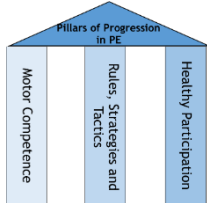




PE at Lower Heath CE Primary School

Intent	
Our Curriculum	<p>High quality PE is an entitlement for all pupils at Lower Heath. A high quality PE provision is vital in the development of the quality of children's lives. Not only does it help develop children's physical competencies, it helps to develop an understanding of healthy and active lives, and it promotes confidence and a positive mindset. Participation in PE also gives children a means to share in the social and cultural aspects of sport - aspects that encourage people to engage in important parts of communal life.</p> <p>PE is not just sport or physical activity. It is made up of interconnected disciplines from science, psychology and sociology. High quality PE teaches these interconnected aspects. For example, in cricket, children are taught fundamental movement skills such as throwing and catching, they are taught how to think tactically in order to outwit their opponents in order to score runs and are taught how fitness is important when running efficiently between the wickets.</p> <p>PE is also important in terms of reducing inequalities in children - for some, PE lessons are the only opportunities to participate in physical activity.</p> <p>Our PE curriculum is not designed to prepare children for elite sport, it is designed to enable children to flourish and enjoy each stage of their Physical Education. This ability to flourish is known as competence.</p> <p>Our PE curriculum aims to develop children's competence through three pillars of progression.</p> <div style="text-align: center;">  <p style="font-size: small;">Pillars of Progression in PE</p> </div> <p>Pillar 1: Motor Competence This is a person's ability to make a range of physical actions which include co-ordinating fine and gross motor skills. These are fundamental to participate in everyday activities as well as playing and partaking in physical activity. A vital part of a child's motor competence are Fundamental Movement Skills (FMS). FMS are the 'basic, learned motor patterns that do not occur naturally'. FMS can be categorised as: locomotor skills - such as running and jumping; stability skills - such as twisting and balancing; and manipulation skills - such as throwing and catching. FMS need to be developed and progressed carefully from EYFS onwards. Children will find many aspects of PE difficult without good FMS.</p> <p>Pillar 2: Rules, Strategies and Tactics Pupils need to be taught how to move intelligently as well as competently. This involves responding to the needs of the context. Pupils need to be explicitly taught the rules, strategies and tactics involved with different types of activities.</p> <p>Pillar 3: Healthy Participation It is important for pupils to make connections between their knowledge of health and how it applies to physical activity. Otherwise, pupils will struggle to make informed decisions about how to participate in physical activity in a healthy way.</p>

KEY KNOWLEDGE

It is vital to children's Physical Education that they develop and remember key types of knowledge.

PE KNOWLEDGE

Declarative Knowledge

- In PE, declarative knowledge includes factual knowledge about movement, rules, tactics, strategies, health and participation.
- This knowledge is linked to the content being taught, rather than be a list of disconnected facts.
- Declarative knowledge is insufficient in itself: it is not enough to know what to do if you are unable to do it.

Procedural Knowledge

- This is knowing how to apply declarative knowledge and is best practised through demonstration and participation.
- Pupils' procedural knowledge will be embedded through practice and repetition so children become fluent.
- Pupils require a certain amount of declarative knowledge before they can apply it

Throughout their journey through Lower Heath's PE, children will develop and embed their PE knowledge. The implementation section of this document will outline how these areas of knowledge are threaded throughout our PE curriculum.

GOLDEN THREAD - EQUALITY, DIVERSITY, INCLUSION AND BELONGING

In this thread, we develop a culture of inclusion for all where everyone feels proud of their identity and is able to participate fully in school life. We challenge discrimination through ensuring all children have access to all parts of our curriculum. Children address prejudice and bullying and support others to reach their potential.

Through participating in sporting events within the school or in trust-wide events, children develop their sense of belonging and togetherness.

Implementation

The curriculum for this subject area is designed using...

At Lower Heath, we have developed a 2-year planning cycle, informed by the National Curriculum Programmes of Study.


The curriculum is based around the scheme from 'PE Planning.org.uk'

The curriculum ensures that the 'Pillars for Progression' and knowledge types for PE are systematically progressed from EYFS to Year 6

Teachers have access to professionally written individual lesson plans for each of the lessons in each of the PE units

Curriculum coverage in this area is progressive.

The curriculum is organised into 2 cycles: A and B.

 The curriculum follows the spiral curriculum model where previous knowledge is returned to and built upon.

