



St Mary's
Catholic Primary School and Nursery

PHYSICAL EDUCATION CURRICULUM STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

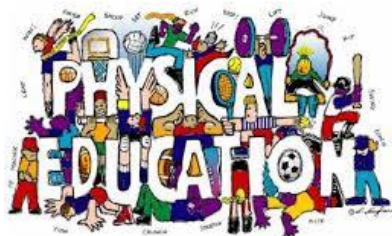
Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



At St Mary's we aim to develop pupils who will be physically active and can flourish in a range of different physical activities. We ensure a unique, child-centred approach to engage and challenge every child following the Real PE scheme. It incorporates physical literacy, emotional and thinking skills to achieve in PE, Sport and life. The aims of our PE curriculum are to develop pupils who:

- Are willing to practise skills in a range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to achieve exceptionally high levels of performance;
- Have and maintain high levels of physical fitness;
- Lead a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly;
- Are able to remain physically active for sustained periods of time and have an understanding of the importance of this in promoting long-term health and well-being;
- Take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others;
- Employ imagination and creativity in their techniques, tactics and choreography;
- Are able to improve their own and others' performance;
- Can work independently for extended periods of time without the need for guidance or support;
- Have a keen interest in PE - a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport;
- Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water.



IMPLEMENTATION

As part of the PE planning process, teachers need to plan the following:



A cycle of lessons for each subject, which carefully plans for progression and depth in the different subject areas. A wide range of sports and activities are delivered from EYFS to Year 6 enabling pupils to develop their knowledge and skills in physical education in a variety of different areas. This includes sport specific lessons and lessons based on fundamental skills.



EYFS

Early Years follow Development Matters within the Early Years Foundation Stage Framework to adapt and teach physical education within the classroom environment as well as using the engaging outdoor provision. Activities such as threading, marble



balancing and dough disco are set up to develop the pupils' fine motor skills, which strengthen finger and wrist muscles to support the formation of letters in their writing. Activities are also set up to develop the pupils' gross motor skills such as large construction building, scooter racing, obstacle courses and ribbon dancing. Pupils can also use the equipment to create child-initiated activities. The EYFS provision allows the children to explore different movements and develop their core skills. The PE specific lessons follow the foundation Stage Real PE scheme using stories, songs, dances, and games to develop their physical skills as well as multi abilities. These lessons also allow pupils to develop their creativity, expression and imagination. Pupils are encouraged to develop their independent and teamwork skills, self-assessment and attitude towards challenges.





TERM		Year 1	
Autumn 1	REAL PE Unit 1		
Autumn 2	Gymnastics- Key Steps FLOOR ROUTINE		
Spring 1	REAL PE Unit 3		
Spring 2	DANCE		
Summer 1	REAL PE Unit 5		
Summer 2	Outdoor - Striking and Fielding (Skill based)		
TERM		Year 2	
Autumn 1	Gymnastics- FLOOR ROUTINE		
Autumn 2	REAL PE Unit 2		
Spring 1	DANCE		
Spring 2	REAL PE Unit 4		
Summer 1	Outdoor - Striking and Fielding (Revisit skills and application into a game)		
Summer 2	REAL PE Unit 6		
Year 3			
	AUTUMN A	SPRING A	SUMMER A
Outdoor	Golden Mile (athletics)	Striking and fielding games Assess	Athletics Assess
Indoor	REAL PE unit 1	REAL PE unit 3	REAL PE unit 5
	AUTUMN B	SPRING B	SUMMER B
Outdoor	Golden Mile (athletics)	Striking and fielding games	Athletics
Indoor	Gymnastics - Floor Assess	Gymnastics – Apparatus	Dance Assess

Year 1, Year 2 and Year 3 pupils learn how to develop their fundamental skills through the Real PE scheme and continue to develop and apply during sport specific lessons.

Year 4, Year 5 and Year 6 pupils continue to develop fundamentals skills through sport specific and learn how to apply their knowledge and skills in a competitive approach, deepening their understanding of game rules, techniques and tactics.

