

## **PE Vision Statement**

1. Subject: PE
2. Subject Leader: Mrs Royal (with administrative support from Mr Wake)
3. Link Governor: Gary Booth
4. Why is PE important?

### **Our intention**

Our high-quality physical education curriculum inspires all pupils to succeed and excel in sport and other physically-demanding activities. It enables pupils to become physically confident in a way which supports their health and fitness. Our PE curriculum offers opportunities to compete in sport and other activities which build character and embed values such as respect, excellence, responsibility. Alongside this it fosters the importance of healthy lifestyles now and in the future.

Our PE curriculum ensures that children;

- are physically active for sustained periods of time
- lead healthy, active lives
- Acquiring and developing skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts.
- Developing their ideas in a creative and structured way.
- Setting targets for themselves and opportunities to compete against others, individually and as team members.
- Understanding what it takes to persevere, succeed and acknowledge theirs and others' success.
- Responding to a variety of challenges in a range of physical contexts and environments
- Making informed decisions about the importance of exercise in their lives now and in the future
- Cooperation with others

At St Helens Primary School, we understand that PE is an area where all pupils can understand and enjoy through developing an appreciation of sport and exercise. We believe that the teaching of PE should be through practical exploration where children can develop physically and an understanding of the importance of a healthy lifestyle. By allowing children to develop their own strengths in the subject, we are creating independent learners who can make decisions for themselves based on their own likes and dislikes.

At St Helens Primary we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL.

## 5. How do we teach PE at St Helens Primary?

### **Implementation**

The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the National Curriculum.

We teach lessons so that children 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. Children engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. enjoy communicating, collaborating and competing with each other. develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills).

The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision such as sailing, skateboarding, tennis, football and cricket and bike ability also provides further challenge and access to a range of physical activity.

Our PE curriculum is purposefully designed to support us with teaching all pupils, including disadvantages and SEN pupils, together as much as possible. This fosters a sense of social inclusion and supports the performance of the children who are progressing more slowly. Adapted tasks and equipment, adult support, visuals, consideration of handling, paired work are teaching strategies which are used to support disadvantaged children within the lesson and promote all achievement and progress. All children experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

## 6. National curriculum coverage.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence 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.

The objectives for PE in KS1 and KS2 are clearly set out for each year group in the National Curriculum. These objectives underpin our planning documents:

### **Key stage 1:**

### **Pupils should be taught about:**

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:

- Improve and develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- participate in competitive games, developing simple tactics for attacking and defending.
- gymnastics.

### **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 [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

Please refer to the National curriculum for further guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239040/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)

## **7. Early Years Foundation stage**

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. Children in reception will be learning to refine and consolidate a range of skills such as balance, running, hopping and maintaining good posture. Alongside this they will develop their fine motor skills so they can take part in a range of activities competently such as cutting, pencil grip and handling. Please see the Develop Matters for a comprehensive list of Physical outcomes.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

The children take part in two lessons a week alongside a morning dance activity. These Physical Development lessons give children the opportunity to practise movement skills through games

with bean bags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching.

Our EYFS setting promotes our PE curriculum as it allows the children to access time, space and resources to enjoy a wide range of energetic gross and fine motor play such as scootering, biking, running, balance on tyres, digging in sand, cutting and sticking, junk modelling and threading.

#### 8. Links to other subject areas.

We have designed our curriculum so that PE can be weaved throughout all topics e.g. English, maths, science, history and PSHE.

##### Maths:

Repetitive drills in physical education provide many opportunities for students to practice counting in multiples. Another skill that is easy to incorporate is pattern building. This can be done as station work or as part of creative relay races. There are also many opportunities to discuss math vocabulary that relate to physical education (e.g. - time, angles, measurement, perimeter, distance, etc.).

##### Science:

The practical use of experimentation vocabulary when learning about heart rate or burning calories is a great way to reinforce these important science concepts in physical education class. There are also many opportunities to highlight science related vocabulary and learning in a real life context during PE lessons e.g. - speed, friction, aerodynamics, etc.

##### English:

Reading instructions for their warm-up and understanding rules and tactics are important in all activities.

##### Personal, social, health and citizenship education (PSHE)

In PSHE pupils develop an awareness of simple physiological changes that occur to their bodies during exercise.

Are given opportunities to develop co-operation to achieve shared goals.

Are given opportunities to develop personal characteristics like initiative, self-reliance and self-discipline.

#### 9. British Values

British Values is a core value that all staff share at St Helens Primary. British Values links with PE opportunities in a variety of ways such as mutual respect and tolerance of others.

- Work with others, listening to their ideas and treating them with respect
- Co-operate and collaborate with others, in teams and groups, to achieve a goal together

- Develop an understanding of fair play and fairness through knowing and applying rules and conventions.

### **Impact of our PE Curriculum**

The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health. They understand its significance as part of a healthy lifestyle. The children at ST Helens primary are keen to take part in sports and enjoy a healthy lifestyle.

Our PE curriculum promotes our key values and as a result children show an excellent attitude towards their sports and other areas of learning.

The school achieved an award at bronze level in PEACH, part of the basis for this award is commitment to physical activity. Our sporting calendar is supported by local external agencies and this also demonstrates the positive impact of the PE curriculum.