



Leominster Primary School

The Intent, Implementation and Impact of our Physical Education Curriculum

Intent

Physical education develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. Physical education at Leominster Primary School also promotes an understanding in children of their bodies in action. We aim to ensure that children are being encouraged and motivated to think, select and apply skills which in turn, will promote a positive attitude to leading a healthy, active lifestyle. This is our ultimate goal.

Physical education is a critical element to our curriculum. In 2016/17, data from the NCMP indicate that 9.8 per cent of reception year children in Herefordshire were obese, while the combined proportion of obese and overweight was 22.9 per cent. For year 6 children, the prevalence of obesity was 19.2 per cent, while the combined figure for obese and overweight children was 34.8 per cent. At Leominster Primary School we promote healthy lifestyles by implementing active breaks between/during lessons, linking with Science and PSHE and also practising mindfulness. We also aim to engage parents in the importance of active lifestyles through our parental engagement. It is worrying to see the growth of fast food chain outlets appearing in Leominster and its surrounding areas, especially as there is a strong link between the growth of these outlets and obesity, (particularly in deprived areas). We discuss eating a balanced diet through our Science, PE and PSHE lessons.

It is a well-known fact that children who take part in regular Physical Education, Sport and physical activity improve in all subjects, are more confident and positive, have more developed social skills, have a better outlook on life and are able to



make better informed decisions. We feel that it is of upmost importance to include all children in PE and Sport so staff develop and adapt lessons according to children's needs.

Our aims of PE at Leominster Primary School:

- Develop competence to excel in a broad range of physical activities.
- Allow for opportunities to compete in sport and other physical activities.
- To build character and help to embed values such as fairness and respect.
- To provide a high quality PE curriculum that inspires all pupils to excel and succeed in competitive sport.
- To provide all pupils to become physically confident in a way, which supports their health and fitness.
- Allow time for reflection and analysis of their own performance.
- To achieve their 'personal best'.
- To promote active lifestyles.

By the end of Key Stage 1 pupils should:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

By the end of Key Stage 2 pupils should:

- use running, jumping, throwing and catching in isolation and in combination



- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- 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.

Implementation

At Leominster Primary School we have focused in particular, on ensuring that our P.E curriculum is progressive for all children. All staff have access and use PE hub to inform their planning for Physical Education. To ensure that we have clear progression throughout the school, we have selected specific skills for teachers to focus on rather than focusing on specific sports. This also allows teachers to teach the skill through activities that their class are specifically interested in and so therefore encouraging cross-curricular learning. To support our delivery of physical education and sport, we have a specialised sports coach employed to work alongside teachers. He is there to support members of staff to address any gaps in their knowledge and to support specific targeted groups.

Each Year group has at least 1 hour of timetable Physical Education per week.

Our skills based progression allows for teachers to be clear of end goals, build on what has been taught previously and ensure complete coverage of the curriculum.



A typical lesson structure will follow this pattern:

- Warm up focusing on the specific muscles that the children will be using in the session.
- Introduce basic skill and assess children's starting points
- Skill development
- Assessment for learning – game based or skill based
- Key questions throughout the session

As well as providing an exciting and engaging PE curriculum, we also ensure that all children have opportunities to develop physically in our out of school hours learning clubs. We strive to provide a range of clubs to engage all children in P.E and sport. Some of the clubs that we provide include Martial arts, Street dance and Lacrosse.

We feel that it is important to have aspirational role models. As part of our assemblies, we share with the children aspirational sporting people. Examples. Cultural capital – succeed in life

Impact

We measure impact through:

- Tracking through PE Hub Learning objectives for each year group
- Teacher assessment
- Oral feedback



Observation of teaching and learning show:

- Teacher have a good level of subject knowledge
- Confident children developing their independence in their learning
- Children wanting to achieve their personal best
- Children have a good knowledge of the benefits of leading active lifestyles
- Children are eager to attend after school clubs and competitive/non-competitive events