



## Subject Strategy

**PE** *‘Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing’ James MacAllister*

### Being a sportsperson

**Sports men and women are people who:**

- Have the ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- Show the willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- Have high levels of physical fitness.
- Demonstrate a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- Demonstrate the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- Have the ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Show exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others’ performance and the ability to work independently for extended periods of time without the need of guidance or support.
- Demonstrate a keen interest in PE.
- Have a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- Demonstrate the ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

Curriculum Intent	PE Intent
<p>At Holly Park, we intend to offer our pupils new and exciting experiences through activities that are designed to build resilience, confidence and self-esteem. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow and make progress as individuals from whatever their starting points may be. The curriculum promotes all forms of equality and fosters greater understanding of and respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations, It keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. It contributes to pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. It provides both skills-based as well as knowledge-based learning and ensures continuity and progression within the school and between each phase of education. Our curriculum is supported by enrichment days, weeks and extra-curricular activities. We want to make learning fun, practical and exciting to ensure that it is embedded in the long-term memory. The curriculum values prior knowledge and moves on from this point to extend learning. Our curriculum is based upon 4 main principles:</p> <p><b>Creativity:</b></p> <ul style="list-style-type: none"> <li>• Is inclusive, exciting and engaging.</li> </ul>	<p>Holly Park School provides opportunities for children to lead healthy active lives, which inspires all, through a high quality curriculum. This provision will enable our children to enjoy physical activity, know how to improve and reach their full potential.</p> <ul style="list-style-type: none"> <li>• To inspire and encourage the enjoyment of physical activity.</li> <li>• To develop an understanding of the positive effects of exercise and the importance of a healthy lifestyle.</li> <li>• To develop skilful use of the body, the ability to remember, repeat and refine actions; and to perform them with increasing control, co-ordination and fluency.</li> <li>• To develop an increasing ability to select, link and apply tactics and compositional ideas.</li> <li>• To develop the ability to observe, evaluate and improve performance.</li> <li>• To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others’ safety and well being.</li> </ul>



## Subject Strategy

- Stimulates creative thinking and problem solving.
- Discovers, nurtures and celebrates children’s talents.

### Ambition:

- Teaches the essential skills of English and Mathematics across the curriculum.
- Is broad and balanced.
- Teaches resilience and the ability to persevere.
- Is well sequenced, progressive and memorable.
- Prepares children for the next stage of their education.

### Curiosity:

- Reflects our diverse community.
- Develops effective communication skills
- Fosters enthusiasm and a love of learning.

### Health:

- Supports British Values and our school values.
- Encourages a mentally and physically healthy lifestyle.
- Nurtures and supports social and emotional development.

- To develop social co-operation, positive attitude and the ability to compete with a sense of fair play.

*‘Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing’*  
James MacAllister

## PE Implementation

In EYFS the children will develop overall body strength, coordination and agility needed to engage successfully with future PE sessions and other physical disciplines. Children in the EYFS will have the opportunity to use a variety of equipment including a variety of sized balls, climbing and balancing equipment.

In KS1 the children will take part in Gymnastics and Dance and will begin to develop skills to take part in games. Children will start to follow a structured scheme to develop their Gymnastic skills. In Dance and Games children will begin to follow the HP skills map.

In KS2 children will continue to follow HP skills map to develop their skills progression in Gymnastics, Dance and Games. In Gymnastics they will continue to use the structured scheme and become more fluent in evaluating their performance. In Dance children will become confident in using the correct terminology and confident to evaluate their own and others’ performances. In

## PE Impact

We want our children to leave Holly Park with the behaviours that they need to succeed in the world. They will be confident and successful lifelong learners.

### We want to help our pupils to:

- Develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
- Be able to use language and number effectively
- Develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life
- Understand the world in which they live and the inter-dependence of individuals, groups and nations
- Appreciate human achievements and aspirations – a sense of ‘awe and wonder’
- Know and remember more

### For the best impact we intend that we have:

- A clearly defined, high quality curriculum
- Effective delivery
- The curriculum being taught and learned as intended



## Subject Strategy

Games children will continue to develop skills and begin to use their tactics to improve their performance.

For most P.E lessons we would expect to see a warm up, correct equipment, practising a skill, applying and evaluating the skill or skills. Children will be engaged in Physical activity for the majority of the lesson. We would not expect to see any standing around or queuing.

In swimming all children will be able to swim 20m independently. Children will be confident to participate in sport and will know how to keep themselves fit and healthy. They will be excited to attempt and try new sports in the future.

### PE PEDAGOGY

- Clear and precise lesson objectives and success criteria shared with children
- Warm ups ideally led by children, relating to the sport. E.G. if it is throwing we need to think about warming up arms as well as legs
- Recapping on learning from previous lessons
- Children are active for most of the lesson. NO queuing
- Teacher stops and gives brief feedback that enables children to continue quickly but improve.
- Children to give feedback to each other. What went well? What could be done to improve? e.g. in gymnastics they were travelling in variety of ways but however they need to work on keeping straight arms.
- Teachers to sometimes use pictures to record and assess lessons
- Linking lessons to successful athletes