



### Our Vision for Physical Education

**“An active mind cannot exist in an inactive body” General George S. Patton.**

Gotham Primary School believes that physical education is an essential part of a child’s educational development. We ensure that every child has the opportunity to develop the physical confidence and competence to enjoy being physically active. We recognise the importance of promoting and developing a healthy lifestyle and therefore aim to provide a high-quality, broad and engaging curriculum through our offer of a variety of activities that enhance all skills.

Our PE curriculum ensures that all our pupils develop physical literacy and the fundamental knowledge, understanding and skills required to excel in a wide range of physical activities. By providing a broad & balanced curriculum with opportunities for all, we encourage every child to have a lifelong participation in their choice of physical activities and healthy living.

Physical education and sport are important in giving children the knowledge, understanding and tools to make a positive impact on their own health and well-being. “High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities” DCMS Learning through PE & Sport. Research has proven PE and sport can play a fundamental role in the development of the whole child and in ensuring all round well-being. Our curricular and extra-curricular activities promote and support these ideas for every child in school.

Positive and inclusive participation in physical education will enable children to build, self-esteem, team work, and positive attitudes in P.E. and across the curriculum. Subsequently children develop a passion and love for sports both inside and outside of school. This should, in turn, build the foundations for children to have a healthy lifestyle and manage a balanced diet which is also explored in cross-curricular PSHE and Science lessons throughout the school.

Our approach to the teaching of PE reflects our school culture, one of metacognition and self-regulation. Through well planned sequences of lessons and learning experiences we want our children to gain an understanding that physical activity and a healthy lifestyle can impact our lives in a positive way. Our PE progression is taken from the National Curriculum and begins with a key concept or skill. The scheme provides opportunities for children to build on prior knowledge and life skills as they progress through the school through recapping, building on key vocabulary and allowing them to develop their skills base further. We believe that pupils must firstly understand the key concept/skill, be provided with opportunities to apply their knowledge and then have opportunities to display this in a competitive way (within school or outside of school).

## **Being the best we can be together!**

Our Mission Statement.

## **National Curriculum of Physical Education**

## Purpose of study

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. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

## **Subject Content**

### **Key Stage 1**

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 co-operative physical activities, in a range of increasingly challenging situations.

#### **Pupils should be taught to:**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### **Key stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link 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.

#### **Pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.