

'In a Nutshell'

Physical Education

Last updated 2.9.22

Curriculum Intent	<p>At New Marston, PE is an integral part of the curriculum that develops pupils' physical and mental health. Pupils learn the benefits of an active lifestyle and the impact it has on our bodies and minds. Through a variety of sports, pupils work collaboratively and independently to creatively solve problems in a sporting context, strive for personal achievements, and improve social interactions which can be transferred across all aspects of school and adult life. Pupils learn the importance of staying safe in a variety of contexts, including when in and around water.</p> <p>Our curriculum is designed to be broad and sequential whilst offering the chance to master and explore new sports, games and physical activities, as well as building an understanding of sportmanship and fair play. In Key Stage One, the focus is on developing and building a range of skills that can be applied across a variety of sports as well as promoting a love and enjoyment for physical activity. In Key Stage Two, the intent is to build character and embed the school values of grit, growth, integrity, community and kindness, and to build a sense of pride and self-worth.</p> <p>We aim to provide opportunities to enrich our pupils' experiences in sport to raise the profile of sport and create memorable moments for our children.</p>
Implementation	<p>In each lesson, our pupils learn and recap the effect exercise has on our bodies and minds. They participate in a warm-up and the learning environment is assessed for potential dangers prior to activity beginning.</p> <p>Planning highlights the core themes of physical, personal, social, cognitive, creative, and collaborative skills. Explicit links are explored between the varying disciplines so that all pupils can find purpose across the curriculum. For example, in Dance, pupils may learn that the physical skill of balancing can be transferred to dribbling a football or stretching to hit a ball in tennis.</p> <p>Our curriculum map can be found here. Each year, pupils participate in invasion games, net and wall games, striking and fielding games, precision games, athletics, gymnastics, dance and fitness activities. Key Stage One take part in 'multi-sports' so that skills are taught rather than specific sports. Sports become specific in Key Stage Two so that pupils can learn rules and tactics that prepare them for competition. Competitions are available both inter and intra school throughout Key Stage Two. Swimming and / or water safety is also covered each year. Life-saving skills, such as CPR and recognising symptoms of concussion, are also covered in Key Stage Two.</p> <p>Within electives, pupils are offered even more variety to take part in a sport or physical activity. Lunch and after-school clubs are offered for those to master a particular sport or to try something new. Trips to our local area and community are also explored to watch sport at a semi-professional and / or professional level and our residential, in year 6, gives pupils further opportunities to participate in activities that are not available locally. Children have the opportunity to take part in inter-trust school and external fixtures in a wide variety of sports including but not limited to: football, dodgeball, Athletics and Cricket.</p>
Learning Environment and resources	<p>In our PE lessons, we expect to see pupils moving around enough in each lesson to 'get out of breath'. Pupils should have the space to move around safely and freely. Depending on the space available, videos may be used to model activities or sports, but some form of modelling will always take place. This may often be by another pupil who excels in a sport. Space can also be used to make a task easier or more challenging. Resources should be used to mark clear boundaries, indicating where pupils can go, and to motivate and stimulate enjoyment and challenge. Resources can similarly be adapted to make sports easier or more challenging.</p>
Assessment & Feedback	<p>In lessons, teachers regularly use Q&A to understand pupils' understanding of concepts, skills and how to apply these in a practical situation. Peer evaluation and feedback is used -predominantly in Yr 5 and 6 - to allow children to develop analytical and kinesthetic skills to understand their own performance, but also identify how others can improve.</p>
Links to EYFS	<p>Pupils in the EYFS have opportunities to develop physically through continuous provision and group times, for example when discussing health and diet. They have access to resources (bikes, ropes, tyres) to develop their motor skills and practise moving safely around the setting. The children have access to age appropriate climbing frames. In Reception, pupils begin more formal PE sessions and have forest school sessions. In nursery, the pupils explore the large grounds within their sessions. All pupils build up to taking part in our school Sports Day.</p>

**Other
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