

# Askwith Primary School

## PE rationale

Stuart Kay, Youth Sports Trust Schools Director, highlights the vital role that PE and sport can play in a child's educational journey, stating it plays an essential part in "enhancing children's health, building character, improving wellbeing and supporting them to fulfil their potential". *Youth Sports Trust (2019)*

At Askwith Primary School, we believe that all children's education (this includes SEND, EAL, PP and vulnerable children) begins in Early Years. Our curriculum offer for PE begins in Early Years. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.' (*EYFS Statutory Framework, 2021*)

In PE, we recognise the 'must haves' as the development of the children's **motor competence**, their understanding of **rules, tactics and strategies** and the knowledge of how to **participate healthily** in a game (Ofsted, September 2023). We recognise the 'could dos' as sequenced lessons in PE of the essential knowledge, the explicit teaching of vocabulary and specific skills and retrieval practice for knowledge and interleaving.

Hanna Miller, Her Majesty's Inspector, Subject Lead for Physical Education, states that "pupils are able to know more, remember more and do more in PE when they have access to high quality instruction, practice and feedback" (March 2022). At Askwith Primary School, high-quality instruction in PE is achieved by class teachers team-teaching and planning alongside our Premier Sports coach. This provides opportunities for continuing professional development for teachers whilst also ensuring that the dialogic approach, individualised lesson plans, knowledge checks and feedback are all aligned and implemented effectively.

Primary PE ensures that all children have many opportunities to:

1. Develop their **motor confidence**
2. Develop their knowledge of **strategies and rules** in a range of sports
3. Become **healthy participants** and **good team players** in a range of competitive games

All children have 2 hours of PE timetabled in each week: 30 minutes of fitness during the warm-up and 90 minutes of PE.

## Why this, why now?

The whole school long term plan is designed in year groups, but can equally be used in mixed age classes. PE is taught twice weekly.

The whole school long term plan for PE is as follows:

EYFS		Y1/2	Y3/4	Y5/6
<b>Autumn</b>				
Au1	Fundamental movements Athletics: running, jumping and throwing	Striking and fielding skills		
		Application of striking and fielding skills: bat and ball games	Application of striking and fielding skills: cricket	Application of striking and fielding skills: cricket
Au2	Fundamental movements Athletics: passing and catching, bowling	Passing and catching skills (invasion)		
		Application of passing and catching (invasion games): handball	Application of passing and catching (invasion games): netball	Application of passing and catching (invasion games): basketball
		Swimming		Swimming
<b>Spring</b>				
Sp1	Fundamental movements Gymnastics: balances and shapes, travelling, jumping and rolling	Gymnastics: balances and shapes		
		Gymnastics: travelling, jumping and rolling		
Sp2	Fundamental movements Dance	Application of balance and shapes: dance/creative movement		
		Athletics: throwing and catching		
<b>Summer</b>				
Su1	Athletics (applying fundamental movements)	Athletics: running and jumping		
Su2	Games (applying fundamental movements)	Application of athletics skills: competitions and races Sports Day		
		OAA - orienteering	OAA - orienteering	OAA - orienteering

- **Fundamental movements, body control and ball skills** (All years autumn 1, spring 1, summer 1)

Fundamental movements, body control and ball skills are taught as the first initial focus of all groups each term so that children develop confidence and competence in their agility, balance, co-ordination and ball skills before applying these skills during the second half term. The length of time spent of fundamental movements is the primary focus in EYFS to ensure the focus on physical development is prioritised. There remains a focus on fundamental movements and body control throughout KS1 and KS2 to ensure that the children have the opportunity to master specific skills before applying the skills as part of a competitive game during the second half term.

- **Dance** (EYFS, spring 2, KS1 and KS2)

Dance is deliberately sequenced following the teaching of fundamental movements and body control during Spring 1 so that children are able to further develop confidence and competence in their agility, balance and coordination whilst learning to perform dances using a range of movement patterns.

- **Gymnastics** (EYFS, spring 2, KS1 and KS2)

Gymnastics is deliberately sequenced following the teaching of fundamental movements and body control during Spring 1 so that children are able to further develop confidence and

competence in their agility, balance and coordination whilst learning to perform gymnastic sequences using a range of movement patterns.

