Real Dance | Real PE | Real PE |
| 2 | Real PE Real Gym | Real PE Real Dance | Real PE Real Gym | Real PE Real Dance | Real PE | Real PE |

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|---|----------------------|-----------------------------------|--------------------------------|---------------------------------------|--|---|
| 3 | Football Real PE | Real PE Gym | Hockey Real PE | Real PE Dance | Swimming Real PE | Swimming/ OAA Rounders |
| 4 | Tag Rugby Real PE | Real PE Gym | Real PE Basketball | Swimming Athletics/ Real linked | Outdoor Adventurous Activities/ Real PE | Dance / Real PE link Cricket |
| 5 | Real PE Football | Swimming Dodgeball/ Real PE | Swimming Hockey/ Real PE | Dance / Real PE Athletics | Gym Athletics / Real PE | Real PE Rounders |
| 6 | Swimming Real PE | Real PE Netball | Gym Real PE | Real PE Athletics | Dance REAL PE | Real PE Cricket / OAA (Residential trip) |