Year 4			
	AUTUMN A	SPRING A	SUMMER A
Outdoor	Swimming	Striking and fielding games	Athletics
Indoor	Golden mile (Athletics)	Gymnastics - Floor	Dance
	AUTUMN B	SPRING B	SUMMER B
Outdoor	Swimming	Striking and fielding games	Athletics
Indoor	Golden mile (athletics)	Gymnastics – Apparatus	Dance
Year 5			
	AUTUMN A	SPRING A	SUMMER A
Outdoor	Hockey SCHOOL GAMES	Tag Rugby SCHOOL GAMES	Athletics SCHOOL GAMES
Indoor	Gymnastics	Seated Volleyball	
	AUTUMN B	SPRING B	SUMMER B
Outdoor	Ball skills	Netball	Tennis
Indoor	Dance	Fitness	
Year 6			
	AUTUMN A	SPRING A	SUMMER A
Outdoor	Dodgeball – Games SCHOOL GAMES	Basketball - Games SCHOOL GAMES	Rounders - Games SCHOOL GAMES
Indoor	Gymnastics	Bench ball – Games	
	AUTUMN B	SPRING B	SUMMER B
Outdoor	Football – games	Cricket - Games	Athletics
Indoor	Dance	Fitness	

Key Stage 2 classes will compete in numerous School Games level one class v class competitions throughout the year to apply and develop their skills and understanding of team sports. They are encouraged to work together, support each other and demonstrate sportsmanship.



Specialised sports coaches deliver some of our physical education lessons in Summer term with Year 6 and we invite other external sports coaches in to school to work alongside teachers. This ensures pupils are receiving high quality Physical Education in sport specific areas as well as teachers receiving CPD whilst delivering the sessions. Examples include Premier Sport, Create Development and LSC. Staff meetings also provide CPD for assessment, online resources, Real PE fundamental skills, games, warm ups, gymnastics and the

progression of skills in different sports. These are organised and decided through feedback from staff and changes in the curriculum.

Alongside our curriculum provision for P.E we also provide all pupils with the opportunity to participate in different sports clubs weekly. The variety of clubs include sports such as gymnastics, athletics, basketball, running, netball, archery, multi-sports, cricket, badminton, dance, running and unique sports; including mini golf, ultimate Frisbee and nerf wars. Sports coaches, class teachers and external coach provides these clubs. The clubs may also provide preparation for interschool

competitions. Pupils

are consulted regularly about which sports club they would like to be offered throughout the year. We also provide some clubs to encourage

participation of a specific group and/or an

introduction to a new sport in a more familiar and informal way. A lunchtime club supports and develops the skills and physical highlighted inactive children who do not take part in any clubs afterschool or out of school. This may be a fitness class, athletics or multi-skills session.



Speakers and inspirational athletes are welcomed into school to engage the children in new



sports and deepen interest and passion.

The children are involved in raising money and gaining new equipment through sponsored activities, promotions and campaigns. The school community takes part in collecting vouchers through different promotions with results in large amounts being raised and ensuring that St Mary's is eligible for new equipment to support effective teaching and learning.



Sporting activities and experiences are organised throughout the year as well as during National School Sports Week to introduce our pupils to the wider community. These include

activities such as rock climbing, Zorb football, maypole dancing, Taekwondo, Dance Fit and agility courses.





St Mary's encourages pupils to apply their skills and knowledge in sports against other schools. Pupils from Year 1 to Year 6 take part in team games against other schools such as gymnastics, football, basketball, hockey, cricket, dodgeball, tag-rugby, swimming, and athletics and cross-country. St Mary's is part of the local School Sport Partnership. This helps to support our pupils to have opportunities for competition. Each year our school compete in Town Sports, which focuses on athletic skills. St. Mary's compete in category A. The hard working pupils pushing and challenging their personal bests has achieved this.



With help from the partnership, St Mary's can also create leadership opportunities for our pupils such as play leaders to support the younger pupils at school and leading games opportunities for other year groups.

St Mary's provides other experiences such as residential trips, road safety bike riding and interest in jobs to demonstrate the importance of physical education in the wider world, teamwork and the enjoyment of other activities that are challenging.



Pupils throughout the school learn the importance of others ways to stay healthy as well as staying physical active. St Mary's provide a healthy eating club for pupils to explore, make and taste healthy options and experience new food. Children are encouraged to look after their own personal hygiene beginning in Early Years encouraging independent toileting, using tissues, washing hands, changing clothes and tying shoes laces.



INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points. Inclusive competitions are attended throughout the year.