- **Application of fundamental movements** (EYFS summer 1 and 2, KS1 and KS2 autumn 2, spring 2, summer 2)

In order to ensure that the children have opportunities to master and apply the fundamental skills that they have acquired during the first half term, games are planned within the second half terms. An example is: year A, autumn 1, (whole school - throwing and catching), autumn 2 (KS1 - handball, LKS2 - netball, UKS2 - basketball). During games, they also learn the essential knowledge of specific game formats as well as having the opportunity to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- **OAA** (KS2, summer term 2)

Children learn to take part in outdoor and adventurous activity challenges both individually and within a team. In KS2 children also take part in a residential trip which provides further opportunities to apply themselves in different outdoor and adventurous activities requiring teamwork. Children have opportunities to apply the fundamental skills of running and jumping during orienteering.

- **Swimming** (KS2, autumn term)

In the autumn term, all KS2 children have a half term of swimming lessons once a week focusing on swimming 25 metres, using a range of strokes and performing water safety procedures. Children will have 4 half terms of swimming lessons by the time they finish primary school.

## **Knowledge in PE**

In the Ofsted report, '**Beyond 2012 - outstanding physical education for all**' (2013), it was noted that "...only a very small minority of schools dedicated enough time to teaching specific sports...in **sufficient depth** to provide pupils with the knowledge, skills and understanding needed to attain very high standards of sporting performance". With this in mind, through this rationale and corresponding PE progression document, we aim to have clarity across school of the specific skills and knowledge to be deliberately practised and mastered within each year group and throughout the school. We link closely with outside agencies to ensure sufficient time is spent on each area, working memory capacity is considered and the children do not move on too quickly.

**Substantive knowledge** in PE is based on deliberate practice and development of specific fundamental skills that can be used in a variety of disciplines, sports and games e.g.:

- Running, jumping, throwing and catching

- Tactics within a team game e.g. strategies for attacking and defending
- Being able to perform specific actions, balances and movements in line with year group expectations
- Being able to swim confidently and competently over 25 metres
- Being able to perform a safe self-rescue in water.

**Disciplinary knowledge** in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. When the children know more, they remember more and can do more.

As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time. Through deliberate practice, the aim is for the children to know more, remember more and do more.

Children who are working at the expected level with greater depth are given further challenges when applying their disciplinary knowledge. For example, when children are practising badminton serves, the more able children may be given a target to aim for. This enables the children to apply their procedural knowledge and refine their skills to improve their accuracy.

## **SMSC in PE**

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the PE curriculum.

**Spiritual** education in PE is explored through creating, developing and expanding ideas. There are many opportunities for children apply the skills and knowledge they are taught. They are encouraged to explore their own ideas and interests, make links in their learning and choose ways to respond to different situations.

**Moral** education in PE is centred around the healthy participation of all children in competitive games. At Askwith Primary School, children are given many opportunities to develop their robustness and resilience in intra-school competitions, events such as Sports Day and in PE sessions where their skill knowledge is applied in games.

**Social** development occurs in PE and fitness sessions in a variety of different contexts. The children develop their communication skills while leading warm-ups, working in groups to improve their skills and by participating in team games. The children have many opportunities to socialise with children from alternative backgrounds in inter-schools competitions.

**Cultural** education in PE involves the extra research opportunities that our children are given to explore the diverse world of athletes. Visitors are invited into school to inspire our

children: such as Sports for Champions, para-Olympian discus thrower Beverley Jones who visited in March 2022. On the PE knowledge mats, athletes from a variety of backgrounds are included and the children have the opportunity to discuss and research these inspiring people.

### Enhancements in PE

*"Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect."* (Department for Education, 2013)

At Askwith Primary School, we have a carefully planned rolling programme of enhancements to ensure that all year groups are exposed to a wide range of opportunities that enhance children's knowledge and cultural capital in all subjects. For example, in March 2024, Rebekah Green, a champion freestyle kayaker visited the school as part of Sports for Champions. She inspired the children by sharing her achievements and leading a sponsored circuit challenge.

### PE Priorities for Improvement 2024-2025

PE is one of the curriculum subjects which will be developed in 2024-2025.

PE development 2024-2025	
Intent	Implementation
To achieve the Silver Games Mark award	<ul style="list-style-type: none"> <li>• Ensure all children have the opportunity to be active for 60 minutes per day</li> <li>• Continue to plan for extra curricula sports clubs using pupil voice</li> <li>• Continue to provide a balanced extra curricula offer for sports</li> <li>• Increase opportunities for inter and intra-school competitions</li> </ul>

Reviewed September 2024