



Lighting up a love of learning

Physical Education

What is the intent?

At Berrow, we adopt a **child-centred holistic approach** to physical education and sport as we believe our children should understand the importance of **physical and mental health, fitness and well-being** in order to **lead healthy and active lives**. We believe children should enjoy communicating, collaborating and competing with each other and against themselves, be able to apply a broad range of the fundamental skills in familiar and unfamiliar sports and have the confidence and self-belief to take physical risks and adopt challenges within a safe and secure learning environment. We aim to develop physically literate individuals who embark upon a healthy, active lifestyle and lifelong participation in physical activity and sport.

In PE: What is the intent behind the sequence of learning and curriculum?

- Children will be taught to understand the importance of **physical and mental health, fitness and well-being** in order to **lead healthy and active lives**.
- There will be a clear **progression of holistic skills** (cognitive, creative, health and fitness, physical, personal and social) across EYFS, KS1 and KS2 PE.
- Children should enjoy **communicating, collaborating and competing** with each other and against themselves. In KS2, PE will be centralised around **comparing** personal performances and demonstrating **improvement** to achieve their personal best.
- All children 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.
- Children will develop competence to excel in a broad range of physical activities and engage in competitive sports and competition. Children will also be given the opportunity to take part in outdoor and **adventurous** activity challenges.
- All children will participate in swimming lessons and aim to swim **competently, confidently, proficiently** over minimum distance of 25m being able to use a range of strokes **effectively** by the end of KS2.
- Children should be able to perform safe self-rescue in different water-based situations.
- Children will be exposed to technical scientific **vocabulary** when discussing movement and the body.
- In EYFS and KS1 PE, children will begin to **develop the fundamental movement skills** to become increasingly competent as well as confident and access a broad range of opportunities to extend their agility, balance and coordination skills individually and with others through **narrative and themed activity**. Pupils will 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. The children will

participate in team games; developing simple tactics for attacking and defending and perform dances using simple movement patterns.

- In KS2 PE, children will continue to **apply and develop a broader range of fundamental skills**, learning how to use them in different ways and to make actions and sequences of movement. They should develop an understanding of how to **improve** in different physical activities and sports and learn how to **reflect, evaluate and recognise** their own success.
Pupils will be taught to use running, jumping, throwing and catching in **isolation** and in combination during physical activities and competitive games while applying the basic principles **tactically** for attacking and defending. Children will develop flexibility, strength, technique, control and balance and perform dances using a range of movement patterns controllably.
- By the end of KS2, children will have learnt how to take **control of their learning** during physical education, how to **lead** others, apply physical skills consistently, **analyse** their performance as well as others, **plan** their own fitness journey and approach physical activity with a **creative mind-set**.

Implementation

We believe Physical Education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Following this philosophy, we teach the REAL PE scheme of learning to challenge and support **EVERY** child which progressively develops the key abilities children need to be successful within PE and Sport and across the curriculum alongside a wide range of sports following Real Gym, Real Dance and Complete PE; involving a clear progression.

Our PE curriculum is fully aligned to the National Curriculum and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique approach to teaching and learning in PE. The ambitious and inclusive PE curriculum at Berrow aims to provide pupils with opportunities to develop self-confidence through an ability to manage themselves successfully in a variety of situations. Children develop their fundamental skills (agility, balance and co-ordination) from year to year and build upon previous learning in game-specific contexts.

Children take part in a wide range of sports and physical activities applying these fundamental skills on both an educational and competitive level. These are carried out in a safe and supportive environment, where effort and hard work, as well as success, are celebrated, and enjoyment and working together is promoted. Staff are provided with support and offered continued professional development in areas that they need to provide high-quality PE provision.

Following this approach our PE curriculum develops the creative, physical, social, health and fitness, personal and cognitive skills within our children. We explain to our children how these multi-abilities work together in unison. The children learn to challenge themselves, set targets and reflect on their progress through the use of these multi-abilities in collaboration with the fundamental skills.

End Points

Key stage 1

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 cooperative 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.

Key stage 2

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
- 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

The impact of excellent teaching will mean as an athlete leaving Berrow, every child will:

Throughout each child's journey through Berrow they will become physically literate individuals that are motivated to be involved in physical activity for life. The high-quality, inclusive curriculum offered to each child inspires and gives them the tools to remain healthy, play competitive sport and have good quality well-being.

Have a interest in sport and for being physically active for life to lead a healthy and active lifestyle

- Be physically confident and have developed a strong character
- Have built valuable transferable skills such as leadership, communication, teamwork, fairness and respect
- Have developed competence to excel in a broad range of physical activities
- Be able to be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead a healthy and active lifestyle
- Be able to assess and evaluate their own and others performances, identifying what went well and how they can improve..