

# Physical Education

## Intent

Physical Education at Stamford Park Primary School is an essential part of our curriculum and is designed to develop pupils' physical competence, confidence, and enjoyment of being active. Through a broad and balanced programme, pupils are taught the skills and understanding they need to take part in a wide range of physical activities, while developing resilience, teamwork, and a positive attitude towards healthy living.

Our PE curriculum promotes physical skillfulness, giving pupils opportunities to be creative, competitive, and challenged, both individually and as part of a team. Lessons are planned to ensure pupils build on prior learning, develop fundamental movement skills, and apply these in increasingly complex activities as they progress through the school.

At Stamford Park Primary School, we also use PE as an opportunity to reinforce the importance of physical and mental wellbeing. Pupils are encouraged to understand how exercise benefits the body and mind, and how regular participation in physical activity supports a healthy lifestyle. We aim to develop lifelong habits of enjoyment in physical activity, while ensuring pupils understand the risks associated with inactivity and improper use of the body.

PE also supports learning across the wider curriculum. Where appropriate, teachers make links to other subjects such as mathematics, for example through measuring distance, time and speed, or exploring concepts such as angles, direction, and movement patterns. Pupils are also encouraged to develop speaking and listening skills by describing and evaluating their own performance and that of others, supporting vocabulary development and communication, including for pupils with EAL.

Our Physical Education curriculum at Stamford Park Primary School is delivered through the following areas:

- **Gymnastics**
- **Dance**
- **Swimming**
- **Games**
- **Athletics**
- **Outdoor and Adventurous Activities**

Through these strands, pupils develop physical skills, confidence, cooperation and a lifelong appreciation for staying active and healthy.

## Implementation:

We ensure the National Curriculum for PE is effectively implemented, as shown in our curriculum overview. In KS1 we look at how the fundamental movement skills can be combined, and how they can be utilised in sporting activities. Children are given the framework to learn 'How' to perform different sporting activities, considering 'Why' these may be beneficial in a range of sporting contexts; considering tactics, performance and motivation. By applying the fundamental movement skills to a range of sporting contexts, children gain a knowledge and

understanding of the transference of skills across a range of activities – applying what they know to unfamiliar games/challenges. In KS2 children consolidate and further develop their sporting skills through a range of competitive activities, ranging from outdoor and adventurous team building challenges, to more traditional games such as tag rugby, football, cricket, netball, gymnastics and athletics.

Following the 'Teaching Games for Understanding' model, children will continue to explore strategies, tactics and techniques, and develop the skills needed to decide when and where to apply them. They experience different roles in sport including coach, performer, official and team manager; developing a deeper understanding of rules, ethics and motivation.

PE is taught for two hours weekly and in half term activity blocks to ensure broad and balanced coverage across the categories of PE.

- **Gymnastics** – To perform confidently with varying degrees of control a simple range of actions, such as running, jumping, rolling, climbing, transferring weight, balancing, swinging and to link series of movements with changes of direction, levels, speed, tension and rhythm. To be able to remember, select and repeat a sequence of movements. To share, lift, carry, place and move apparatus safely.
- **Dance** – To respond imaginatively to a variety of stimuli to show moods, feelings, ideas and create simple characters and narrative in movement. To make dance with clear beginning, middles and ends. To adapt and refine performances when working with others.
- **Swimming** – To develop confidence in water and explore different strokes.
- **Games** – To experience elements of games play which include chasing, dodging, avoiding and awareness of space and other players. To improve the ball skills of sending, receiving and travelling, to propel objects using hands, feet and bats/racquets. To make up, play and refine games and work within the pre-defined rules of them.
- **Athletics** – To practice and develop basic actions in running, throwing and jumping. Concentrating on accuracy, speed, height, length and distance.
- **Outdoor and Adventurous Activities** – To undertake simple orientation activities and explore the potential for physical activities within the immediate environment.

### **Impact:**

We evidence our broad and balanced curriculum with the children's in-depth knowledge and skills.

By the time children leave Stamford Park Primary school they will:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate.
- 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.
- Take the initiative and lead activity.
- Understand what it takes to persevere, succeed and acknowledge others' success.
- Discover their own aptitudes and preferences for different activities and make informed decisions about the importance of exercise in their lives.

Develop positive attitudes towards participation in physical activity.

### **Equality and Gender Inclusion**

We will provide a fully inclusive environment that promotes equality, diversity, and gender balance in sport. All children, regardless of gender, ability, or background, will have equal access to high-quality PE lessons, extra-curricular clubs, and competitive opportunities. The school will actively encourage both boys and girls to take part in a variety of activities, particularly those that may have been traditionally gender-biased such as football, netball, or dance, ensuring fair representation and role modelling across all sports.

Teachers will receive support and training to challenge stereotypes and to plan activities that are accessible, engaging, and empowering for every pupil. Pupil voice surveys will be used to identify barriers to participation and to guide the development of new inclusive clubs and activities. Through this commitment, we will not only enhance physical provision but also foster a culture of **consideration, cooperation, respect, and resilience** for all children.