



**ST. PETER'S CATHOLIC PRIMARY SCHOOL**  
**CURRICULUM INTENT, IMPLEMENTATION AND IMPACT STATEMENT**  
**PHYSICAL EDUCATION (PE)**

Here at St Peter's we endeavour to create a PE curriculum that is engaging, informative, accessible and enjoyable to all.

**Intent**

We follow the POS set out by the Government. This is intended to use the knowledge and skills already acquired by pupils and to build upon this prior learning to develop and deepen their understanding of PE and its concepts.

Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

We set high expectations from our pupils enabling them to *concentrate* on the tasks in hand, to *collaborate* and work as a team, *resilience* to practise skills and the ability to *reflect* on tactics and performance to make improvements.

**Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

## **Implementation**

PE is delivered in a variety of ways to engage the learner, through individual, pair, group and team activities through two hours of timetabled PE, a range of after school activities and having an active playground.

We all follow the set curriculum for our year groups thus enabling progress throughout school. All areas are revisited in each year to enhance this.

Planning is sort from a central plan, additional resources and from outside agencies that covers the NC statements.

Support for lessons is gained from a range of online tools, discussions with staff members, outside agencies and from the resources in school.

Displays encourage pupils to aim high and achieve the best that they can be and reinforce messages of fair play and equality.

## **EYFS**

### **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Physical Development ELG:**

Gross Motor Skills Children at the expected level of development will: – Negotiate space and obstacles safely, with consideration for themselves and others; – Demonstrate strength, balance and coordination when playing; – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- 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.

Key stage 2 Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- 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.

Swimming and water safety

We provide swimming instruction in key stage 2. In particular, pupils should be 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.

### **After school Clubs**

We provide the opportunity for pupils to try a variety of new sports, to hone skills for competition purposes by utilising our links with outside agencies.

### **Impact**

Outcomes from topics are judge by the teacher to provide teacher assessments for each topic.

Skill development is also evident in the way that pupils compete in competitions in intra or inter competition, seen through our school sports, and school web pages.

We endeavour to provide new experiences of physical activity during our annual Sports Week.

Pupils speak positively about their PE experiences and are able to articulate what they have learned.