

Physical Education

Intent

Physical Education aims to develop pupil's physical competence and confidence and their ability to use these to acquire, select and evaluate a range of activities. It promotes physical skilfulness and provides opportunities for pupils to be creative, competitive and to face up to the different challenges as individuals and as part of a group or team. Wherever possible, opportunities will be taken to teach pupils the importance of looking after their own body and mind. The most significant contribution Physical Education can make to an individual is in establishing habits of participation in enjoyable physical activity, and in developing an understanding of the long and short-term beneficial effects of exercise on physical and mental wellbeing. Conversely, pupils should be aware of the consequences of lack of exercise and the effect of improper use of the body.

PE can also provide opportunities for work in other curriculum areas using problem-solving methods across its activities. For example, our practice in teaching mathematics has frequently adopted opportunities in PE lessons for measuring distances, times, weights and for explaining the concept of turning or throwing through angles.

Some forms of physical expression both augment and may replace other forms of communication, and pupils who find difficulty in oral or written communication, or who have EAL, can often experience success and joy in expressing themselves in movement. Language skills can also be reinforced and utilised in describing and analysing their own and other's performances. The development of these skills is an integral part of this curriculum area.

Physical Education knowledge, activities and skills can be broken down into the following categories:

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

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.

Stamford
Park
PRIMARY SCHOOL