



The teaching of Physical Education (PE) at Eskdale Academy

The teaching of PE at Eskdale Academy fits in with our rationale and aims for our Whole School curriculum:

They include ensuring that the curriculum:

- Has the needs of the children at the heart of everything we do
- Is based on a strong foundation of oracy
- Meets the needs of our local community
- Is full of exciting, enriching and enjoyable learning experiences
- Provides opportunities for our children, staff and parents to all learn together.
- Positively improves academic outcomes
- Prepares our children to become positive role models in and effective contributors to Society
- Gives our pupils the chance to become the very best versions of themselves.

Or in short, a curriculum which provides only the very best education, opportunities and experiences for all of our pupils.

Vision for PE

At Eskdale Academy, the aim of PE teaching is to inspire and engage children's interests in sport whilst developing a personal interest in physical well-being and healthy lifestyles. We want our children to run faster, jump higher and be the best they can be in a sport of their choice. We don't just want our children to participate and compete in PE – we want our children to develop a long term appreciation/understanding that PE can support health and fitness, build character and embed values such as fairness and respect.

We aim 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.
- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- Develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- Develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- Promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.



Curriculum End Points

By the end of Key Stage One we want ALL children to:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be 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.

This will ensure all pupils are ready and able to access the Key Stage 2 curriculum and beyond.

By the end of Key Stage Two we want ALL children to:

- 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.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be 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

All schools must provide swimming instruction either in key stage 1 or key stage 2.

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.

This will ensure all pupils are ready and able to access the Key Stage 3 curriculum and beyond.

Teaching of PE

PE is taught as part of our 'Topic based' foundation Curriculum. Objectives are progressive and sequential; teaching children an array of skills that will help them develop their skills in a range of sporting areas.

Topics are taught termly, with PE objectives fully embedded within each area. The objectives being taught in each year group can be found below.

The school uses a variety of teaching and learning styles in PE lessons, including:

- Whole class sessions delivered by teachers.
- Whole class sessions delivered by PE 'specialist' coaches.
- Out of school Hours group sessions covering a variety of sports
- Small group teaching – focused at preparing children for competitive / non-competitive sporting fixtures and events.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Recording of PE

Where the curriculum allows (i.e. dance/gymnastics) – end pieces of work will be showcased in whole school exhibitions to fellow pupils and parents.

Assessment of PE

Our school uses 'Progress in PE' which is a complete PE planning and assessment programme. Assessment sheets are completed by teachers or TAs observing lessons and are collected by the PE Co-ordinator. Data can then be produced regarding the competency of children in PE in each class and compared to Age Related expectations (ARE)

Monitoring of PE

Monitoring takes place regularly through sampling children's work, lesson observations and importantly talking to the children – ensuring they enjoy each subject and can recall key knowledge of what they have been taught.