



PE

Curriculum Rationale

At Our Lady of Lourdes RC Primary, we are all sportspeople! We want our pupils to think and act in a sportsmanlike manner. We want them to have no limits to what their ambitions are and grow up wanting to be the best they can be in their preferred activities. We want them to embody our Catholic core values. We all embrace the school motto of:

“I can do great things with God’s love” – this is both spiritually and physically.

The PE curriculum has been carefully designed so that our pupils develop their knowledge and understanding. We want all our pupils to remember their PE in our school, to cherish these experiences and embrace the opportunities they are presented with – to know that that ‘a healthy body means a healthy mind,’ to understand the positives fostered by good teamwork and sportsmanship and to strive to achieve their personal best.

Curriculum Intent

PE is an important tool for personal well-being and physical fitness. It encourages social skills through teamwork, communication and cooperation and encourages strategic problem solving.

We are great advocates of the maxim ‘healthy body, healthy mind’, recognising that good PE can aid progress in other subjects. PE demands use of clear language skills and knowledge of basic mathematics. Media can be used to show our children good practice – and they enjoy emulating their heroes!

Physical fitness and the mental health benefits it brings lay the foundation for a healthy adult life, helping to form character and resilience.

Our main aim therefore for 2023-24 will be to follow the content of the ‘School Sport and Activity Action Plan update’ published by the Government- to seek equality of access throughout the curriculum and in extra-curricular areas.

PE Implementation

As part of our planning process, teachers need to plan the following:

- A cycle of lessons for each PE theme, which carefully plans for progression and depth concentrating on the skills suited to the age group and reflects the school cluster competition calendar
- Challenge questions for pupils to apply their learning in a philosophical/open manner

PE Impact

Assessment in PE is ongoing throughout all disciplines. It informs learning and progress to ensure that all pupils including disadvantaged and those with SEND achieve and acquire the knowledge, skills, and concepts they need to lead a healthy life. Staff use assessment information to inform their short-term planning and address misconceptions. This helps us provide the best possible support for all pupils.

Clear annual progression targets and reminders of good practice mean that our children improve year on year. As a result, pupils make excellent progress at their own individual level – from those who have enjoyed helping us to School Cluster Championship success to those who understand the importance of achieving personal bests.

Throughout their education at Our Lady of Lourdes staff and sports providers encourage the children to ‘be the best they can be’ – the emphasis in PE is based on personal improvement and teamwork skills as much as the achievement of excellence.

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

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

Subject content

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

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. 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, badminton, 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]
- 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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently, and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]
- perform safe self-rescue in different water-based situations

Differentiation

Planning for differentiation should incorporate:

- Pupils' groupings, e.g., ability or mixed ability groups; or group, paired individual activities.
- Resources, e.g., different equipment for different levels of ability.
- Pupil activity, e.g., different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of the different levels of ability.
- Other opportunities, e.g., extra curricular activities, club links and interest groups, for the development of excellence or self-esteem.

Differentiation by task is achieved when pupils, who are pursuing the same part of the programme of study, are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome is achieved by setting tasks, which are suitable and appropriate for all pupils' starting level and which allows the more able children to be challenged.

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENDCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

EAL children should have relevant support. If they have a supporting adult then they can explain activities to the children. The fact that P.E is very visual means that it is good for EAL children, because they can watch what is happening and follow examples.

For further SEN, EAL and Equal Opportunities information you may wish to refer to the school SEN and EAL policies.

Assessment and Recording

Assessment is normally carried out by teachers and outside providers during normal PE activities. Formative assessment and summative assessment methods will be used. These will allow a picture to be built up of the pupil's progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances, and questioning. Knowledge and understanding must underpin the skill demonstrated; this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider a pupil's outside interests e.g. lunch-time or after school clubs, local teams etc.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's schoolwork at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

Over the period of the year the PE co-ordinator will observe teaching and learning within the classes. Student voice is important – throughout the year children will be asked questions regarding their PE lessons and sporting activities so the coordinator gets a 'feel' for what is going on.

PE Curriculum Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Gym/Dance - intros	Gym/Dance - intros	Multiskills intro Gym/Dance	Multiskills intro Gym/Dance	Multiskills/Athletics Gym/Dance	Multiskills/Athletics intro Gym/Dance
Reception	Multiskills Gym/Dance	Multiskills Gym/Dance	Multiskills Gym/Dance	Multiskills Gym/Dance	Multiskills/Athletics Gym/Dance	Multiskills/Athletics Gym/Dance
Year 1	Multiskills, Curling and Benchball Gym/Dance	Multiskills, Curling and Benchball Gym/Dance	Multiskills, Indoor and outdoor sports Gym/Dance	Multiskills, Indoor and outdoor sports Gym/Dance	Multiskills, Athletics and Football Gym/Dance	Multiskills, Athletics and Football Gym/Dance
Year 2	Multiskills, Curling and Benchball Gym/Dance	Multiskills, Curling and Benchball Gym/Dance	Multiskills, Indoor and outdoor sports Gym/Dance	Multiskills, Indoor and outdoor sports Gym/Dance	Multiskills, Athletics and Football Gym/Dance	Multiskills, Athletics and Football Gym/Dance
Year 3	Multiskills, Football Gym/Dance	Multiskills, Football Gym/Dance	Multiskills, Boccia and Dodgeball Cross country Gym/Dance	Multiskills, Boccia and Dodgeball Cross country Gym/Dance	Multiskills, Cricket/Rounders Athletics/OAA Gym/Dance	Multiskills, Cricket/Rounders Athletics/OAA Gym/Dance
Year 4	Multiskills, Football Gym/Dance	Multiskills, Football Gym/Dance	Multiskills, Boccia and Dodgeball Cross country Gym/Dance	Multiskills, Boccia and Dodgeball Cross country Gym/Dance (Swimming)	Multiskills, Cricket/Rounders Athletics/OAA Gym/Dance (Swimming)	Multiskills, Cricket/Rounders Athletics/OAA Gym/Dance
Year 5	Multiskills, Football/Tag rugby Indoor sports Gym/Dance	Multiskills, Football/Tag rugby Indoor sports Gym/Dance	Multiskills, Netball Cross country Gym/Dance	Multiskills, Netball Cross country Gym/Dance	Multiskills, Cricket/Rounders Golf/Archery Athletics/OAA Gym/Dance	Multiskills, Cricket/Rounders Golf/Archery Athletics/OAA Gym/Dance
Year 6	Multiskills, Football/Tag rugby Indoor sports Gym/Dance	Multiskills, Football/Tag rugby Indoor sports Gym/Dance	Multiskills, Netball Cross country Gym/Dance Swimming	Multiskills, Netball Cross country Gym/Dance Swimming	Multiskills, Cricket/Rounders Golf/Archery Athletics/OAA Gym/Dance	Multiskills, Cricket/Rounders Golf/Archery Athletics/OAA Gym/Dance