

Subject on a Page

Physical Education, School Sport & Physical Activity



At St. Cuthbert's, we want our pupils to be active & know about the importance of activity throughout their lives; to develop a passion for sport & activity and to learn resilience & team work.

Intent: What do we want for all our pupils?

Our curriculum has been developed alongside staff at Easington School Sports Partnership & County Durham to ensure that our pupils learn sequentially & build on prior learning. At St. Cuthbert's our vision for PE is that every child has the opportunity to take part in physical activity regularly & through this becomes more active, more aware of their fitness & more confident. We want our pupils to have fun, learn to lead, explore different sports & develop a love of sport & activity that continues throughout their lives. We recognise the value of sport & activity in raising self esteem & resilience. PE & sport in our school gives all our pupils opportunities to experience this. At St Cuthbert's, our pupils know that sport & activity are important for their wellbeing; they leave us knowing how to apply skills in games, gymnastics & dance & our curriculum is sequenced in a way that allows our children to build on their knowledge & skill set each year. We give our pupils a wealth of opportunities to take part in clubs, festivals & competitions at many levels. Our children will:



be engaged in regular physical activity

experience a broad range of sports & activities

learn from staff who are confident, knowledgeable & skilled

have the opportunity to take part in competitive events

arrive in KS3 feeling confident so that they can make excellent progress

benefit from a carefully sequenced curriculum with strong links to KS3

Implementation: How we sequence & teach our PE curriculum

Curriculum Design

Our curriculum has been developed alongside Easington School Sports Partnership & County Durham to ensure our pupils learn sequentially & build on prior learning. High quality PE teaching at St Cuthbert's is our ultimate goal & our curriculum design enables our teachers to deliver this as it provides a balanced offer range of games, gymnastics, dance & athletics. Teaching & Learning is progressive & builds upon key skills, knowledge & understanding from previous year groups. From Year 1, each year group has two hours of PE a week whilst our EYFS have daily activity planned as well as one dedicated PE lesson. Games & multi skills learning in EYFS & KS1 develop a solid foundation on which to build knowledge & skills in games, dance, gymnastics & athletics. When pupils leave us at the end of KS2 they have developed a sound understanding of all areas & a confidence when taking part.

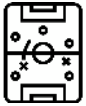
PE	Autumn		Spring		Summer	
EYFS	Movement skills	Multiskills	Rugby	Gymnastics	Dance	Athletics
Year 1	Rolla Ball Multi skills	Dance Gymnastics	Dance Gymnastics	10 point hoops Multi skills	Bean bag OAA	Athletics Multi-Skills
Year 2	Piggy in the middle Multi skills	Dance Gymnastics	Dance Gymnastics	Kick rounders Shipwrecked OAA	Tennis Multi skills	OAA Athletics
Year 3	Skittles SAQ	Dance Gymnastics	Dance Gymnastics	Football OAA	Rounders OAA	Athletics Cricket
Year 4	Hockey Swimming	Gymnastics Swimming	Dance Gymnastics	Basketball Cricket	Tennis OAA	Athletics Rounders
Year 5	Tag Rugby Netball	Gymnastics Athletics	Gymnastics Dance	Swimming Dance	Cricket Swimming	Athletics Rounders
Year 6	Tag Rugby Football	Gymnastics Athletics	Gymnastics Dance	Basketball Dance	Cricket Net & Wall	Athletics Cricket / OAA

Teaching & Learning

The planning & delivery of each unit of work ensures that all pupils have the opportunity to:

- acquire & develop new skills
- select & apply appropriate skills, tactics & compositional ideas
- evaluate their own & others' performance in order to improve
- gain knowledge & understanding of how PE & sport contributes to staying physically, mentally & emotionally healthy
- experience a range of roles – performer/coach/official/leader

Our curriculum offers opportunities to link with other areas of the curriculum e.g. computing, English, maths, geography & PSHE. Lessons are inclusive - every child is able to achieve no matter their ability or individual needs & we adapt learning to the needs of our pupils using the S.T.E.P. approach detailed below as well as scaffolding learning with additional staff where appropriate. Our staff are well supported in planning & delivering PE lessons through our long standing collaboration with Easington School Sports Partnership. Staff receive regular training, coaching & have opportunities for team teaching with specialist teachers from the partnership to ensure our teachers & support staff are skilled & knowledgeable.



SPACE

modify the space by increasing or decreasing the area in which a task is to be performed.



TASK

modify the demands of a task, the rules, the support, direction/level/pathway of movement or length of time



EQUIPMENT

modify the size of the target/goal, type of equipment, amount of equipment or physical layout



PEOPLE

pupils could work alone to develop skills, in pairs, with adult or peer support, bigger /smaller teams

Lesson Design

Lessons vary according to the sport / discipline but will include the following:



Warm up - physical warm up appropriate to the sport



Development of individual skills & knowledge



Application of skills in groups or teams which may include competitive opportunities



S.T.E.P. approach to challenge & support pupils.



Evaluation of own / team performance



Cool down - physical cool down / stretches appropriate to the sport

Impact: How do we assess our PE curriculum?

Ongoing formative assessment is used by staff & adaptations made within the lesson or block of work using SPACE, TASK, EQUIPMENT, PEOPLE to scaffold, support & challenge pupils to make improvements. This takes account of a pupils' physical development, skills & fitness, team work, motivation & knowledge.

Summative assessment is used at the end of each unit through core task assessments where staff use agreed criteria to determine whether a pupil is meeting age related expectations, exceeding age related expectations or not yet meeting age related expectations. Evidence of performance may include teacher notes or photo / video evidence. Data from these assessments may be used to direct pupils to internal or external clubs or teams & to inform the SENDCO about any additional needs or concerns.

The PE coordinator monitors the teaching & learning of PE through the Bishop Chadwick CET 5 strand approach.