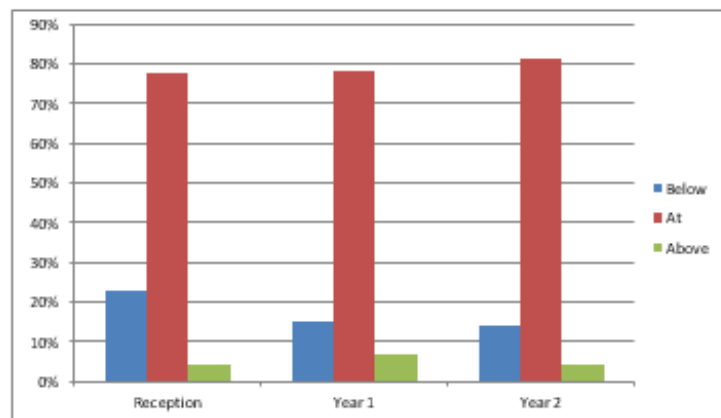


IMPACT

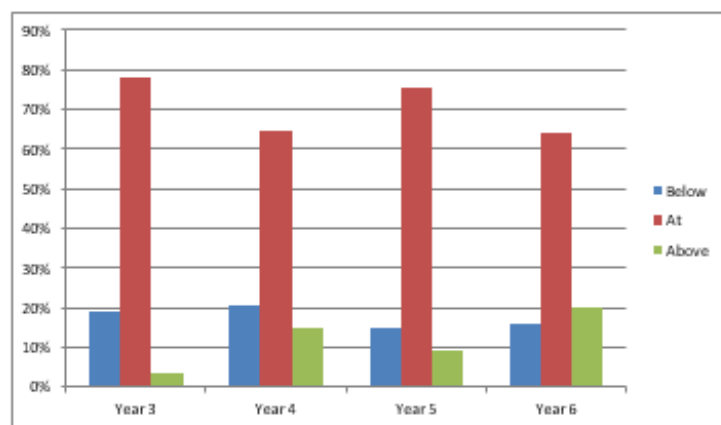
Our PE Curriculum is high quality, well thought out and planned to demonstrate progression. We focus on progression of knowledge and skills in the different physical activity areas and alike other subjects discreet vocabulary progression also forms part of the units of work.

If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through ongoing teacher assessments throughout the lessons and termly assessments recorded on Classroom Monitor. Fundamental skills are also self and peer assessed giving next step challenges to push each child's individual ability.

Early Years and KS1 Average



Lower KS2 and Upper KS2 Average



Pupils maintain their interest and develop skills throughout lessons. Misconceptions are dealt with effectively ensuring each pupil adapts their challenges using their own knowledge through effective questioning and examples. Pupils are given the opportunity to use iPads to record their skills, self-assess and discuss improvements with peers. The school resources

and equipment effectively support teaching and learning and staff ensure that the PE subject leader is aware of any extra equipment needed.

Pupils are happy to engage with PE lessons and enjoy challenges. The lessons are cross curricular which many pupils enjoy and can apply different knowledge across the subjects. ***'I like PE because it gets me sweaty. A challenge is something hard, like sit ups! I enjoy the warm up activities the most and I have like learning about the different muscles.'*** Many pupils like that they can get moving and be creative. The pupils have a good understanding of safety within PE. ***'I like being active; it is a change from just sitting! I enjoy using the equipment and I like being taught how to stay safe like in gymnastics. A challenge is something hard you need to practise to achieve. I enjoy finding different ways to perform skills and really enjoy gymnastics! I like learning, it is fun and I really like it when we get to work in groups.'*** Children recognise the importance of being active. ***'I like learning new activities and it makes me feel happy when I exercise!'***

Pupils in Year 4 attend swimming lessons as a class for a term. When pupils reach year 6, they have the opportunity to attend top up swimming lessons to encourage independent swimming of a distance of at least 25 metres.

MEETING NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING AND WATER SAFETY	
The percentage of pupils in the current year 6 cohort who swim competently, confidently and proficiently over a distance of at least 25 metres? (Only report on their attainment at the end of year 6)	84%
The percentage of pupils in the current year 6 cohort using a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
The percentage of the current year 6 cohort able to perform safe self-rescue in different water-based situations?	77%

The impact of our P.E curriculum is also measured in the uptake of our sports after school clubs and participation in inter school sports competitions. Each year we aim for 85% of pupils to have attended a sports club or competed against another school in a sport. All Key Stage 2 pupils who are not attending out of school or afterschool sports clubs attend a lunchtime club provided for a term. Free afterschool clubs are also available throughout the year to encourage interest. Pupils attending after school clubs such as gymnastics all get an opportunity to attend an interschool competition.



External measures are also used to measure the impact of our P.E curriculum. Each year we apply for the School Games Award. This recognises high quality provision in school with either a bronze, silver or gold award. We regularly achieve the Bronze School Games Award with aspects of Silver for our high quality physical education and school sport. We are using the Silver Award requirements to influence the PE Impact plan to achieve the next level award.