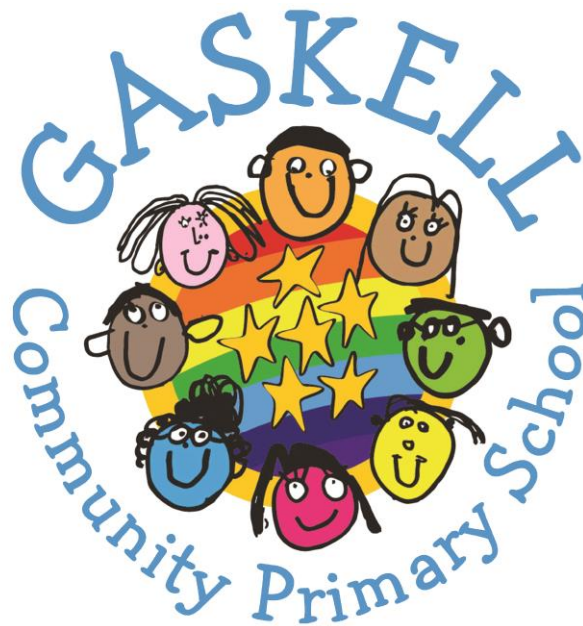




'Mens sana in corpore sano'
A healthy mind is a healthy body.

Physical Education Handbook

Approved by: Headteacher & SLT

Last reviewed: September 2023

Next review: July 2025

Intent

To provide a high-quality Physical Education (PE) curriculum that is in line with the National Curriculum which inspires all children to succeed and excel in competitive sport and other physically-demanding activities. To ensure all children have a firm foundation in physical skills to allow them to develop an understanding of a healthy body and mind, and to live a physically active lifestyle. Children will learn to be resilient, overcome challenges, become physically literate and show respect for rules and others. Through PE they will learn to compete, foster team spirit and understand the pathways to self and team improvement, as well as recognise the benefits of short and long-term participation in physical activity and sport.

[National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Implementation

Why has the specific content knowledge been selected?

1. A Broad and Balanced Curriculum

We aim to deliver a broad and balanced PE curriculum that covers a range of activities and sport. This includes individual and team sports, dance, gymnastics, athletics and outdoor adventurous activities. Our curriculum is designed to cater to the interests and abilities of all children, fostering inclusivity and diversity.

2. Developing Fundamental Skills

In EYFS and KS1 we prioritise the development of fundamental physical skills such as agility, balance, coordination and strength. These skills form the foundations for a lifelong enjoyment of physical activity and participation in sports. We ensure that every child has the opportunity to acquire and refine these skills.

3. Promoting Healthy Participation

Our PE curriculum emphasises the importance of healthy participation and the short-term and long-term impacts of sport and physical activity. We educate our children about the benefits of regular physical activity, proper nutrition and the value of a balanced, active life. We encourage the children to make informed choices about their health and well-being.

4. Adaptation

We are committed to providing equal opportunities for all children to participate in PE. Our curriculum is designed to accommodate the needs of individual children by adaptation, ensuring that everyone can engage in sport and physical activity and achieve their potential.

5. Developing Personal and Sporting Values

Through PE, we aim to develop personal and sporting values such as teamwork, perseverance, resilience, respect and sportsmanship. Children will learn to work collaboratively, set goals and overcome challenges, fostering personal growth and positive social interactions.

6. Extracurricular Activities

We offer a wide range of extracurricular activities and sports to further enhance the children's engagement in physical activity. These clubs provide opportunities for extended learning and skill

How are PE lessons taught at Gaskell Primary School?

Through the use of the Get Set for PE scheme, our PE lessons follow a set sequence of warm up and introduction, skill development, applying those skills, a plenary and warm down. Each unit is split into a 6-lesson block and each lesson is a progression from the previous lesson with flexibility to repeat skills not acquired or offer more challenge if the skills are acquired quickly.

In EYFS, have discreet lessons using our scheme which follows the development matters framework focusing on agility, balance and coordination.

In KS1, our lessons develop fundamental movement skills, helps the children become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

In KS2, each unit will be delivered over 12 weeks, giving each child the chance to secure and develop their knowledge and skill of the sport, to understand the rules, strategies and tactics and have plenty of opportunities to apply this in a game situation. The children will communicate, collaborate and competing with each other, show an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. They will recognise the importance of healthy participation both in the short and long term.

Dance is taught through the Get Set for PE scheme and will be taught in Spring 1. Children will perform dances using a range of movement patterns to different styles of music. There are also opportunities to participate in an extracurricular dance club which will be run all year.

Gymnastics is taught discretely in KS2 through the Get Set for PE scheme and is taught all through the Autumn term developing flexibility, strength, technique, control and balance.

Swimming is taught by external providers for years 2, 4 and 6 children. By the end of Y6, all children should be able to swim 25m on their front and back and perform a self-rescue from the water.

