



PE

Intentions, Implementation and Impact Statement

At St Philip's our PE Curriculum is driven by our whole school vision and values.

Happiness, Love and Security Abound

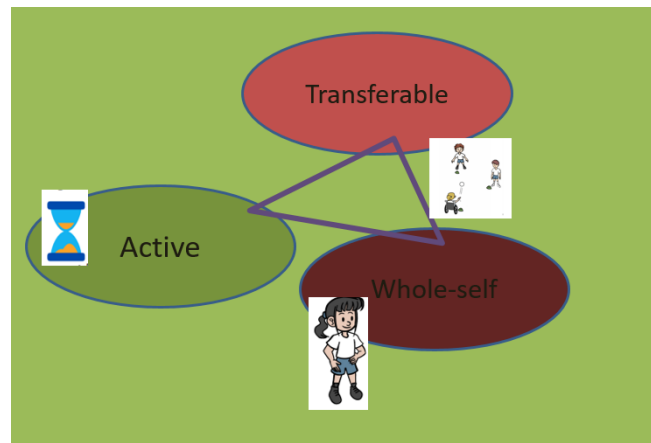
Everyone is Special

Every achievement is celebrated

Relationships and teamwork matter

A beacon of light in the community

Christ is in everything we do



PE: intentions

Our golden threads run through our PE provision - Educating for Wisdom, Knowledge and skills - Educating for hope and aspiration - Educating for community and living well - Educating for dignity and respect

PE, sport and physical activity is an important area for all children across the Primary School. Health and fitness of children continues to be a major concern. PE and Sport in school is an essential area to help improve children's health and wellbeing now and in the future. Developing wisdom, knowledge and skills through PE lessons, active lessons across the curriculum, extra-curricular opportunities and initiatives like the 'Daily Dash' help children adopt healthy lifestyles to enable them to succeed. Life is amazing and being as active and healthy as possible should be embedded into the children from an early age.

A clear progression of skills for each area of PE enables children's attainment to be assessed and tracked. Groups of children that need more support can be identified. Lessons can then be differentiated using the STEPS process for all children, including those with SEND and Gifted and Talented pupils. Key vocabulary is identified for each area and children are actively encouraged to use the correct vocabulary.

'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. In PE developing oracy is just as important as developing physical skills — it helps pupils communicate, reflect, and work collaboratively. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' (NC 2014)

In the Foundation Stage (Moving and Handling), children should be taught to show good control and co-ordination in large and small movements. They should confidently move in a range of ways showing an awareness of space. The development of Fundamental movement skills is essential for success in the future.

At St. Philip's we aim to:

- Encourage children to foster a healthy lifestyle through developing a positive attitude and enjoyment of physical activity. We allow children to acquire and develop skills in a broad and balanced curriculum.
- Encourage children to select and apply the appropriate skills.
- Find solutions, sometimes responding imaginatively, to various challenges that the children encounter in the different areas of activity.

- Develop relationships and understanding of others through working in pairs, groups or teams.
- Use a knowledge and understanding of different sports to achieve success and be able to transfer skills between sports and activities.
- Allow the opportunity to take part in intra and inter school competition. Promoting the values of fairness, morality and trust.
- Help children plan, perform and evaluate performance in order to improve accuracy, quality and variety.
- Make children aware of what is happening to their bodies during exercise.
- Work closely with the local secondary schools and Active Sefton to develop leadership and other sporting opportunities.
- Provide teachers with CPD to help them require the wisdom, knowledge and skills to deliver high quality PE lessons and encourage healthy living.
- Provide equal opportunities for all, including special needs children.
- Promote sport by celebrating National events such as the Olympics and the World Cup
- Develop oracy by communicating as a team, giving instructions, motivating others, reflecting and evaluating performance, using subject specific vocabulary.



PE: implementation

Class teachers are supported in a range of ways:

- ❖ A subject specialist who is the subject leader.
- ❖ The GetSet4PE Scheme of work.
- ❖ TOPS resources to supplement main PE scheme.
- ❖ PE skills ladders linked to lesson success criteria.
- ❖ Vocabulary lists for each year group.
- ❖ Sports coaches delivering extra-curricular clubs.
- ❖ North Sefton School Games Organiser provides a timetable of competitions throughout the year.
- ❖ Staff in the Foundation Stage plan and deliver PE using the GetSet4PE ensuring fundamental skills are taught ready to progress through the curriculum.
- ❖ Ideas to encourage physical activity in other lessons and during 'brain breaks'

INSET which has...

- ❖ Provided guidance and ideas to make PE lessons that are active and skill based.
- ❖ Encouraged all children to access intra school competition based on the School Games format.
- ❖ Supported the use of subject specific vocabulary.
- ❖ Developed children's activity outside of the PE lesson ('Daily Mile' and 'Active Maths'.)

- ❖ Provided guidance on how to use the STEPS process so that all children can access the curriculum.

A curriculum which ...

- teaches the knowledge, skills and understanding required by the National Curriculum in a progressive way.
- helps children master the fundamental movement skills needed to participate in a range of team games and activities.
- supports the school's Christian ethos 'Christ in everything we do'.
- teaches the children to perform dances with a range of movement patterns.
- allows children to play competitive games that require tactics.
- developing the flexibility, strength, technique, control and balance needed in gymnastics and athletics.
- allows them to develop the skills to take part in outdoor adventurous challenges.
- gives them the skills to evaluate and improve performance.
- Uses the STEPS process to differentiate the curriculum for all pupils.
- Encourages oracy skills to enable the children to communicate in games and evaluate performance, giving constructive feedback to others.

PE: impact

Teachers assess each PE unit at the end of each half term on GetSet4PE and then input this information termly on Insight. This shows that good progress is being made across the school and most children are working at or above expectations.

Pupils completing a questionnaire in 2018 and children interviewed identified they enjoyed PE lessons and thought it helped them to get fitter.

“Sport gets us more active and good for us. We work with our friends.”

“We are outside in the fresh air and exercising our body.”

“It makes us physically healthy by giving us exercise.”

Pupils are enthusiastic and motivated during lesson observations. Most children are keen to be active and develop their skills. Children are developing a better understanding of the vocabulary needed in each Year group. A progression of skills in each year group ensures children make good progress and clear outcomes in each unit of work ensure teachers and children know what they need to achieve.

Older children support younger children in PE and sport. For example, when gathering results for ‘Virtual competitions.

Progress in the Early Years is assessed using Early Years Foundation Stage, Outcomes and Development Matters (ELG04).

Skills – Are children acquiring and developing new skills, and can transfer existing skills to new situations?

- A progression of skills is taught in each year group using the GetSet4PE scheme of work.
- Children know the skills that they are working on and practise these in non-competitive and competitive games
- Skills they have learned in previous years are transferred into new and more complex games.
- They can use their skills to support younger children.

Knowledge- Can children use their knowledge when performing or evaluating?

- Children use appropriate tactics for their year group.
- Children’s oracy skills are improving, using subject specific vocabulary when reflecting and evaluating performance.
- Christian values such as fairness and friendship are displayed through sport and PE.

How active are the children?

- Warm-up games are now more active, and children are out of breath after doing them.



- Children are encouraged to take part in the 'Daily Dash' throughout the week..
- Installation of new grass and adventure equipment means that children are more active at playtimes.
- Use of resources on the GetSet4 PE scheme encourage more 'active minutes' a day. Staff also use BBC SuperMovers, GoNoodle and JustDance videos.