



Physical Education Rationale

“When taught well, physical education enthuses and inspires pupils to participate fully and develop a life-long love of physical activity, sport and exercise.” (Beyond 2012)

At Lothersdale Primary School we aim to engage and include all children in fun and highly active PE sessions to develop an enjoyment and love for sport, whilst also encouraging a healthy lifestyle that they will carry with them through their lives. We include regular opportunities for all children to be involved in competitive team and individual sport against their peers and participating in intra-school and inter-school competitions. We utilise the expertise of carefully selected and highly skilled sports coaches to deliver our PE, ensuring the children receive a knowledge rich, sequenced curriculum. This allows for class teachers to engage in the lesson, build their own subject knowledge and observe the children to make accurate assessments within the lesson.

Intent

- A broad and knowledge-rich PE curriculum that develops the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.
- Our PE curriculum is designed to provide positive sporting experiences with activities designed to be enjoyable, purposeful, vigorous and regular.
- Every child engages in competitive sport, every school year through planned intra-school competitions.
- Children develop a lifelong interest in physical activity, as well as developing positive attitudes towards a healthy lifestyle.
- A clear progression of skills and knowledge evident throughout the school.
- Develops social skills especially team work.
- Develops strength, mobility and physical endurance.
- All children experience success of personal challenges in sport.

Implementation

- All children have access to a balanced curriculum that is sequenced appropriately in order to develop the skills required to perform competently and confidently in a competitive situation. (See planning ladders)
- Utilise a range of chosen, highly skilled coaches and PE specialists, supported by our teachers, to provide a high quality, knowledge rich physical education which is carefully sequenced to ensure children are always building on their knowledge.
- PE diaries are completed weekly as a class (Reception & Key Stage 1) or independently by the children (Key Stage 2) to keep a record of progression and formative assessment by allowing the children time

to reflect on what they have learnt, what they have done well and what they would like to improve next time.

- PE lead attends swimming and works alongside swimming instructors to ensure all children are on track to achieve the minimum expectation of being able to swim confidently and competently over 25 metres.
- Intra-school competitions are planned in with the sports coaches each half term.
- The school targets and enters inter-school competitions across a range of sports throughout the year through South Craven.
- The Physical Education curriculum is designed to be challenging, appropriate to each pupil's stage of development.

Impact: to be reviewed at the end of each year

Substantive and disciplinary knowledge in PE

Substantive knowledge in PE is based on deliberate practice and development of specific skills that can be used in a variety of disciplines, sports and games e.g.:

- Running, jumping, throwing and catching
- Tactics within a team game e.g. strategies for attacking and defending
- Being able to perform specific actions, balances and movements in line with year group expectations
- Being able to swim confidently and competently over 25 metres
- Being able to perform a safe self-rescue in water.

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.

Curriculum

PE is a foundation subject in the national curriculum. As required, we teach dance, gymnastics and games in Key Stage 1. In the summer term we also provide weekly swimming lessons for KS1 pupils. In Key Stage 2, we teach dance, gymnastics, games, swimming and water safety and athletics. We aim to offer a wide range of games and to best prepare the children for inter-school competitions. Throughout the year our main sports/games are football, netball, swimming, rugby, tennis and rounders.

- All of our PE activities are planned so that children build upon prior learning in well sequenced lessons ensuring children deepen their knowledge and understanding of different sports.
- All schemes of work are appropriately differentiated to ensure children are increasingly and appropriately challenged as they move through school.
- We utilise skilled coaches, supported by class teachers, to provide tailored, quality PE lessons to all children.
- Every child receives at least 2 hours of PE every week.
- Children use PE diaries to record key knowledge and self-evaluations against their learning.

Swimming is provided for year 3 and 4 pupils throughout the autumn and spring terms, have a weekly 45 minute lesson. Year 1 and 2 pupils take over swimming in the summer term. 'Top up' lessons are provided for those in year 5 and 6 who have not yet reached the expected requirements.

Inclusion

Inclusion in physical education means that all children have access to and are given confidence in all areas of the curriculum. We aim to create an environment in which all children learn to respect and value each other's differences. This is achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved e.g. all team members needing to touch the ball before a goal is scored.
- Giving all the children an opportunity to share their work.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Recording and Assessment

Teachers observe PE lessons and make note of achievement against the knowledge map for each PE unit. Children have PE diaries which they carry through school with them (KS1 big book, KS2 individual diaries). At the beginning of a new PE unit, knowledge maps are used to highlight the learning sequence, key knowledge and key vocabulary and are referred back to as the sequence progresses. Children regularly write up key learning and self-evaluations in their diaries which are monitored by the class teacher.

Reviewed September 2019 - WC