

## Physical Education Curriculum Statement

### Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

More specifically, this means we aim to:



### Intent

Our vision for our young learners at St Catherine's is for them to be inspired by physical activity. Success for us is defined by the children developing into well-rounded, confident and mature individuals who are aware of the world around them. Long after our children have left us and indeed high school, our mission is that they have found the physical activity or sport that stimulates them to lead an active and healthy lifestyle into their adulthood. We aim to develop lifelong learners who have a love of Physical Education.

This statement outlines what high quality Physical Education looks like at St Catherine's and how this very important national curriculum subject shapes the whole person through the physical. It is so much more than teaching physical skills and sports. It is about helping learners understand their body and how through the physical they can develop their social skills, thinking skills and emotional skills and learn how to apply them and transfer them to different life situations.

Our Physical Education programme promotes the St Catherine's ethos, "Be who God wants you to be and so set the world on fire" and is reinforced by our six Core Values: Inspiration, Love, Respect, Perseverance, Faith and Compassion. There is a significant focus on character and personal development. We want to develop a 'how you learn and how you grow' culture and ethos that creates ambitious, hardworking children. It is vitally important our children understand what they have learnt and how they have learnt. This massively aids their ability to learn independently and apply key skills they have learnt to similar scenarios and situations. For example, a trial and error skill, 'that approach or that tactic did not work that time, what should I do differently next time?' We want to foster an inquisitive mind and encourage our children to think critically for themselves and strive for excellence.

Key Outcomes: being physically active, cognition- understanding the why and how, understanding how to improve, attitude to learning across the curriculum, a sense of achievement and progress and health and wellbeing.

### **Implementation**

The pedagogy and approach of Physical Education at St Catherine's focuses on the 'Four Corner' model of the physical, social, psychological and technical/tactical. Through the different areas of the Physical Education curriculum, we aim to develop these skills.

At St Catherine's, Physical Education is taught by class teachers and through various external coaches throughout the year. In addition to this, we also have a PE consultant who comes into school once a week and offers continuous professional development to different members of staff each half-term.

Physical competence is developed throughout Early Years and Year One before the focus switches to physical activity in the rest of Key Stage One and Key Stage Two. We build a foundation in Early Years, build and develop skills in Key Stage One and embed and apply these skills in Key Stage Two. Children have the opportunity to practise the skills they learn in a competitive way, be this in a game situation in a PE lesson or an extra-curricular activity.

At St Catherine's, we adopt a 'personal best' approach. This means the focus for our children is to improve their skillset each time they participate in a PE lesson. Children learn at different speeds and rates so the curriculum planning and assessment is designed with differentiated tasks and activities, suitable to our children's needs to develop independent learning. Long term, medium term planning and resources for all areas and units of the curriculum (fundamental movement skills, gymnastics, invasion games, dance, athletics) have been created and are continuously being adapted to meet the needs of our children. These resources include the Manchester PE scheme of work, PE Passport, TOPs PE and Premier League Primary Stars. Assessment criteria has been developed that supports these resources and planning.

In every PE lesson, the aims of the lesson and how to achieve these aims are shared with the children. These aims are taken from the unit of work planning and assessment. These aims and objectives are discussed with the children and an example is modelled also, this maybe through a video which illustrates key teaching points, teacher demonstration or a more able child or group of children demonstrating an example.

Lesson activities and tasks are differentiated through 'Bronze, Silver, Gold' assessment objectives and the STTEPs (space, task, time, equipment, people involved) model. There is a focus on problem solving activities, decision making skills, building confidence, teamwork and creativity. The structure of a lesson focuses on a warm-up, skill development practice and applying the new skill or skills learnt in a competitive challenge. New learning is consolidated through effective questioning

eg. How can you keep a clear path between sender and receiver? Why does this help?

What tactics can you use to deceive your opponents?

Where did you stand / move when attacking / defending why?

Which are the best type of pass to get past the defender and why?

Using the model below next steps are also discussed with the children and the class teacher uses this as an assessment opportunity.

What have I learnt?

What went well?

Even better if?

Does the child recognise what type of skill they have learnt and developed eg. Physical, social, psychological, technical/tactical?

Can children apply the skills and tactics learnt independently?

Cross-curricular links with mathematics and PSHE are also covered in our Physical Education curriculum. In invasion games, children are encouraged to devise a scoring system that is in keeping with their mathematics objectives. For example, Year 1 children score their games in 2s, 5s and 10s which covers this objective. The Teach Active resource tool helps improve children's attitudes and attainment in English and maths, whilst also increasing levels of physical activity. Links with PSHE explore our children developing as a whole person and creating skillsets that instil the knowledge, understanding and attitudes necessary to live healthy, safe, productive and fulfilled lives.

