

Our curriculum guide: Physical Education (PE)

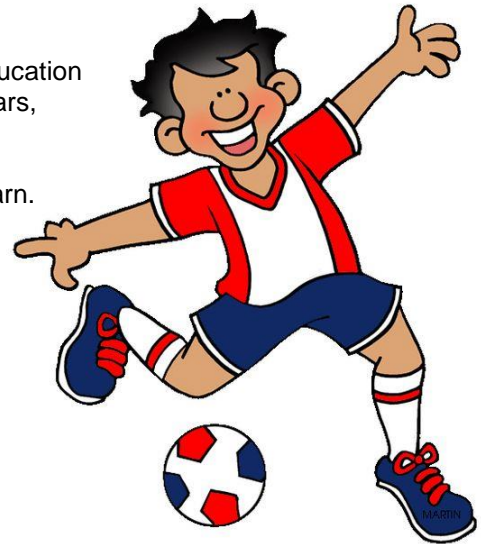
Date: April 2024 and reviewed on an on-going basis

Introduction

This Curriculum Guide sets out details about our provision for Physical Education (PE). The Curriculum Guide sits alongside similar documents for Early Years, Reading, Writing, Maths, Science and others.

We want Sphere Federation schools to be happy and healthy places to learn. This core aim permeates our schools and their ethos, whether in the classroom or around and about school. *(At St James' CE Primary, this is expressed with one additional element: 'happy and healthy place to achieve and believe'.)*

The knowledge and skills we are required to teach are set out in the National Curriculum (Department for Education, 2014). We set these out in a sequence of learning (our Long-Term Plan alongside our age-related expectations) with additional or explicit learning, too.



Curriculum structure

Our PE Long-Term Plan is shown here:

	EYFS, Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
	Years A and B		Year A	Year B	Year A	Year B
Autumn 1	multi-skills		OAA and football	OAA and hockey	OAA and football	OAA and hockey
Autumn 2	gymnastics		gymnastics	gymnastics	gymnastics	gymnastics
Spring 1	multi-skills		dodgeball & dance	yoga & dance	dodgeball & dance	yoga & dance
Spring 2	yoga & dance		dodgeball & dance	rugby	dodgeball & dance	rugby
Summer 1	multi-skills		basketball	netball	basketball	netball
Summer 2	multi-skills		tennis	cricket	tennis	cricket

In Sphere Federation schools, teachers work in different phases to deliver the curriculum: Years 1 and 2; Years 3 and 4; Years 5 and 6. As a result, we operate a two-year rolling programme: Cycle A and Cycle B. The age-related expectations are the same for both year groups in the phase. Teachers adapt to meet the needs of all pupils so that by the time they leave a phase, the vast majority have met the expectations. This means that the learning for a Year 3 pupil might appear similar to that of a Year 4 pupil, but it is delivered and supported in a different way.

The National Curriculum for PE does not stipulate which sports and physical activities need to be taught (only the skills). We have carefully selected core sports and physical activities based on a clear, considered rationale:

- children build on skills and knowledge taught previously
- links are more easily made between sports (in terms of skills and tactics)
- continued professional development is more cohesive, more closely linked to our Long-Term Plan, and more relevant for all
- children are more likely to have the opportunity to participate in these sports and physical activities outside of school, and therefore to have more opportunity be physically active more of the time

To supplement this Long-Term Plan, teachers are provided with more detailed medium-term planning grids. The medium plan breaks down each unit into individual lessons and provides clear success criteria, suggested activities and further information for teachers to aid their subject knowledge.

Outdoor and Adventurous Activity skills are taught on residentials and other planned opportunities eg visits, trips and orienteering (both on-site and in the local area).



Key elements

The following are some of the key elements of our PE curriculum.

Early Years and Key Stage 1

Our PE Long-Term Plan allows children to build on previously taught skills, apply knowledge in a range of scenarios and make links between different activities and sports.

In Early Years, children learn the fundamentals of movement. They learn that being physically active is fun through our approach to purposeful play.

In Key Stage 1 (KS1), children continue to build on the fundamental movement skills and become increasingly competent and confident by developing these skills through a range of activities (including sports, gymnastics and dance). They work individually and as part of a team and begin to apply their movement skills in more competitive, game-based situations.

