

# St Patrick's PE Curriculum Intent

## Our vision

St Patrick's CE Primary School believes that physical education is a unique and empowering contributor to a pupil's physical, social and emotional development. PE at St Patrick enhances well-being and effective learning in all areas of the curriculum.

As a school we are committed to nurturing positive attitudes towards physical activity. Children are motivated to strive to improve on their own personal best and encourage a healthy approach to competition with themselves and against others, recognising it is a life skill to feel comfortable with. We encourage good sportsmanship, teamwork, perseverance, confidence and a positive attitude above all else. An understanding of fairness, respect and empathy is emphasised in all activities. A growth mindset of 'I can't do it – YET!' is at the heart of our ethos. Children are encouraged to try all things, be open minded and empowered to believe that they can celebrate progress and aim to do their best for themselves and their team.

We strive to provide a high quality of PE provision with a varied, balanced and progressive programme of competitive and cooperative activities to teach all areas of the PE curriculum. We aim to expose children to sports and activities they may not have had the opportunity to engage with. We encourage children to join extra-curricular activities to further their fitness and to enjoy, succeed and excel in movement and sport. We also enable children to take part in sports competitions with other local schools.

We are inclusive in our approach and cater for all abilities. We believe that success in PE comes when children feel safe, happy, supported and challenged to their level and therefore we celebrate each child achievements when they progress towards their own potential in all the areas of physical, emotion and social aspects of the PE curriculum.

We inspire children to discover their own potential in movement, sport and adventure through the PE curriculum and at afterschool clubs, so that they believe in and work towards their potential. We enable them to see that their learning journey and their successes are important to our team. Consequently the children see their important unique role that they play in our St Patrick's team. PE with us at St Patricks will be the catalyst to lasting health and wellbeing that all our children will take forward into a happy and active life. We work hard to ensure that the children at St Patrick's will have happy memories of PE at primary school and the benefits of this, we hope, will stay with them for a lifetime.

## What does a PE lesson look like at St Patrick's?

- Children bounce into school on PE days. They enquire about the lesson in the morning leading up to the lesson and are excited to start the lesson. There are strong teacher-child relationships so together they feel excited about the lesson ahead and what they are working towards.
- Children are made aware at the start of the lesson and reminded throughout what the objective of the lesson is. They reflect on where they are at the start of the lesson and then again at the end of the lesson, they think about what progress they have made and celebrate that progress.
- Children can measure their progress in each lesson. Throughout, they are reminded that working to their own potential and improving their own learning, skills and ability should be their focus rather than comparison with others. Examples of positive growth mindset affirmations we say at St Patrick's would be 'I can't do it – Yet! And I know what I need to do to work towards achieving that'.
- The lessons are enjoyable, engaging and active. They inspire thinking movers and learners, provide opportunities for key life skills, are creative and provide learning opportunities so children progress physically, mentally, socially and emotionally.

- The lessons cater for the varied learning needs for all children. By the time children are in Y4 and above, the PE teacher know the children really well as she has taught the children PE as they progress through the school. Therefore, bespoke adaptations can be made to ensure that children are challenged and supported to meet the needs of their emotional, physical and social development.
- The lesson is active enough to raise the heart rate to challenge the child's cardiovascular at least once in the lesson for a sustained period of 5 mins or more even with calmer units like gymnastics and OAA.
- Children are aware of their responsibility for safety or their own body.
- The pace of the lesson is consistent with children's age and ability.
- Effort and commitment are expected and praised and personal progress is celebrated.
- Children have several points within the lessons where they are asked to stop and reflect on prior learning and to reflect on where they are in relation to the objectives of the lesson/unit.
- Good examples of children's work are shown to emphasize what a good one looks like and pointers for how children can improve.
- At the end of each lesson children reflect on the learning that has taken place and what achievements they have made and where they are heading next.
- Children are constantly learning in and out of the lessons about links to fitness, health and mental wellbeing.
- They are reminded about outside lesson opportunities such as clubs in and out of school, competitions and events through school and out of school.

#### **Our provision in more detail:**

Children at the St Patrick's school will experience the following in their PE provision:

- ✓ A broad and balanced curriculum (based on the PE National Curriculum Objectives) that will enable pupils to increase self-confidence in their ability to manage their minds and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.
- ✓ The curriculum is planned by the PE Coordinator and delivered by the coordinator, teachers and specialist visiting coaches which play to the strengths and specialisms of those individual teachers. EYFS and Y1 is delivered by the HLTA and visiting coaches who uses 'Smart Moves' and 'Wake Up and Shake Up' to enhance the provision.
- ✓ The scheme is a bespoke and comprehensive scheme which includes lesson plans, resources and assessment. In Early Year and Y1 the fundamental movement skills are given a high priority where the children explore moving their bodies creatively to explore how to travel or move a ball. They are offered daily gross and fine motor opportunities with the aim of developing core strength, coordination, balance and co-operation and continue moving creatively.
- ✓ All our pupils participate in at least two hours of PE activities per week. EYFS and Y1 focus on developing their fundamental movement skills and the older children, explore one or two different sports or set of skills each half term where they use the fundamental movement skills learnt as discrete skills and move on to combining movements together in a sequential or a compound context (where skills are needed to be used at the same time or sequentially and in more challenging/complex situations).
- ✓ 'Motor competence', 'rules, strategies and tactics' and 'healthy participation' are all integral as the children move through the years. They are challenged to improve their declarative knowledge and their procedural knowledge in all these three areas.
- ✓ All activities are experienced in a challenging but safe and supportive environment.
- ✓ Through the selection of suitably differentiated tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