We use our school-specific PE Progression Framework to ensure that each area of learning is progressive from EYFS to Year 6. The Trust Sports Coordinator has developed a 'Roadmap for PE' for each year group detailing progressive skills, knowledge and sporting experiences and competitions.

For example, children revisit the same sports over the curriculum but as they progress in age, so will the declarative and procedural knowledge expectations. Children will also develop their fundamental movement skills, their understanding of tactics and strategy and their knowledge of health and fitness as the units progress.

Long-Term Plan for PE

Cycle A					Cycle B			
EYFS	Yr 1/2	Yr 3/4	Yr 5/6		EYFS	Yr 1/2	Yr 3/4	Yr 5/6
Me and Myself	Football / Handball	Football / Handball	Football / Handball	Au	Me and Myself	Hockey / Tag Rugby	Hockey / Tag Rugby	Hockey / Tag Rugby
Movement and Development	Gymnastics 1	Gymnastics 1	Gymnastics 1		Movement and Development	Gymnastics 1	Gymnastics 1	Gymnastics 1
	Fitness	Fitness	Fitness		Fitness	Fitness	Fitness	Fitness
Throwing and catching	Dance	Dance	Dance	Sp	Throwing and catching	Dance	Dance	Dance
Ball Skills	Dodgeball	Dodgeball	Dodgeball		Ball Skills	Golf	Golf	Golf
	Gymnastics 2 Orienteering	Gymnastics 2 Orienteering	Gymnastics 2 Orienteering		Gymnastics 2 Orienteering	Gymnastics 2 Orienteering	Gymnastics 2 Orienteering	Gymnastics 2 Orienteering
Fun and Games	Netball / tennis / badminton	Netball / tennis / badminton	Netball / tennis / badminton	Su	Fun and Games	Basketball / Volleyball	Basketball / Volleyball	Basketball / Volleyball
Working with others	Athletics	Athletics	Athletics		Working with others	Athletics	Athletics	Athletics
	Rounders	Rounders	Rounders		Cricket	Cricket	Cricket	

This subject links with the rest of our curriculum	Making explicit links in teaching with other subjects, in particular PSHE and science, considering the impact of healthy lifestyles, our bodies and the importance of exercise.
Different year groups, and different abilities within a class, are catered for by...	<p>The PE Progression Framework outlines the skills, vocabulary and materials to be built upon by each year group. This enables learning to be progressive and ensures that children consistently learn new skills appropriate to their ability and potential.</p> <p>In each lesson, learning is adapted through STEP:</p> <ul style="list-style-type: none"> • Changing Space - bigger or smaller areas to work in • Modifying the Task that children are asked to carry out • Modifying Equipment used • Modifying People involved - different group sizes etc.
Trips, visits and the local community support this subject by...	<p>Trips, visits and the local community support this subject by...</p> <p>PE competitions organised through MMAT and Whitchurch School Sports Partnership</p> <p>Transition sports visits to local secondary schools</p> <p>Regular inter-school competitions (e.g. varsity competitions)</p>
The subject is assessed by...	After each unit, childrens' declarative and procedural knowledge is assessed against the learning objectives for the unit.
The subject is monitored through...	Trust Sports coordinator videoing and reviewing lessons with PE teacher Joint lesson observations of PE teaching with Trust Sports coordinator and Lower Heath PE Lead Pupil voice questionnaires Evidence gathering for awards such as 'School Games Mark'
Staff development in this subject includes...	Training for foundation subjects continues on a rolling programme of staff meeting sessions, with regular opportunities to liaise with the Primary PE Lead, and with PE specialists within the trust secondary schools. The subject leader participates in local/national initiatives (conferences and updates).
Impact	
In PE lessons, you will see...	<ul style="list-style-type: none"> • Children actively engaged in their learning • Children systematically developing PE knowledge • Teaching that gives immediate and relevant feedback • Children competing against each other and working with each other in a respectful way • Children physically tired - out of breath for significant parts of the lesson
What is the impact of our PE curriculum?	<ul style="list-style-type: none"> • The children complete each key stage with a high proficiency in each aspect of PE (knowledge and pillars of progression). Children are aware of the link between physical activity and good mental health, understanding its significance as part of a healthy lifestyle. • Children displaying positive attitudes towards their PE learning as evidenced in lessons and in pupil voice • The school achieves well in a number of sporting activities and continues to achieve at Gold/Platinum School Games mark.