

Physical Education: Intent, Implementation, Impact

“Dedication, hard work all the time, and belief.” - Cristiano Ronaldo

Intent *How does it link to our curriculum vision? What is the scope of learning? What do we intend children to learn?*

At North Clifton Primary School, we believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities within a broad, ambitious and well-sequenced curriculum.

Knowledge

When designing our curriculum, we have considered knowledge in PE through several lenses: the disciplines that PE draws its knowledge from, along with declarative knowledge (knowing what) and procedural (knowing how) knowledge.

Substantive knowledge - this is the core subject knowledge and vocabulary used about the sporting disciplines and the contribution of sporting figures from a range of sports. We explore these through the lenses of substantive concepts which are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

Disciplinary knowledge - PE draws on knowledge from a range of disciplines, including elite sport, physiology, psychology and sociology. For example, knowledge of how breathing rates increase during exercise has been established through scientific enquiry, whereas strategies to outwit an opponent in rugby have their disciplinary roots in elite sport. Physical Education therefore requires that we teach pupils to competently and confidently apply the important contributions that each field makes to their participation in sport and physical activity.

Declarative knowledge – this is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. It is explicitly linked to the content being taught. Pupils demonstrate their declarative knowledge through question-and-answer sections of a lesson or spoken or written observations of a practical demonstration. We provide pupils with the explicit vocabulary teaching and give them opportunities to verbalise their strengths and limitations, and to communicate ideas, decisions and choices they make during an activity they undertake or one that they observe

Procedural knowledge – this can be viewed as the know-how to apply declarative facts, such as applying the tactics to a practice situation or modified game. This knowledge in a PE setting is best put into practice through physical demonstration or physical participation. For example, someone must have knowledge of what a headstand looks like and how to retain balance, before they start to practise doing one

Our curriculum is built upon the pillars of:

1. Motor competence
2. Rules, strategies and tactics
3. Healthy participation

Motor Competences: These are a person’s ability to make a range of physical actions which include co-ordinating fine and gross motor skills. These are important in everyday activities as well as in play and physical activity. For some children, PE will be the first time these competences are taught. Pupils require sufficient and well-designed opportunities to practise these competences as well as feedback to know how to improve. There is a positive link between confidence and competence.

Rules, Strategies and Tactics: Pupils also need to be taught how to move as well as competently. The rules, strategies and tactics which are involved with different types of activity require explicit teaching.

Tactics are the decisions people make about how, when and where to move and are closely related to motor competences as they are only successful if pupils can perform the necessary movement. Some physical activities do not have rules or tactics but they do have strategies for success. These are less time-dependent than tactics and can have broader relevance beyond playing games.

Healthy Participation: Pupils need to learn how to participate in physical activity in a healthy way. Children need to understand how their knowledge of health applies to physical activity so they can participate fully and safely. Our PE Curriculum, along with PSHE and science, teaches children about the importance of healthy living and learning about the need for good nutrition. At North Clifton we aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being.

Fundamental Movement Skills- Early Years : In the Early Years, pupils need to develop a good level of fundamental movement skills which are the basic motor patterns which are not learned naturally. They include locomotor skills (such as running and jumping), stability skills (such as twisting and balancing), and manipulation skills (such as throwing and catching)

Implementation *How is the teaching of PE organised?*

The National Curriculum for PE is taught to KS1 and KS2 and the EYFS focus: Physical Development in EYFS.

To fulfil our curriculum intent that all children are provided with high quality PE and sport provision, we aim to ensure that our PE lessons are both progressive and engaging allowing children time to discover, practice, play and spend time on a task when learning a new skill.

All children have two hours of PE each week. The children in KS1 and KS2 also attend swimming lessons at Newark Sports and Fitness Centre on a weekly basis for the second half of the academic year every two years. We also ensure there are opportunities for our children to engage in intra and inter sport competitions, working with the wider community of schools in Lincolnshire and Nottinghamshire. Children are also given opportunities to partake in a wide range of sports in our After-School Club provision, such as archery, curling and multi-skills.

SEND: All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

A traditional sports day is held each summer where families and carers are invited to share and celebrate the success of our children and their talents in sport. Children complete a range of activities both competitively and non-competitively.

Recall, Retrieve and Assessment

We measure the impact of our PE curriculum using a range of formative assessment methods during lessons. We use on-going observations (assessment for learning) and this informs the planning of the sessions, with adaptations made where required using the STEP model -changing the Space, Task, Equipment, People, to make activities more or less challenging. Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for future lessons.

Impact *How do we know how well the children are doing?*

At North Clifton our engaging PE curriculum improves the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Children know more, do more and remember more as a result of a balanced PE curriculum.

Our children acquire both the appropriate age-related knowledge linked to the PE curriculum, as well as a wider set of skills and knowledge e.g. linked to our three pillars.

Children understand how to lead healthy, active lifestyles.

Through strong links with PHSE we promote the overall well-being and health of each child.
Children are provided with opportunities to develop talents in different sports.
Children can articulate their understanding using subject vocabulary.
They enjoy and are enthusiastic about PE.