### **Impact**

An overview document outlines and details the key objectives for each key stage and year group (see appendices) which allows for clear progress to be seen. These landmarks give an indication of what is expected of a child at a certain age and where a child is working at. This is differentiated further with 'Bronze, Silver, Gold' objectives within each learning phase. This is a fluid approach to assessment and learning as it allows scope for class teachers to plan lessons and sequences of work that are tailored to their children's needs. This also allows for planning to build on previous knowledge and understanding.

These objectives are made up of physical, social, psychological and technical/tactical skills appropriate to the year group of the child. The objectives are divided up into the different areas of PE National Curriculum (fundamental movement skills, gymnastics, invasion games, dance, athletics). There is some crossover of the objectives between these units because of

the very nature of the skills that are learnt and developed within them. For example, the social skill of communication would be needed in both invasion games and athletics.

Our Physical Education curriculum is constantly being monitored, reviewed and evaluated to ensure we are delivering the best content available and the needs of our children are being met. These impacts are measured through pupil voice, teacher feedback, lesson observations and questionnaires.

### **Extra-Curricular Physical Education**

Our extra-curricular offer at St Catherine's is an extensive and exciting one that caters for all interests and hobbies. As with Physical Education, school sport forms part of a holistic approach to school life. Our aim is to embed life and social skills through our extra-curricular programme that our children can take back into the classroom with them. Key transferable skills and attributes such as discipline, perseverance and determination learnt in a sporting context will assist our children academically. For example, a child maybe struggling with a maths problem but because of skills acquired in an extra-curricular activity, they persevere until they complete it and understand it.

Activities and opportunities run in line with, but are not limited to, the Manchester PE Association's school games calendar. We liaise closely with the Manchester PE Association who schedule both 'Inspire' and 'Excel' events throughout the academic year. The former is aimed at engaging children to become active in sport and develop a love of sport, whereas the latter is aimed at children who want to participate in competitive sport. We feel both opportunities fit in well with our aspiration of shaping the whole person. We have committed to hosting an 'Inspire' event once a year, inviting local schools to participate in a festival. This fits in well with our aspiration of building community. We also work with external agencies such as City in the Community, United in the Community and Little Sports Coaching to provide our children with exciting opportunities to participate in events at places like the Etihad Campus, the Cliff and AON Carrington Training Complex. These are truly inspiring and enriching experiences for our children. In addition to this, we also play an active role in our local community, working with local primary and secondary schools.

In addition to our involvement in the school games programme, we have also created and devised a Sports Leadership Programme for our upper key stage two children. The aim of this programme is to instil leadership qualities and social skills in our children. We want to upskill them so they are able to showcase the skills they have learnt at playtimes, lunchtimes, in their PE lessons, during extra-curricular activities and indeed in wider society. We want them to inspire and be role models for the younger children in our school to look up to. This programme is delivered in partnership with Manchester City's education department (parental link), thus contributing to our aspiration of building community links. Children involved receive a qualification and certificate upon completing this programme and acquire a skillset that they can use for the rest of their school life and indeed for the rest of their life.

During weekly whole school worships, we also recognise and celebrate sporting achievements/ participation outside of school. By doing so, we are recognising contributions

to the wider community as well as encouraging others to try something new and then fostering that talent back in school.

At St Catherine's our focus is very much on performance, not the result. We believe the result of a match or competition is the consequence of performance and learning. We like to win and compete but our preference is to see our children learning a new skill and learning a new tactic. We aim to develop a style of play and philosophy both in individual and team extra-curricular activities that is easily recognisable as St Catherine's. What does this philosophy look like? We want our children to have pride in representing their school, thus boosting their self-esteem and building their self-confidence. We want our children to demonstrate values such as perseverance, resilience and respect. We want them to showcase attributes such as fair play, teamwork and determination. We want them to display qualities such as energy and enthusiasm. Ultimately, we want our children to have fun and enjoy themselves whilst learning. Of course, we hope this style and philosophy is a winning one but that is not our sole desired outcome. Our primary focus is learning and understanding. We would much prefer to see our children play a game in a style they have been taught and lose rather than win playing in a style that has not been taught. This facilitates a growth mindset and an attitude of 'mistakes make us better' because we can improve and grow if we understand what went wrong. Again, this is a key transferable skill that can be taken back into the classroom and applied in the academic setting. Why? Because it shows understanding and application of learning. It is much better to lose and know why you lost than to win and not know why and how you won. We want to create and develop a positive mentality of self-reflection and assessment.