Teachers deliver PE lessons to single age classes (Scholes (Elmet) Primary: one exception). This helps to ensure lessons, units and the progression of skills are tailored to the needs of the children. This in turn ensures children develop the fundamental movement skills and building blocks to be successful in a range of sports and physical activities as they progress through school.

Through a multi-sport approach, children learn basic skills in a range of scenarios from the very beginning. They are exposed to different challenges that allow them to learn how their bodies move and how specific tasks can be completed in different ways. A range of equipment is used allowing children to become competent in many aspects of physical activity and sport.

Key Stage 2

In Key Stage 2 (KS2), children continue to apply and develop a broad range of skills in a range of situations. We have carefully selected a range of physical activities (including sports, gymnastics and dance). These allow children to make links; improve on their personal bests; and become coaches for each other, developing an understanding of how to improve their own, and others', performance in different physical activities and sports.

In addition to the series of lessons which promote the development of skills, there are three key features:

- an on-going skills challenge which allows them to measure and improve their performance
- a 'Fitness for...' lesson which develops children's understanding of what it means to be physically ready to participate in a range of sports and activities
- explicit opportunities to analyse their own and others' performance

Teachers work in different phases to deliver the curriculum: Years 3 and 4, and Years 5 and 6 – see the Long-Term Plan (above). An advantage of the two-year cycle is that children learn some age-related expectations in one year and then secure their learning in the following year in a different context – an opportunity to reinforce, to provide for even greater mastery of the learning; and an opportunity to go deeper with the learning, to use and apply their learning in more situations.

Swimming and water safety

Swimming and water safety is a crucial life skill and a further opportunity for children to be happy and healthy.

In the Year 3,4 phase, pupils are taught to:

- 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

Top-up swimming is provided for pupils where these objectives have not been met.

PE and Sport Premium guidance states that schools must publish how many Year 6 pupils have met these National Curriculum requirements; this information is available on the school websites as part of the PE and Sport Premium provision plan.

(Scholes (Elmet) Primary School has its own swimming pool and is able to provide additional opportunities for children in Early Years and KS1 to develop swimming skills and water safety awareness.)

Cross-curricular links

Our PE curriculum goes beyond the statutory content set out in the National Curriculum – see our age-related expectations (below). Amongst the additional content, we have included some key knowledge about the effects of physical activity on our bodies and the benefits of exercise – this helps to promote happy and healthy lifestyles and provides a clear link to Science and Living and Learning, including statutory Health Education.

Enrichment

In addition to the core sports and physical activities set out in the Long-Term Plan (above), we enrich our PE provision with opportunities to try out different sports / activities. Typically, these opportunities come from after-school clubs, visitors and local competitions. Part of the [PE and Sport Premium](#) funding is used to subsidise these enrichment opportunities.

Extra-curricular programme

Our extra-curricular offer aims to be varied and flexible to include competitive and non-competitive, team and individual based clubs, appropriate for all our pupils. All pupils are encouraged to participate in the programme which may include gymnastics, athletics, sports, dance and multi-skills. Participation in physical activity after-school clubs is recorded and analysed to monitor uptake across all groups of pupils. This, alongside feedback from parents and/or pupils, informs future activities. Some groups or individuals (eg those eligible for free school meals) may be targeted and encouraged to participate in appropriate after-school clubs.

Curriculum provision

Alongside two hours of curriculum PE (refer to the PE policy), pupils have other opportunities to be physically active during the school day. These include daily Wake Up, Shake Up; active playtimes and lunchtimes with opportunities to use a variety of equipment; join in sports leader sessions; and use other physical activity facilities on-site. Teachers use active brain breaks both in and out of the classroom. Pupils engage in active learning across the curriculum; for example, active counting in maths.

These examples of physical activities all contribute to the recommended 30 minutes of physical activity throughout the school day, aside from curriculum PE, for all pupils as stated in the Chief Medical Officer's Physical Activity Guidelines 2019.

