

Curriculum Statement: Physical Education

"Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong." John F. Kennedy

Whole-School Vision:

At Quest Primary School, we work collaboratively with The Collegiate Trust schools to deliver the shared vision of an **'exceptional education for all.'** We passionately believe that **'Learning Changes Lives'** and are determined that through our school values of **excellence, responsibility and aspiration**, all children will develop to their full potential during their time at Quest Primary.

We have identified the 5 strategies below which form the outline of our offer, to ensure every child receives excellent inclusive teaching as standard. Our teachers use these consistently in lessons and adapt the strategies to the needs of their own class and to individual pupils.

Whole-School Strategies to Support Inclusive Teaching & Learning

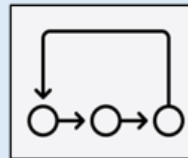
Explicit Instruction



Checking for Understanding



Repeated Exposure



Scaffolded Practice



Communication



Physical Education Curriculum Vision:

Our vision is for all children at Quest Primary School to experience excellent physical education, school sport and physical activity that will lead to life-long participation. Our PE curriculum sets out the foundational skills, knowledge, and aspiration for children to become the professional sportsman and women, sports scientists, coaches, PE teachers, diet and fitness instructors of the future.

At Quest Primary, we deliver a PE curriculum which is accessible to all and one which maximises the development of every child's ability and achievement in the area of PE. This will enable them to know more about physical activity and keeping healthy, remember more about the physical activity they participate in and learn about and understand how to use and apply this knowledge to impact upon their own physical activity, participation, and healthy lifestyle.

At Quest Primary School, we recognise that for our pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum which places our school values at the heart of our curriculum.

The Quest Primary Values, as realised through our Curriculum

Excellence	Responsibility	Aspiration
<p>Our curriculum is designed to promote excellence in all that we do and learn. Our high expectations of what every child can achieve, ensure that children are given opportunities throughout the planned curriculum, to achieve excellence in their subject knowledge and skills, so that they are ready to move on to the next stage of their learning. Excellence is valued, promoted and celebrated every day at Quest Primary and can be seen in our learning, behaviours and attitudes to all we do.</p>	<p>Our curriculum promotes children developing as responsible learners, taking responsibility for their own learning through their behaviour and actions, as well as supporting the learning of others. Subject curriculums promote how to take responsibility for our physical and mental health, as well as online safety and support our children to be well-rounded individuals and a school community, who understand the impact their words and actions have on others, and their own futures.</p>	<p>Our curriculum is aspirational for all our children, including those with SEND and from disadvantaged backgrounds. It is our intent that all children leave Quest Primary well-prepared for the next stage in their academic careers and with the knowledge and skills required to ensure they can partake successfully in the world around them. Our curriculum supports them to become confident, respectful and well-informed young citizens who believe they can achieve their dreams.</p>

Intent, Implementation and Impact in PE

Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)	Implementation (What will this look like in the classroom?)	Evidence of Curriculum Impact (How will this be measured?)
<ul style="list-style-type: none"> • To develop a broad and ambitious curriculum which allows children to develop knowledge, skills and vocabulary in a range of sports. • To develop transferable values and life skills such as fair play and respect for one another. • To show a clear progression of fundamental skills from EYFS to Year 6, allowing time for revisiting and improving skills. • To allow children the opportunity to learn, develop and refine their fundamental skills in EYFS and KS1, before progressing to developing skills and activities that can be applied to a range of sports in KS2. 	<ul style="list-style-type: none"> • National Curriculum Programme of Study is used to deliver learning in line with the National Curriculum expectations for PE. • Teachers follow 'The PE Hub' planning to plan and deliver a sequence of learning which develop pupils understanding of fundamental skills needed to perform different activities. Flexibility is allowed for teachers to adjust the lessons to meet the needs of the children, but the scheme provides a strong basis for what should be covered and when. • Every year group will have access to 2 hours of PE lessons a week, led by the class teacher. • Lessons will show clear progression over a unit, with each lesson building on the previous lesson and recapping on the skills learnt. Children are given the opportunity to practice their skills in a variety of situations, from individual, pairs and leading to a small game. 	<p>Children:</p> <ul style="list-style-type: none"> • Children will show improved collaboration skills and have the resources to work as a team, show respect for rules and learn to understand and cope with failure as well as winning. • Children will be motivated to perform and try their best and therefore progress well through the year groups and meet the requirements of the National Curriculum. • Children will have had the opportunity to experience a range of sports throughout their time at school, broadening their knowledge of sports available to them. • Increasing percentages of children will actively take part in extra-curricular clubs and lunchtime activities, including the less active.

<ul style="list-style-type: none"> • To provide opportunities for children to build on previous learning of skills, giving them the chance to know more and remember more. • For children to be given opportunities to experience a range of sports in a competitive and non-competitive environment. • Sport Premium Funding will be specifically directed to support the delivery of high-quality teaching and provision of PE at Quest Primary. • Staff will be supported and given the opportunity for CPD to enhance and develop their knowledge. • To promote sporting role models in the world and the impact sport has had on their lives, thereby making children more aware of how sport can impact their life for the better, in particular leading a healthy lifestyle, promoting healthy mind and body. • To celebrate school, team, locality and national sporting events and successes, developing children's understanding of different sports and events. 	<ul style="list-style-type: none"> • Children have opportunities to revisit key skill development each year, as well as sports. Teachers know what children have encountered before and make links to previous learning to support children making connections and applying skills learnt. • One PE lesson per half term will be classroom-based, supporting children's understanding of a healthy lifestyle/nutrition/mindset etc. • Teachers will have access to CPD support from CSSP to ensure they have the confidence in delivering high quality lessons for all children. • A wide range of sporting clubs are available to ensure children can develop their lesson-based learning to competitive game situations. These are run by members of staff, as well as outside coaches. • Sporting events are organised throughout the year, ranging from fun festivals for all to more competitive events such as matches and competitions. • Displays in classrooms and around the school reinforce learning about adopting a healthy lifestyle. • Assemblies reinforce health and wellbeing, ensuring everyone is living a healthy lifestyle. • Trips and visits from sporting role models to enhance knowledge and deepen connections, as well as enthuse learners. 	<ul style="list-style-type: none"> • Pupil's will speak enthusiastically about their PE lessons and articulate what they are learning and why it is important, reflecting on the progress they have learnt. • Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding. • Children will have a secure understanding of the benefits of leading healthy lifestyles. • Children are able to know more and remember more about the importance of healthy lifestyles and reflect on their own lifestyles and habits. • Children will be able to talk about role models in the sporting world that they relate to (e.g. from same background, nationality or academic boundaries) They will show motivation regarding what they can achieve. <p>Children's Work:</p> <ul style="list-style-type: none"> • Children will show clear application of skills throughout the units of work, understanding how fundamental skills can be applied to different game situations. <p>Teachers:</p> <ul style="list-style-type: none"> • Teachers will be more confident in teaching PE and show enthusiasm towards the subject. This, in turn will motivate the children and ensure they are enjoying their lessons as well as receiving the best teaching possible.
--	--	--

National Curriculum Objectives

KS1: *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.*

KS2: *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.*