

PE Curriculum

'Following Jesus, together we care, inspire and achieve.'

Success is no accident. It is hard work, perseverance, learning, sacrifice and most of all, love of what you are doing or learning to do - **Pele**

Introduction

Physical education engages, supports and motivates pupils to become competent, confident, creative and reflective movers. It can support and encourage young people to work together in order to excel in physically demanding and competitive activities.

The National Curriculum (2014)

The National Curriculum (2014) sets out the **aims, purpose of study and content for physical education**. Although it does not specify a detailed overview of the nature and content of learning, it presents the expectations that pupils should reach by the end of each key stage. These expectations are considered a minimum entitlement and schools should be encouraged to devise a curriculum programme that is aspirational and is based on the needs of its pupils. Schools are also encouraged to see these as the minimum requirements and plan a curriculum which sets challenging targets beyond the minimum to encourage a mastery approach.



The statements below outline the key attainment targets for each key stage within the physical education programme of study:

Key Stage One:

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 cooperative physical activities in a range of increasingly challenging situations.



CARE

INSPIRE

ACHIEVE



PE Curriculum

'Following Jesus, together we care, inspire and achieve.'

Key Stage Two:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and linking them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. 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.

At Crawford's, teachers consider the key areas of learning and assessment that characterise each key stage. Each key stage identifies the key areas for learning and assessment in physical education, as depicted by the attainment targets in the programme of study.

Table 1: Primary physical education key areas for assessment

Key Stage 1 <i>Develop fundamental movement Physically motivated and confident Socially engaged</i>	Key Stage 2 <i>Applies and develops movement Effective in working together Reflective Learners</i>
<ul style="list-style-type: none"> ▪ Fundamental movement skills ▪ Agility, balance and coordination ▪ Competes with self ▪ Competes with others ▪ Cooperates with others ▪ Physical confidence ▪ Can evaluate and recognise success 	<ul style="list-style-type: none"> ▪ Apply skills in different ways ▪ Link and sequence actions ▪ Communicate ▪ Collaborate ▪ Compete ▪ How to improve in sports and activities ▪ Evaluate and recognise success

Assessment Principles

Assessment in physical education should record information in a way that is easily understood by pupils, parents and other colleagues. Each child should have, as a minimum entitlement, evidence tracked against their progress towards the statutory key stage attainment target (see the above principle for what this should include at each key stage). **At Crawford's, we encourage assessment to be extended and challenged beyond this statutory entitlement and across a broad and balanced curriculum.** Teachers should adopt a range of assessment approaches that motivate young people to make progress e.g. pupil-led assessment, peer assessment techniques, self-assessment and reflection, use of video, journals, whole-class discussion and teacher assessments. Evidence collected should reflect the breadth of learning within the physical education curriculum. Teachers and pupils should consider the broader context of learning in the physical environment including the social, emotional, thinking and health-related aspects of learning and how young people progress across all of these domains.

As a minimum expectation, we require teachers to track pupils' progress across the areas of learning in the attainment target (see table 1). **Each year teachers provide reliable information to parents about how their child is performing in PE. This information is transferable and easily understood and covers both qualitative and quantitative assessments.**

To ensure a progression of skills takes place we encourage teachers to use observational check tools and/ or video evidence to profile a child as they make progress. This enables us to track pupils as



CARE

INSPIRE

ACHIEVE



PE Curriculum

'Following Jesus, together we care, inspire and achieve.'

they progress through the school. For example, we are able to track a child's fundamental movement skills learning across Year one, two and so on.

TEACHING AND LEARNING

The curriculum is designed to be enjoyable, but at the same time develop and stimulate the students; physically, socially, emotionally and cognitively. It aims to provide an equal opportunity for learning experiences in games, gymnastics, dance, athletics and outdoor education.

Students will be encouraged to take on different roles and enjoy physical activity as performers, spectators and referees/umpires/officials/warm-up coaches.

Lessons and schemes/units of work are structured to allow students the opportunity to gain knowledge and skills within a physical education environment. The learning environment is appropriate to the age, maturity and skill level of the students. Expectations are high but realistic in terms of achievement, discipline, behaviour and dress. The atmosphere of lessons is such that students gain confidence in physical activity in a safe environment where student success is positively reinforced.

Our [Curriculum Roadmap](#) shows the journey our children take from Year Reception to Year 6. In addition to this, we produce knowledge, skills and language organisers for each topic area; this ensures subject matter is presented clearly, and the curriculum is coherent, accessible, inclusive, engaging and progressive.

Students will regularly work in group situations. In some areas, the emphasis is on competition, where students are encouraged to be cooperative and tolerant of each other in order to achieve their goals. In all situations, empathy is paramount where students cater to the needs of their peers. Through performance, students will be encouraged to recognise the strengths and areas for development of themselves and others.

High-quality and regular feedback is a feature of every learning experience in physical education. It is used to help make pupils aware of the progress they are making and recognise what they need to do to improve. Pupils are integral to the target-setting process which motivates them to make progress and improve their attainment. Young people can access feedback from the teacher, other adults working in physical education (coaches, teaching assistants, young leaders etc.), other young people, or from self-reflection (perhaps through the use of technology-assisted resources). Through feedback, pupils understand what they can do well and what they need to do to improve and make progress.

As students progress through the school they will be encouraged to adopt a positive attitude toward activity and healthy living, motivating them to fulfil their sporting potential both within the school and through leisure facilities and clubs in the local community. As students enter Years 5 and



CARE INSPIRE ACHIEVE



PE Curriculum

'Following Jesus, together we care, inspire and achieve.'

6 they are expected to take an active role in their physical education by choosing from various options and opportunities provided in the curriculum including becoming a Sports Captain, equipment monitor and planning and leading warm-up sessions.

Inclusion

Inclusive teaching approaches should always be adopted when planning for physical education. Assessment and review of the learning outcomes need to be linked to the needs of the child and the statutory national curriculum guidance. For example, at KS1, pupils' progress should be recognised in regard to development across the fundamental movement skills of running, jumping, throwing, and catching. Assessment can help identify children who do not make progress against these outcomes as well as those exceeding expected progress i.e. which children are struggling with performing the skill with balance and coordination and which are adopting more specialised techniques. Appropriate and differentiated intervention should be applied to ensure maximum progress is made for all pupils. Assessment, therefore, is used to inform planning and enables learning to meet pupils' needs.

HEALTH AND SAFETY

All children are made aware of Health and Safety issues when undertaking work in PE.

When working in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control;
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use the information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health & safety of themselves and others;
- To explain the steps they take to control risks.

In this subject, the general teaching requirement for health and safety applies. It is the responsibility of the subject leader/voice to pass on any relevant Health and Safety information to staff. It is the individual member of staff's responsibility to ensure that they have read, understood and acted on this information.



CARE

INSPIRE

ACHIEVE

