



## The Intent, Implementation and Impact of our Physical Education Curriculum

### Intent

Physical education develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. Physical education at Dearham Primary School also promotes an understanding in children of their bodies in action. We aim to ensure that children are being encouraged and motivated to think, select and apply skills which in turn, will promote a positive attitude to leading a healthy, active lifestyle. This is our ultimate goal.

Physical education is a critical element to our curriculum. At Dearham Primary School we promote healthy lifestyles by implementing active breaks between/during lessons and also practising mindfulness. We also aim to engage parents in the importance of active lifestyles through our parental engagement of the walk to school bubble programme. It is worrying to see the growth of fast food chain outlets appearing in the local area, especially as there is a strong link between the growth of these outlets and obesity, (particularly in deprived areas). We discuss eating a balanced diet through our Science, PE and PSHE lessons. EYFS have started to roll out the Phunky Foods project and all other years are starting to deliver the D&T unit of work – their mission is to improve the dietary and physical activity habits of young children

It is a well-known fact that children who take part in regular Physical Education, Sport and physical activity improve in all subjects, are more confident and positive, have more developed social skills, have a better outlook on life and are able to make better informed decisions. We feel that it is of upmost importance to include all children in PE and Sport so staff develop and adapt lessons according to children's needs.

Our aims of PE at Dearham Primary School:

- Develop competence to excel in a broad range of physical activities.
- Allow for opportunities to compete in sport and other physical activities.
- To build character and help to embed values such as fairness and respect.
- To provide a high quality PE curriculum that inspires all pupils to excel and succeed in competitive sport.
- To provide all pupils to become physically confident in a way, which supports their health and fitness.
- Allow time for reflection and analysis of their own performance.
- To achieve their 'personal best'.
- To promote active lifestyles.

By the end of EYFS pupils should:

**Early Learning Goals: Personal, Social and Emotional Development ELG:**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
  - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Work and play co-operatively and take turns with others
- Show sensitivity to their own and to others' needs

**Physical Development ELG:**

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

By the end of Key Stage 1 pupils should:

- 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.

By the end of Key Stage 2 pupils should:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, 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.
- 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.

## **Implementation**

At Dearham Primary School we have focused in particular, on ensuring that our P.E curriculum is progressive for all children. All staff have access and use to Get Set 4 PE to inform their planning for Physical Education. To ensure that we have clear progression throughout the school, we have worked with professional coaches to ensure we have a broad skill based curriculum. This also allows teachers to teach the skill through activities that their class are specifically interested in and so therefore encouraging cross-curricular learning which feeds into break and lunchtimes. The support from and delivery of physical education from varied specialised sports coaches addresses any gaps in children's knowledge, CPD of PE delivery for staff and the continuation of high quality PE teaching.

Each Year group has at least 2 sessions of Physical Education per week.

Our skills based progression allows for teachers to be clear of end goals, build on what has been taught previously and ensure complete coverage of the curriculum.

A typical lesson structure will follow this pattern:

- Warm up focusing on the specific muscles that the children will be using in the session.
- Introduce basic skill and assess children's starting points • Skill development • Assessment for learning – game based or skill based
- Key questions throughout the session

As well as providing an exciting and engaging PE curriculum, we feel that it is important to have aspirational role models. As part of our assemblies, we share with the children aspirational sporting people.

### **We measure impact through:**

- Tracking through Get Set 4 PE Assessment Tracker
- Teacher assessment/ Observations from professional coach
- Oral feedback

### **Observation of teaching and learning show:**

- Teacher have a good level of subject knowledge

- Confident children developing their independence in their learning
- Children wanting to achieve their personal best
- Children have a good knowledge of the benefits of leading active lifestyles
- Children are eager to attend after school clubs and competitive/non-competitive events