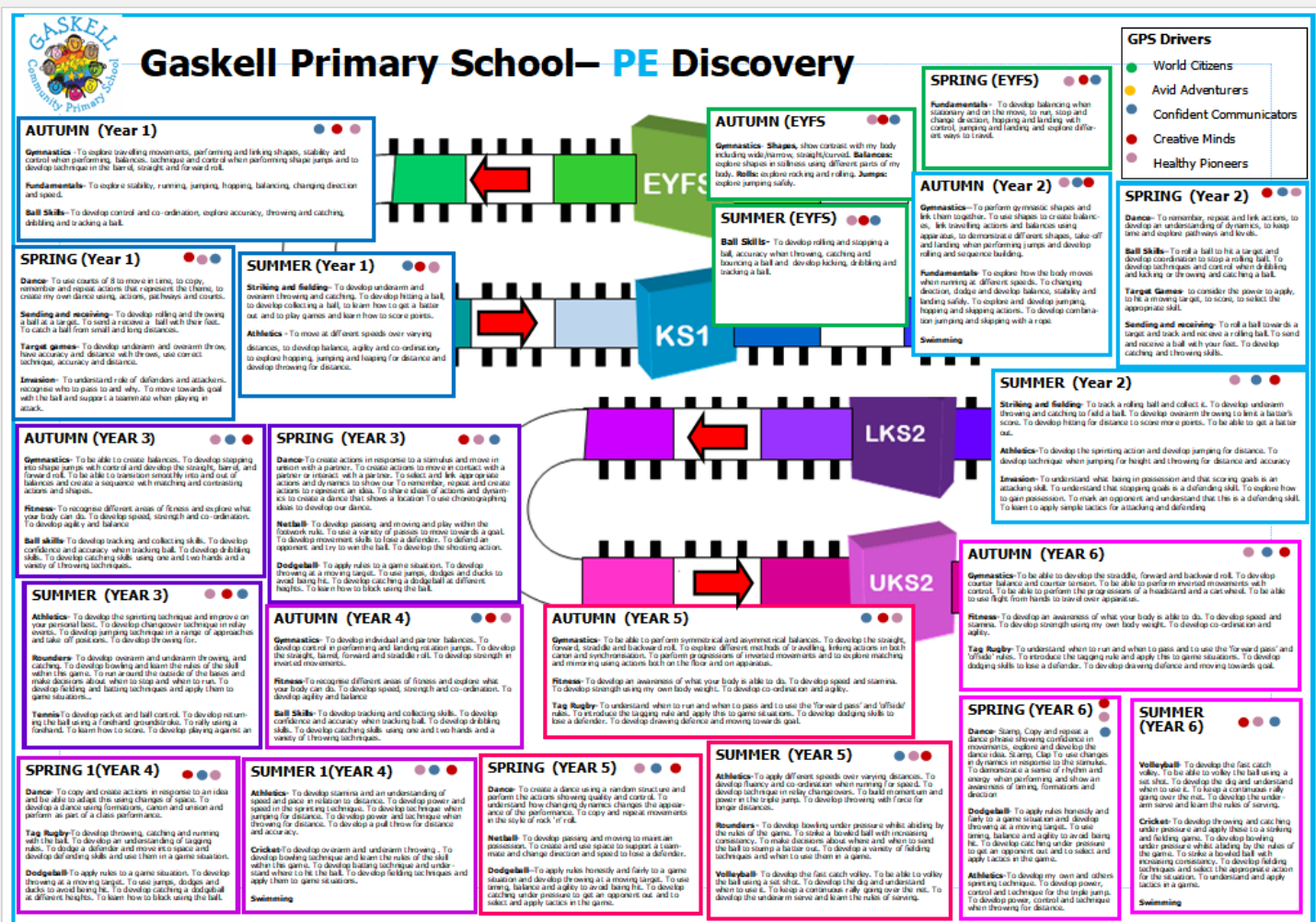
Outdoor Learning is planned through residential trips and through other subjects.

Impact

Our PE lessons are underpinned by the three pillars of progression, Motor Competence, Rules, strategies and Tactics, and Healthy Participation. Our curriculum will inspire all children to succeed in competitive sport and other physically-demanding activities. It will give our children the knowledge and skills to compete in sport and other activities, build character and help to embed values such as fairness and respect. It will also allow the children to become physically confident to ensure lifelong participation in physical activity and sport.

Curriculum Structure

We have designed our curriculum to focus heavily on fundamental movements and skills in EYFS and KS1 to ensure the children are competent and confident in their ability to participate in physical activity and sport. In KS2, our curriculum allows the children to apply skill acquisition principles to develop their performance, demonstrate their knowledge and put in to practice their skills in a broad range of games and activities. Running through our curriculum are four key themes: Striking and Fielding, Target games, invasion games and fundamentals. This approach deepens their declarative (know what) and procedural (know how) knowledge developing competence to excel in a broad range of physical activities, can be physically active for sustained periods of time, can engage in competitive sports and activities, and can lead health active lives.



