

# PE Curriculum 2023 – 2024

## Key threads

Skill development	Cooperation	Health life style and well being	Self-reflection	Competition
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## Intent of study

Our Physical Education curriculum is designed to play a critical role in developing well-rounded, healthy and active children. We are committed to supporting the wellbeing of our pupils and understand the impact physical activity and sport has on this.

The key threads of skill development, cooperation, self-reflection, competition and personal health are taught progressively to build solid subject foundation of PE Knowledge and skills to support our children in secondary education and beyond. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

In EYFS and key stage 1 our pupils develop core skills of coordination and gross motor including throwing, catching, running, jumping, body movement and water confidence. As our pupils progress through our PE curriculum they are taught content which further develops these core skills and provides a wider range of sporting contexts to apply such including gymnastics, cricket, football, hockey and athletics.

Self-reflection is embedded into our lessons with our pupils actively encouraged to point out good practice and explain why and suggest strategies for improvement. Teacher led

questioning supports this further by asking relative key questions such as in Hockley – How do we turn the stick our the ball? Why is it useful to be able to stop the ball reverse stick? And in Cricket If a batter can hit a wide variety of different types of shots, does this make it harder or easier to set a field?

In addition to our PE lessons we also have a wider curriculum offer, which includes the opportunities for pupils to take part in extra-curricular sports and competitions. Daily physical activities play a crucial role in our offer to pupils including daily afternoon exercise lessons, active lunchtimes and extra-curricular activities. A healthy life style and positive mental health further developed across the wider curriculum, for example through our PSHE unit healthy me, exploring a balanced diet in science and cooking in D&T.

## Implementation:

Teachers are provided with support from subject leaders, sports coach and given comprehensive scheme of work to deliver our PE curriculum. We aim to embed 30 minutes of physical activity throughout the school day in addition to twice weekly PE sessions. PE is taught half termly blocks for two hours per week.

Our Pupils in key stage 1 attend swimming lessons within our swimming pool and Key stage 2 at the deeper pool at West Walsall E-ACT Academy. They are taught to swim competently, confidently and proficiently over a distance of 25m using a range of strokes.

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

- PE is taught in planned and arranged topic blocks using PE Hub. This is a strategy to enable the achievement of a greater depth of knowledge and skills.
- Lessons follow the knowledge organiser, which outlines knowledge, which our pupils must master, and apply in lessons and identify explicit links to previous studies;

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- New vocabulary is introduced through direct teaching. This is developed through the years, in-keeping with the topics.
- Formative assessment is built in to all lessons with all pupils having the opportunity to reflect on their own practice.
- Trips and visiting experts who will enhance the learning experience;
- Explicit links are made to our forest school provision in EYFS.

- A celebration of learning through intra and inter competition;
- Tracking of knowledge and vocabulary through regular formative assessment.
- Pupil discussions about their learning
- Pupil voice is used to further develop the PE curriculum, through questioning of pupil's views and attitudes to PE and personal wellbeing to support the children's enjoyment and engagement in physical education.

### Impact:

Our PE Curriculum is of high quality, skill and knowledge rich and is planned to demonstrate progression and embeds our key threads of skill development, cooperation, self-reflection, competition and personal health.

We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned skills and knowledge outcomes
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- An understanding of a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.
- A keen interest in PE with willingness to participate in every lesson, positive attitudes and the ability to make informed choices about engaging in extra-curricular sport.