Active travel


Pupils, parents and staff are encouraged to make safe, healthy and sustainable journeys through the promotion of walking, biking and scooting to school. On-site storage facilities are provided for bikes and scooters. Initiatives include cycle and scooter training, teaching of road safety and the promotion of national and local bike and walking events and campaigns.



Age-related expectations: Physical Education

The following age-related expectations in **bold** come from the National Curriculum for PE.

We have added additional expectations (non-bold).

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
<p>Knowledge and other learning</p> <ul style="list-style-type: none"> I know at least one good reason why exercise is important. I know how my body feels during exercise. 	<p>Knowledge and other learning</p> <ul style="list-style-type: none"> I know at least two good reasons why exercise is important. I know the effects of exercise on the body. I understand the conventions (rules) of a range of physical activities. 	<p>Knowledge and other learning</p> <ul style="list-style-type: none"> I know at least three good reasons why exercise is important. I know the effects of exercise on the body and the reasons for this. I know that activities / practices can be used to improve a skill / performance. I understand and can explain the conventions (rules) of a range of physical activities.
<p>Skills</p> <ul style="list-style-type: none"> I can master basic movements including running, jumping, throwing and catching. I can develop my balance, agility and coordination, and begin to use these in a range of activities. I can participate in team games, beginning to develop simple tactics for attacking and defending I can complete a short sequence with some control in dance and gym, including using balance. I can comment on my own, and others', performances. 	<p>Skills</p> <ul style="list-style-type: none"> I can use running, jumping, throwing and catching in isolation and combination. I can participate in team games, with some awareness of basic principles for attacking and defending (eg moving into space, using others, 'man-marking'). I can further develop my flexibility, strength and balance. I can perform dances using a range of movement patterns. I can create and complete a sequence with some control in dance and gym, including using balance and flexibility. I can identify strengths and weaknesses in my own, and others', performances. I can compare my performances with previous ones. I can take part in outdoor and adventurous activity challenges both individually and within a team. us ones. 	<p>Skills</p> <ul style="list-style-type: none"> I can use running, jumping, throwing and catching in isolation and combination in a range of competitive situations. I can participate in team games, with increasing awareness of basic principles for attacking and defending (eg moving into space, using others, 'man-marking', zonal marking). I can use my flexibility, strength and balance with increased control. I can perform dances using a range of movement patterns with increased control. I can create and complete a sequence with control in dance and gym, including using balance, strength, technique and flexibility. I can identify strengths and weaknesses in my own, and others', performances and give appropriate feedback. I can compare my performances with previous ones and demonstrate improvement to improve my personal best. I can take part in outdoor and adventurous activity challenges both individually and within a team. I can swim competently, confidently and proficiently over a distance of at least 25 metres, using a range of strokes effectively (eg front crawl, backstroke, breaststroke) and I can perform safe self-rescue in different water-based situations.

What is STEP?

Space

Where the activity is happening

E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task

What is happening?

E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment

What is being used?

E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People

Who is involved?

E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

Maybe the more confident gymnasts could be jumping from higher apparatus or a developing group of netballers could be challenged by playing on a bigger court. Why not try a few of the STEP principles in your PE lessons this week and see what results?

Appendix: KS2 games

End Ball

Have two equal teams in each court (for a class of 30, consider having 3 courts). One person from each team should stand at opposite ends of the court in a designated area. The aim of the game is to pass the ball around the court before making a successful pass to the person in the end zone. If successful, gain a point and give the ball to the other team. The defence can gain possession by intercepting. To stop children holding onto the ball, enforce a time limit for how long you can hold the ball for.

	easier	harder
S	Increase the size of the end zone.	Decrease the size of the end zone.
T	Increase, or remove, the time limit for holding the ball.	You are not allowed to move with the ball. Must complete X amount of passes before scoring.
E	Use a larger, softer ball.	Use a smaller ball. Use more than one ball.
P	Have some children wearing bibs who always play for the team with the ball.	When you score, a player from your team goes onto the opposing team.