Within team sports, we want to ensure teamwork is at the heart of everything we do. We view team sports as a fantastic opportunity to relate to real life contexts in the wider world. Within a team, just like within a company, workplace or school everyone has a role. With regards to a sport not everyone can be the individual who scores the points or goals but they can fulfil their role within the team and apply themselves to their maximum potential. We challenge the children to think critically about what success as a team looks like. We question them, 'yes your role isn't to score the points/goals but your role is to stop the other team from scoring, would you be successful as a team if only one of you fulfilled your role? We highlight that everyone brings different strengths to a team. We ensure the children understand and recognise all roles within a team are equally important as each other. This is of critical and vital importance that our children learn and understand this.



## Appendices

Stage	Physical Outcomes	Personal Outcomes
EYFS	Through play I will develop my understanding of what I can do with my body. I will replicate and perform large body movements.	Through PE I will learn to work on my own and with others, I will be creative, imaginative and develop my language and communication skills as well as key cognitive and meta cognitive skills.
Key Stage 1	Through structured play and PE I will develop problem solving skills through fundamental movement skills. I will learn to work in both cooperative and competitive challenges.	Through PE I will develop my understanding of playing with others, learning to demonstrate honesty and courage and playing with gratitude, empathy and fairness.
Lower Key Stage 2	Through PE I will continue to develop my fundamental sports skills I will learn to link skills to form movement patterns.	Through PE I will play with Integrity and trust, learn to respect others and try to understand why things happened the way they did.
Upper Key Stage 2	Through PE I will continue to develop my fundamental sport skills and will apply them to specific sports and activities. I will be able to evaluate and improve performance.	Through PE I will develop my self-motivation and self-discipline and show that I am responsible. I will demonstrate my communication skills through encouraging others, making decisions, being able to solve problems and be reflective.

## Exemplar

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Year 4 – Physical Education	B	A	S	S
Working towards performing a range of skills with some degree of control and consistency individually, with a partner or in a small group				
Able to be physically active for sustained periods of time in a range of activities				
Able to show creativity when linking actions together with some control and fluency				
Able to swim competently and confidently for a minimum of 50m using a range of strokes.				
Able to perform safe self-rescue in water				
Beginning to reflect and evaluate performance, with guidance and able to set challenging but realistic targets				
Knows and understands values of good sporting behaviour, trust and collaboration				
Is developing resilience. Is able to have a go, enjoy, keep going and trying their best				
Knows the role of nutrition and hydration in relation to exercise				
Understands the importance of sleep and rest to rejuvenate				
Recognises changes within the body during exercise and give reasons for them				

  

KS2 Bronze - Games
Links, uses <b>FMS</b> ABCs in isolation/combination to TG, N/W, S/F IG. Plays in a range competitive game from each type of games. Apply basic principles & tactics for attacking & defending. Develop technique, control, balance, flexibility, strength. Compare performances to improve & achieve personal best.
Understands and applies at least 1 attacking and 1 defending principle and tactic to IG.
Performs a range of <b>FMS</b> , ABCs, and sending, receiving, decision making skills with some confidence and control. Can apply these with some success to a simplified small-sided up to 4v4 IG
Understands and applies at least 1 attacking and 1 defending principles and tactics to S/F game
Perform a range of <b>FMS</b> , ABCs, sending/receiving (striking, fielding, bowling) and decision making skills with some confidence, control, and accuracy. Can apply these with some success to a simplified small sided, up to 4v4 S/F game (small sided game development).
Understands and applies at least 1 attacking and 1 defending principles and tactic to N/W games.
Perform a range of <b>FMS</b> , ABCs, sending, returning, serving skills and decision making with some control, confidence, accuracy. Can apply these with some success to a simplified small-side, up to 4v4 N/W.
Engage; actively participate in different games that have been created, by pupils. Play simplified, small-sided up to 5v5 versions of recognised games from the different games types TG N/W, S/F, IG
Plays within the rules of different games. Is a supportive, effective team member, recognises their strengths & weaknesses to improve.
Knows, understands the importance of values: <b>D, H, P, R, SB, TW</b>
Make up, play and refine their own games. Developing rules, scoring system, shows, safety awareness in planning and playing the game.
Can recognise and transfer some skills across all types of games.
Shows an improvement in <b>FMS</b> skills, ABCs, flexibility, strength, games techniques. Is able to sustain PA over a longer period of time, knows the impact of this on their health and wellbeing.