

PE CURRICULUM DESIGN

"INTELLIGENCE AND SKILLS CAN ONLY FUNCTION AT THE PEAK OF THEIR CAPACITY WHEN THE BODY IS HEALTHY AND STRONG"
- JOHN F. KENNEDY



KNOWING



Physical Education intrinsic to the life of our school - it is viewed not only as a discrete subject, but a tool through which to develop many character attributes, practical skills and to embed knowledge. It gives children opportunities to gain and develop expertise (knowing), apply skills in engaging, fun and competitive scenarios (becoming) and the chance to reflect on mental and physical performance as well as wellbeing (feeling) on their journey to becoming healthy citizens of the future with a love of sport.

In PE, two strands are particularly important in our school: declarative knowledge (knowing what) and procedural knowledge (knowing how). Bringing these two together through insightful assessment and carefully planned, realistic lessons allow pupils to develop their physical competence progressively.

Fundamental Movement Skills (FMS) are taught and tracked carefully through KS1 with explicit teaching of core movement skills and exciting scenarios in which to apply them. KS2 teaching develops FMS further by introducing higher-order and more complex ideas. Teachers ensure pupils have knowledge of rules, strategies and tactics in order to direct and guide successful movement intelligently and effectively in scenarios.

Regardless of age, all children will develop:

- knowing about safety issues and how to manage these;
- knowing how previously learned skills serve as building blocks for future progress;
- knowing the language and vocabulary of PE;
- knowing about influential sports figures to inspire improvement;
- knowing 'what a good one looks like' so they have a clear model to work towards.

Practical, mental and wellbeing skills are tracked carefully and precise, skill-based opportunities are tailored to the children's needs, allowing them to make good progress in their knowledge.

Children are encouraged to think, act and reflect like sportswomen/men and athletes. They have the opportunity to apply the knowledge they have gained through a range of engaging, exciting and challenging scenarios. These include active daily opportunities, carefully planned drills in sessions and competitive 'game' or 'performance' scenarios. All of these 'becoming' opportunities give children the chance to apply our RESPECT personal development skills and reflect upon the impact these have on performance. It is vital that these opportunities to develop are not exclusive to PE lessons alone, but can be experienced during playtimes, in extra-curricular clubs, during daily sensory breaks and through inter and intra school competitions and visits. Collaboration is key in this area as younger children learn through PE the benefits of teamwork, whilst older children also learn the merit in passing their expertise and strengths onto others through opportunities such as becoming playground leaders and mentors.

Whether it's the thrill of pulling off a well-rehearsed gymnastics sequence; the rush of scoring a goal as a result of brilliant team play, or the sense of achievement from mastering the perfect javelin throwing technique in a competition, PE is an opportunity to make a positive and lifelong emotional connection to sport. In teams, small groups or even individually we consistently encourage children to reflect on their experiences in all areas of PE. Three cornerstones of any phase of learning are to encourage children to reflect on:

- the impact sport and exercise has on their bodies (identifying and discussing aspects of fitness)
 - how they can challenge themselves to improve personal and team performance
 - the importance of fair play, respecting rules, valuing others strengths, teamwork and sportsmanship

PE in our school gives all children the regular opportunity to combine a range of knowledge, practical and problem-solving skills in purposeful learning scenarios; giving all the chance to see instant and progressive results and many of our more physical, hands-on learners that vital chance to shine.

BECOMING



FEELING