- ✓ We enable social and emotional development by structuring activities where the children reflect and make judgements about their own and others' performances and actions. The children will reflect on their own and other people's strengths and areas to improve and will develop an appreciation of and empathy for other's abilities and differences.
- ✓ Social, emotional, physical skills are all focused on within the 6 areas of the curriculum across the primary school years at St Patricks. All areas provide opportunities to reach the full curriculum objectives, but specific focus areas are as follows:
  - problem-solving and independence are developed through outdoor adventure activities (OAA),
  - games provides opportunities to consider good team tactics and improve social, physical and emotional skills,
  - creative and expressive abilities are developed in dance and gymnastics and children's control, balance, strength and aesthetic understanding are enhanced,
  - healthy competition with themselves and against others is encouraged in Athletics where children are encouraged to time and measure their progress across a 6-week period,
  - swimming will develop children's strength, stamina confidence and is essential for water safety for life.
- ✓ Pupils are encouraged across all 6 areas to appreciate the importance of a healthy and fit body and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on Health Education. Whilst retaining its unique contribution to a pupil's movement education, we recognise physical education also has considerable potential to contribute to much wider areas of learning such as social engagement, team work and communication and healthy mind and body.
- ✓ Our children are offered a range of extra-curricular activities. These include 3 evenings of the school week with clubs such as: ball skills, dodgeball, outdoor fun club, gymnastics, dance, fitness and running club.
- ✓ We have links in the community with Endmoor Tennis Club and the Bowling Club where we are invited to use the facilities to support our lessons on an annual basis.
- ✓ We participate in a wide range of competitive and development physical activities throughout the academic year. We are annually involved in The Brewery Dance Platform and have 8 competitions in various sports (basketball, skittleball, cross country, gymnastics, athletics and orienteering) throughout the year.
- ✓ Physical activity is embedded throughout the school day and outside of PE lessons. Children are encouraged to stay active at play times, boxes of equipment are provided, and children are appointed to bring the boxes out and gather the equipment in at the end of break time. Children spend time at intervals throughout their day (as brain breaks) walking or running laps around our purpose built all weather running track and EYFS and KS1 regularly use their outdoor space throughout their day.
- ✓ Swimming takes place at Capernwray Swimming Pool with outside provider. Year 3/4 take 20 lessons through the autumn and spring term with the aim of all our children leaving KS2 being able to swim 25m unassisted.
- ✓ Sports Day takes place annually and involves half a day of carousel activities with children being teamed up in house groups working with nursery to Y6 children in each group alongside each other to score points for their team. The afternoon has more competitive races which parents are invited to watch. Children in C3/4 are motivated in the 6-week lead up to Sports Day to score points for their house group by showing good sportsmanship skills, perseverance, good listening and good personal progress to win the overall Athletic Superstar award presented after Sports Day. Participation points are awarded to children to go towards their house groups if they simply take part in an event.
- ✓ Our children take part in a wide range of OAA activities; this takes place in school utilising our grounds and the surrounding which includes following an orienteering programme and team building activities for all year groups. Y4/5 and they go on a 2-day residential to Coniston to work with outside provider 'Big Adventure' on watersports and team building activities.

- ✓ We acknowledge children's sporting achievements in assemblies and in our school newsletter; children receive PE Star of the week if their progress or success in skills or social and emotional development takes place in PE. They receive a certificate presented by the headteacher and their certificate is shown on the PE display in a central position in the hall.
- ✓ We are fortunate enough to be well-resourced with high quality hall, gym equipment and playing fields and an abundance of PE equipment/resources to support our full curriculum.

### **National Curriculum 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 which 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.

### **National Curriculum Subject 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.

### **In the Early Years, they work towards the Early Learning Goals and are given opportunities to learn to:**

- explore the fundamental movement skills (running, sliding, rolling, skipping, jumping, climbing etc)
- negotiate space and obstacles safely, with consideration for themselves and others
- demonstrate strength, balance and coordination when playing
- move energetically to maintain a healthy heart and body

### **At Key Stage 1, pupils will be taught to:**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these to a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team.

### **At Key Stage 2, pupils will be taught to:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team<sup>4</sup>
- 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.

### **Assessment**

PE assessment is achieved through a variety of ways:

- Self assessment - children are made aware of the objectives for the unit. They reflect on where they are at the start of the lesson, they recap on prior learning and celebrate the achievements they make along the way throughout the lesson and at the end
- Teacher observation and notes on a regular basis
- Peer assessment – with children partnered up and observing and giving feedback
- Videoing of children and providing feedback to the children when they watch the video
- Class observing and offering feedback on 'what went well' and 'even better if'

- Diagnostic and Formative assessment using national attainment through completion of the assessment grid of age-related expectations at the end of each unit. The teacher assesses if children are 'at expected level', 'working towards expected level' or 'achieving greater depth'.