



Subject Story: PE

Physical Education (PE)

Intent - What are we trying to achieve?

At Saint Michael's, we believe Physical Education (PE) teaching is important because PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities and competitive sport. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable children to make informed choices about physical activity throughout their lives. We aim for all our pupils to enjoy sport and physical activity and feel the benefit of both through positive mental and physical well-being.



Implementation – How is the curriculum being delivered?

We have developed a bespoke curriculum which fully meets the national curriculum programme of study for PE. This is divided into the stands of: healthy mind, acquiring and developing skills, applying skills and using tactics, evaluating and improving performance and swimming.

Each year group has curriculum objectives to teach in PE lessons set out in a Progression Map showing a progression in knowledge, skills and understanding throughout the school.

We use a variety of teaching and learning styles in PE lessons. Our principle aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work. In Key Stage 1 and in Key Stage 2, our PE subject leader and specialist teacher teaches PE across the classes.

In Key Stage 2, children will be introduced to the national curriculum programme for swimming. The children will have intensive swimming lessons spanning a week period in which they will be introduced to the key strokes and safe self-rescue. By the end of Year 6 a St Michael's swimmer will be able to competently and confidently swim 25 meters.

A Curriculum Map shared on the school's website enables parents to support their child's learning at home. This curriculum map gives details of the PE topics taught each term across the school. The PE subject leader devised this plan in conjunction with the Spelthorne Competition Programme so it prepares the pupils to take part in local competitions.

Our PE curriculum is enriched through a wide range of after school clubs and teams that take part in competitive sports. We aim to offer a wide range of opportunities as well as traditional sports. Some sports clubs are led by staff, others are led by specialist coaches.

The positive profile of PE is enhanced by our Sports Crew. They are a group of Year 2 to Year 6 pupils that are trained to promote physical activity at playtimes, organise inter-house tournaments and write a termly newsletter for pupils and parents.

Teachers will follow the Planning Overview and tailor it for their pupils, differentiate appropriately so that all pupils are challenged to meet or exceed age-related expectations.

Teachers will assess pupils against the curriculum objectives throughout the year through annotated planning and will use video evidence, where appropriate, to capture evidence for their assessments. We do not expect written work to be produced in PE.

Impact - What difference is the curriculum making?

Our PE curriculum enables our pupils to develop and explore physical skills with increasing control and coordination. We value sport and competition and so do our pupils. We are very successful in the tournaments and competitions we enter. Our pupils love sport and understand that it is important to stay active and healthy.

Physical Education will promote the pupil's spiritual, moral, social and cultural development by the opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work enables them to develop respect for other children's level of ability and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and each other.

Physical Education will promote British Values by promoting rules and discipline and a sense of fair play.

A St. Michael's Learner...

- Has agility, balance and co-ordination
- Enjoys competitive sport
- Knows how to stay fit and healthy



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Physical Education will help pupils develop a Growth Mindset by teaching the children about self-discipline and that to be successful you must work hard, show resilience and have a growth mindset that anything can be achieved if you put your mind to it.

Pupils work will be assessed in accordance with our Feedback and Assessment Policy.

If you visited a PE lesson at St Michael's you would see:

- Cumulative skills progression between and within lessons.
- Each lesson has a skill that is taught and then utilised in different ways.
- Questions are used to assess physical effects of exercise, tactics and for pupil feedback throughout the lesson.
- Children are given the opportunity to praise and critique their and others performances, abilities and development.
- A variety of resources being used throughout the lesson.
- All children engaged, stretched and enjoying their P.E. lesson.
- A lesson which is accessible by all children.
- Children using a growth mindset.

Pupil Voice

Year 1: We get to run around. We get fitter. We get some exercise. We learn new skills.

Year 4: I like P.E because it helps my mental and physical health.

Year 5: I enjoy PE because we get to exercise and learn about sports. PE is important because it helps us to be fit and healthy, in mind and body, and teaches you new skills.

Year 6: My favourite subject is PE because it's really fun. It is important too because it keeps you healthy and some skills that you learn will give me a very healthy life style.

Our Diverse Curriculum

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum.

Within this subject, we will ensure:

- Where appropriate, PE lessons will focus on a diverse range of genders, ethnicities, social classes and localities, in order to gain an insight into the world we live in.
- By teaching themes in dance, the children have the opportunity to learn about and immerse themselves in different styles.
- For the children to experience inclusivity they have the opportunity to participate in a Paralympic sport (boccia) to fully experience all different types of sport available.

Our Ambitious Curriculum

Our curriculum is designed to give all our children the knowledge and cultural capital they need to succeed in life.

Pupils with Special Needs: In PE, children are supported to achieve through carefully chosen, differentiated tasks that may be adapted to meet their individual needs. Adult support is available in lessons, which designed to include children with special needs so that they can achieve alongside their peers. Children have access to high quality resources such as basketballs, footballs, springboard, climbing bars etc to support their learning and understanding. The learning is continued to be supported in the following ways:

- Cumulative skills progression between and within lessons
- Each lesson has a skill that is taught and then utilised in different ways
- Questions are used to assess physical effects of exercise, tactics and for pupil feedback
- Children are given the opportunity to praise and critique their and others performances, abilities and development
- All children engaged, stretched and enjoying their P.E. lessons
- A lesson which is accessible by all children
- Children using a growth mindset
- Visual aids.



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Disadvantaged Pupils: All children at St Michael's have access to the excellent resources and facilities we provide. They all benefit from excellent teaching and learning. All educational visits and workshops at school are fully funded for disadvantaged pupils so every child has access to the same high-quality learning experiences. Disadvantaged pupils are prioritised to attend our sports clubs. These clubs include dance, gymnastics, dodgeball, athletics etc.