Planning

Our lesson plans are designed by the Subject Leader, who makes sure that the teaching of PE is sequenced and progressive and that key knowledge and skills are built upon each year. In PE, knowledge is selected by using concepts. The concepts build schema links, which allow the children to 'know what and know how'. We ensure that the skills outlined in the National Curriculum are covered within the units and that we are continuously re-visiting previous learning. We do this by embedding the Gaskell Principles of Learning. We also make explicit links to our school drivers to ensure the children understand that when they leave Gaskell Primary School, they have experienced essential life skills such as being a confident communicator or a healthy pioneer

 Gaskell Community Primary School PE Curriculum Map 												
YEAR GROUP	Term/Topic											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Nursery												
Rec	Gymnastics unit 1		Gymnastics unit 2		Fundamentals unit 1		Fundamentals unit 2		Ball skills unit 1		Ball skills unit 2	
1	Indoor Gymnastics	Outdoor Fundamentals	Indoor Gymnastics	Outdoor Ball skills	Indoor Dance	Outdoor Sending and receiving	Indoor Target games	Outdoor Invasion	Indoor Athletics	Outdoor Striking and fielding	Indoor Athletics	Outdoor Striking and fielding
2	Indoor Gymnastics	Outdoor Swimming	Indoor Gymnastics	Outdoor Fundamentals	Indoor Dance	Outdoor Ball skills	Indoor Target games	Outdoor Sending and receiving	Indoor Athletics	Outdoor Striking and fielding	Indoor Invasion	Outdoor Striking and fielding
3	Indoor Gymnastics	Outdoor Fitness	Indoor Gymnastics	Outdoor Ball skills	Indoor Dance	Outdoor Netball	Indoor Dodgeball	Outdoor Netball	Indoor Athletics	Outdoor Rounders	Indoor Tennis	Outdoor Rounders
4	Indoor Gymnastics	Outdoor Fitness	Indoor Gymnastics	Outdoor Ball skills	Indoor Dance	Outdoor Tag Rugby	Indoor Dodgeball	Outdoor Tag Rugby	Indoor Athletics	Outdoor Swimming	Indoor Cricket	Outdoor Cricket
5	Indoor Gymnastics	Outdoor Fitness	Indoor Gymnastics	Outdoor Tag Rugby	Indoor Dance	Outdoor Netball	Indoor Dodgeball	Outdoor Netball	Indoor Athletics	Outdoor Rounders	Indoor Volleyball	Outdoor Rounders
6	Indoor Gymnastics	Outdoor Fitness	Indoor Gymnastics	Outdoor Tag Rugby	Indoor Dance	Outdoor Tag Rugby	Indoor Dodgeball	Outdoor Athletics	Indoor Volleyball	Outdoor Cricket	Indoor Swimming	Outdoor Cricket

Invasion games Net games Striking and fielding Target games Fitness Gymnastics Dance Swimming Athletics Fundamental skills

Assessment

We assess PE in three ways: through Assessment for Learning (AFL), Formative and Summative assessment.

	Assessment for Learning (AFL)	Formative	Summative
Definition	Any activity that is primarily designed to improve learning	Gives the teacher previously unknown information about the children's achievements that is used to inform next steps	Allows us to draw conclusions about the children's attainment in relation to agreed standards
Purpose	To help the children to know what and know how	To check what the children remember and understand in the short to medium term, to determine the efficacy of teaching methods, and to decide what to do in response to this information	To check what the children remember and understand in the long term and to decide whether this meets agreed standards
Audience	Teachers, children	Teachers, children, subject leaders and parents	Teachers, children, subject leaders, school leaders, governors, parents and (where applicable) other schools and government departments
Frequency	Every lesson, twice a week	From the mid-point of a topic onwards, with variable time-scales	End of unit
Types	Questioning, checking, feedback, Gaskell Principles of Learning, Metacognition, Retrieval Practice	Verbal feedback, modelling, peer assessment, teacher and child demonstrations, video feedback	Teacher judgement against the key knowledge (INSIGHT)

Children are assessed against their year group key knowledge, which are split into the following strands:

- Gymnastics
- Swimming
- Dance

- Invasion games
- Striking and fielding
- Target games
- Fitness
- Net games
- Fundamental skills
- Athletics

The information we gather during each unit about the performance of individual children and groups will enable the teacher to provide carefully tailored feedback, questioning, explanation and support, according to their needs. When each unit has been completed, teacher assessments are updated on **INSIGHT**. Seesaw will be used to support objectives and showcase evidence.