Rhombus Rally

Have two equal teams in each court (for a class of 30, have 3 courts). Lay out 3 rhombus shaped areas on each court using cones (about 1m squared in size). Players can move around the court freely passing in any direction but can only hold on to ball for 5 seconds. To score a point, the person with the ball must run through one of the rhombuses. Defence can only gain possession by intercepting. Team with most points wins.

	easier	harder
S	Increase the size of the scoring areas.	Decrease the size of the scoring areas. Make the playing space smaller.
T	Add more scoring zones.	You are not allowed to move with the ball. If touched by a player on the opposing team, it's a turnover.
E	Use a larger, softer ball.	Use a smaller ball. Use more than one ball.
P	Have some children wearing bibs who always play for the team with the ball.	Have some children wearing bibs who always play for the team without the ball.

End Ball

Possible sport specific adaptations...

football	<ul style="list-style-type: none"> Pass ball using feet Use a goal instead of an end zone. When the ball goes out of play, throw the ball back in.
hockey	<ul style="list-style-type: none"> Use hockey sticks and ball. Use the front of the stick only. Use a goal instead of an end zone. Create a 'D' for children to score from within.
basketball	<ul style="list-style-type: none"> Use basketballs. Create a 'D' for children to score from within/outside. Replace the end zone with a basket.
netball	<ul style="list-style-type: none"> Use netballs. Create a 'D' for children to score from within. Replace the end zone with a basket. Add zones to the court for children to stay within - High 5 Netball rules.
rugby	<ul style="list-style-type: none"> Use a rugby ball. Stipulate that a certain number of passes must go backwards before you can score. Score by placing the ball (scoring a try) in the end zone instead of passing into it.
other (eg dodgeball, cricket, tennis)	<ul style="list-style-type: none"> Must throw either over or under arm. Must use the 'long barrier' to stop the ball.

Rhombus Rally

Possible sport specific adaptations...

football	<ul style="list-style-type: none"> Pass ball using feet Use a small goal instead of a rhombus. When the ball goes out of play, throw the ball back in.
hockey	<ul style="list-style-type: none"> Use hockey sticks and ball. Use the front of the stick only. Use a goal instead of a rhombus.
basketball	<ul style="list-style-type: none"> Use basketballs. Replace each scoring zone with a basket.
netball	<ul style="list-style-type: none"> Use netballs. Replace the scoring zones with a basket. Add zones to the court for children to stay within - High 5 Netball rules.
rugby	<ul style="list-style-type: none"> Use a rugby ball. Stipulate that a certain number of passes must go backwards before you can score. Score by placing the ball (scoring a try) in the scoring zone instead.
other (eg dodgeball, cricket, tennis)	<ul style="list-style-type: none"> Must throw either over or under arm. Must use the 'long barrier' to stop the ball.

Possession Ball

Have two equal teams in each court (for a class of 30, have 3 courts). Players can move around court freely but can only hold on to ball for 5 seconds. Each time a team makes a successful pass they gain a point. Defence can gain possession by intercepting only. Team with most points wins. Can be changed so that, instead of points, the team with the ball at the end of a specific time period wins.

	easier	harder
S	More space for fewer people.	Less space for more people.
T	Increase the time limit for holding the ball.	You are not allowed to move with the ball. If touched by a player on the opposing team, it's a turnover.
E	Use a larger, softer ball.	Use a smaller ball. Use more than one ball.
P	Have some children wearing bibs who always play for the team with the ball.	Have some children wearing bibs who always play for the team without the ball.

5, 10, 20 Passes

Have two equal teams in each court (for a class of 30, have 3 courts). Players can move around court freely but can only hold on to ball for 5 seconds. Each time a team makes a successful pass they gain a point. Defence can gain possession by intercepting only. If the defence gain possession they become attackers. If the ball is turned over, you lose all of your points. Complete 5, 10, 20 passes to win

	easier	harder
S	More space for fewer people.	Less space for more people.
T	Increase the time limit for holding the ball.	You are not allowed to move with the ball. If touched by a player on the opposing team, it's a turnover.
E	Use a larger, softer ball.	Use a smaller ball. Use more than one ball.
P	Have some children wearing bibs who always play for the team with the ball.	Have some children wearing bibs who always play for the team without the ball.