More Able Pupils: We identify pupils that show exceptional attributes in our curriculum. These children are often encouraged to support their peers in developing technique and modelling good practice. The Sports Crew are used during break and lunch times to encourage physical activity during playtimes.

Please see below



An example of progression in our curriculum

Invasion strand						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes Using bean bags and balls to explore movement to partners and groups, safely moving in space, Exploring control and speed of sending a ball to a partner Dribbling a ball Passing and Scoring, Explore striking and hitting an object with hands and bats, throwing and catching an object from varying heights, throwing with accuracy Skills Catching, rolling, throwing an object, working with others, catching a ball, sending and object with control, partner work, teamwork, eye hand coordination to connect with a ball, retrieve a ball and sending ball to partner Key Vocabulary Balance, underarm throw, rolling, accuracy run, skip, jump, hop, bounce,	Outcomes Finding and moving into space. Play in role of attacker and defender. Play simple games with a partner. Learn to play fairly and follow simple rules. Congratulate others. Explore dribbling, passing and receiving a ball using different parts of feet. Recognise and cope with competitive activities. Explore striking and hitting objects with hands and bats. Track and retrieve a rolling ball. Throwing and catch a variety of objects as an individual and with a partner. Distinguish between batters and fielders. Skills Running, skipping, side stepping jumping, hopping, under arm throwing, over arm throwing, chest push, two handed catching, controlling ball using feet, passing ball towards target, Under arm and over arm throwing, tracking balls, striking objects using hands and bat. Key Vocabulary Attacker, defender, scorer, stopper, space, score, passing, chasing, dodging, direction, speed, looking, quick, shooting, dribble, control, space, little kicks, big kicks, shoot, aim, control, tackle, pass, under arm, over arm, catching hands, space.	Outcomes Run, chase and dodge using space, playing in role of attacker and defender, send and receive objects with a partner and in a small game. Demonstrate understanding of simple tactics. Congratulate and praise opposition. Continue to explore and develop dribbling, passing, aiming, receiving a ball using different parts of feet. Begin to work with others during competitive activities. Explore striking and hitting objects with different bats and implements. Track and retrieve a rolling and bouncing ball. Throwing and catch a variety of objects as an individual and with a partner, using different throwing styles. Skills Identifying and navigating space, changing direction quickly, closing down space, controlling and navigating space with ball, passing to another player and aiming at a target, under arm throwing/bowling, over arm throwing, tracking and retrieving balls. Key Vocabulary Attacker, defender, scorer, stopper, space, score, passing, chasing, dodging, direction, speed, looking, quick, shooting, space, dribble, control, space, little kicks, big kicks, shoot, aim, control, tackle, pass, under arm, over arm, catching hands, space.	Outcomes Develop using space during small sided games. Travel with, send and receive balls and other objects with greater control. Develop understanding of playing fairly during competitive games. Develop an understanding of when to attack and when/how to defend. Develop decision making skills about when to use different skills and tactics. Use a range of throwing/sending and catching skills and techniques. Choose and use simple tactics when sending the object to make it difficult for their opponent in competitive games. Skills Dribbling, passing, receiving, finding and using space. Attacking, defending, making decisions. timing, use of space, decision making, coordination. Key Vocabulary Send, receive, ready position, positioning, send to space, track object, move to receive, aim, catch, select technique. attacker, defender, keep possession, making space, use space, close down space, send and receive, pass, dribble, support, mark, score.	Outcomes Continue to develop using space during game play, develop increased skills in sending and receiving. Work in teams to cooperate and maintain possession. Communicate effectively. Use tactics in different situations and make decisions. Learn how to cope with losing and always support team mates/congratulate the opposition. Use a range of throwing/sending and catching skills and techniques. Choose and use simple tactics when sending the object to make it difficult for their opponent. Play fairly and keep score. Talk about their successes and areas in which they could improve. Skills Dribbling, receiving, passing, finding and using space, decision making. Throwing, sending with an extension, catching, tracking and meeting the object/timing, use of space, decision making, coordination. Key Vocabulary Send, receive, ready position, positioning, send to space, track object, move to receive, aim, catch, select technique	Outcomes Through a variety of modified Games: Use and find space, receive and dribble in different ways with some control and accuracy, understand and apply some tactics for attacking and defending, follow the rules and play fairly for simple invasion games, evaluate their own and others' performances, know what to their team needs to do in order to keep possession. Learn to cope with losing and congratulate the opposition Skills Navigating space to gain advantage, passing, receiving, dribbling, dodging, catching, reaction time. Key Vocabulary Navigating space to gain advantage, passing, receiving, dribbling, dodging, reacting.	Outcomes Select, combine, and perform passing, receiving and dribbling skills more fluently and effectively. Understand, select and apply a range of attacking and defending tactics. Develop the ability of analyse their own and team performance to improve, and give suggestions in a constructive manner. Show good sportsmanship. Develop hitting or striking the ball into spaces to score in different ways. Develop working together when fielding to keep the batters score down. Use strategies or factors to deceive to avoid fielders in order to score. When fielding use strategies, tactics, communication, back up others and teamwork. Skills navigating and manipulating space to gain advantage, passing, receiving, dribbling, batting, bowling, catching, under arm, over arm and throwing. Key Vocabulary Navigating space to gain advantage, passing, receiving, dribbling, dodging, reacting. Ready position wicket keeper, bower, batter, back stop, infield, outfield, base,



Outstanding Examples of Learning



Balance in EYFS



**Partner
balances in
Year 2**



**Coordinated roles in
Year 6**