

Tollerton Primary School

PE Curriculum Rationale

At Tollerton Primary School, we believe that a high-quality physical education curriculum will achieve a number of aims:

- help all children to recognise the importance of leading healthy, active lifestyles;
- develop competences to excel across a broad range of physical activities;
- inspire all children to engage in competitive sports and activities.

We want all children to become physically confident in a way that supports their health and fitness. Physical Education will be used as a vehicle to build children's character and teach the following key values: determination, honesty, passion, respect, self-belief, teamwork.

Teaching & Learning

Lessons are blocked in units of work to promote greater depth of understanding, development of skills, contextual application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn to think in different ways to suit the different challenges. The structure of the scheme of work provides both continuity and progression across all year groups.

PE is taught by different staff in different contexts. Most PE lessons are taught by class teachers, who follow a planned curriculum to ensure progression of skills and knowledge from one year group to the next. This same curriculum is also used by our specialist PE coach, who teaches for two afternoons a week. When children have swimming lessons, these are led by professional swimming instructors.

PE Elements - 'Big Ideas'

Part of our PE Elements are our 'Big Ideas of PE'. These Big Ideas are fundamental, overarching aspects of learning that woven throughout different units of PE study as children progress through the school. Certain units of work lend themselves more towards some 'big ideas' than others, however each of the Big Ideas form part of children's ongoing learning in PE, so that by the time they leave us to go to secondary school, children have develop a broad range of knowledge, skills and attitudes towards Physical Education. Our progressive Elements curriculum details which Big Ideas are developed through each strand of PE (eg Invasion Games, Gymnastics, Striking and Fielding). The 'Big Ideas of PE' are as follows:

- Movement – children develop and apply fundamental movements skills (running, throwing, jumping and catching), growing in competence and confidence across a broad range of activities. In addition, more general components of movement (agility, balance, coordination, control, flexibility and strength) and developed throughout units of study, and these are used to underpin the development of skills and techniques in specific sports.
- Development of skills and techniques – children develop increasing proficiency with specific skills and techniques within different PE strands. Children develop health-related components of fitness (flexibility and strength), and skill-related components of fitness (agility, balance,

coordination and control). These components underpin the development of movement skills and patterns.

- Application of skills and techniques – children apply the specific skills they have developed within the context of games, competitive matches, or performances.
- Cooperation and teamwork – children learn how to apply their skills as part of a team, whilst also developing positive attitudes towards team play.
- Competition – children engage in competitive physical activities. They compare personal performances with previous ones and demonstrate improvements to achieve personal bests. They compete (co-operatively where appropriate) in competitive games against others.
- Games – children practice and apply their developing skills within games.
- Tactics – in team or individual games/activities, children develop tactics for attacking and defending, applying these with an increasing effectiveness.
- Challenge – children are encouraged to challenge themselves to improve their performance, both individually and in cooperative scenarios.
- Analysis and evaluation – children analyse others' and their own performances. They learn to identify areas of strengths, successes and areas for improvements.
- Preparation for life and participation – children are encouraged to develop positive attitudes towards the benefits of healthy lifestyles and participation in sport.
- Health and fitness – children learn about and understand the importance of leading healthy, active lifestyles and the impact on the human body, and they apply this understanding to their own health and fitness.
- Swimming – all children learn how to swim knowledgeably and safely.

Time Allocation

- All children are provided with 2 hours of PE each week.
- Children in Year 4 undertake a 14-week swimming course during the Spring Term. Following this, there is a further short-course for children in Years 4, 5 and 6 who have yet to develop confidence when swimming.
- Teachers promote the benefits of physical activity by offering children opportunities to be active outside of PE lessons.

Progressive Curriculum

Our PE curriculum is designed to be progressive across the different strands of PE. Different strands are taught and revisited in different year groups, enabling children to progress their skills and knowledge as they move through the school. Each unit of PE is sequential in its structure, enabling children to develop core skills before applying these, such as within competitive games.

Inclusion

It is our aim that PE lessons are accessible to all pupils. Where children have disabilities or learning needs which act as barriers to their inclusion, teachers adapt lessons to make them accessible. Sometimes, where children have high level additional needs or disabilities, they may experience a different curriculum tailored to their personal physical development.

Non Participation

Where children are unable to participate in PE lessons, such as through injury, they will be provided with opportunities to develop their learning as non-participants. Non-participants should be as involved in the lesson as possible, as officials, observers, recorders, coaches or critics enabling them to learn and understand the focus of the lesson.

Assessment

Children's progress will be monitored by their individual class teacher, who will assess children's progress in developing specific skills and knowledge, and these assessments will be used to adapt lessons to support children's future learning.

Extra-Curricular Activities and School Teams

In addition to the planned PE curriculum, we offer additional opportunities for children to follow their interests and progress their skills in PE, including extra-curricular activities and school teams. Each year, we aim to offer a broad range of extra-curricular sporting clubs accessible to children across all year groups, and this has included football, rugby, hockey, netball, archery and dodgeball. Through local partnerships, we also provide opportunities for children to represent their school in competitive events, including matches against other schools, tournaments and festivals. Our aim is to provide opportunities for as many children as possible to attend such events and represent their school, and thus teams are chosen based on participation as well as skill-level.