Possession Ball

Possible sport specific adaptations...

football	<ul style="list-style-type: none"> Pass ball using feet Use a goal instead of an end zone. When the ball goes out of play, throw the ball back in.
hockey	<ul style="list-style-type: none"> Use hockey sticks and ball. Use the front of the stick only. Use a goal instead of an end zone.
basketball	<ul style="list-style-type: none"> Use basketballs. Create a 'D' for children to score from within. Replace the end zone with a basket.
netball	<ul style="list-style-type: none"> Use netballs. Create a 'D' for children to score from within. Replace the end zone with a basket. Add zones to the court for children to stay within - High 5 Netball rules.
rugby	<ul style="list-style-type: none"> Use a rugby ball. Stipulate that a certain number of passes must go backwards before you can score. Score by placing the ball (scoring a try) in the end zone instead of passing into it.
other (eg dodgeball, cricket, tennis)	<ul style="list-style-type: none"> Must throw either over or under arm. Must use the 'long barrier' to stop the ball.

5, 10, 20 Passes

Possible sport specific adaptations...

football	<ul style="list-style-type: none"> Pass ball using feet Use a goal instead of an end zone. When the ball goes out of play, throw the ball back in.
hockey	<ul style="list-style-type: none"> Use hockey sticks and ball. Use the front of the stick only. Use a goal instead of an end zone.
basketball	<ul style="list-style-type: none"> Use basketballs. Create a 'D' for children to score from within. Replace the end zone with a basket.
netball	<ul style="list-style-type: none"> Use netballs. Create a 'D' for children to score from within. Replace the end zone with a basket. Add zones to the court for children to stay within - High 5 Netball rules.
rugby	<ul style="list-style-type: none"> Use a rugby ball. Stipulate that a certain number of passes must go backwards before you can score. Score by placing the ball (scoring a try) in the end zone instead of passing into it.
other (eg dodgeball, cricket, tennis)	<ul style="list-style-type: none"> Must throw either over or under arm. Must use the 'long barrier' to stop the ball.

Appendix: facilities, equipment and resources

The PE and Health Leaders are responsible for co-ordinating the purchase of resources. Equipment sourced for all physical activities are of a high quality. Resources used to support teaching and learning of PE are stored centrally and available to all staff.



On-site facilities:

- ☛ main hall for a variety of physical activity
- ☛ smaller dining hall available for smaller groups to use if needed
- ☛ two hard surface playground areas (marked for various sports)
- ☛ MUGA
- ☛ climbing wall
- ☛ front playground with a variety of equipment
- ☛ bike and scooter storage area

Off-site facilities:

- ☛ Scott Hall swimming pool (used throughout the year)
- ☛ Allerton Grange High School
- ☛ outdoor residential centres
- ☛ Roundhegians Rugby Club (currently used for sports day)



On-site facilities:

- ☛ main hall for a variety of physical activity
- ☛ three hard surface playground areas (marked for various sports, including running track)
- ☛ outdoor adventure playground areas for Key Stage 2 pupils
- ☛ outdoor fitness equipment for Key Stage 1 and 2
- ☛ indoor swimming pool
- ☛ bike and scooter storage areas

Off-site facilities:

- ☛ Wetherby Leisure Centre swimming pool (used throughout the year)
- ☛ Boston Spa and Wetherby High Schools
- ☛ Outdoor residential centres



On-site facilities:

- ☛ main hall for a variety of physical activity
- ☛ two hard surface playground areas (marked for various sports, including running track)
- ☛ outdoor adventure play areas
- ☛ outdoor fitness equipment area for Key Stage 2 pupils
- ☛ scooter storage area

Off-site facilities:

- ☛ Wetherby Leisure Centre swimming pool (used throughout the year)
- ☛ Boston Spa and Wetherby High Schools
- ☛ Outdoor residential centres

Appendix: Sports Day



Due to limited on-site space, sports day takes place off-site (currently, we use Roundhegians Rugby Club). The event is organised into competitive races and field events with children having the opportunity to compete for medals. However, all children are rewarded for taking part.



A 'sports roundabout' offers the opportunity for all children to take part in a competitive event, working as a team to earn points. There is also a second day for Key Stage 2 children to take part in track and field events, competing against their peers.



A whole school competitive event involves races and events where all children have the opportunity to compete.