



Physical Education Intent statement

*"Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong."
John F Kennedy*

What is the intention of our PE curriculum?

What are our aims?

At Whybridge Junior School, we follow the National Curriculum in England: Physical Education programmes of study and aim to give all pupils the opportunity to take part in high-quality physical activity that inspires pupils to succeed and excel in competitive sports and other physical activities. Pupils at Whybridge are able to develop their understanding and skills in a range of different sporting activities and are physically active for sustained periods of time throughout the week. When competitions arise, children are given a chance to train and compete so that they can represent the school. All of this allows children at Whybridge a chance to lead a healthy active lifestyles.

By the time children leave Whybridge, they are able to apply and develop a broad range of skills, that can be used in a wide variety of sports and environments. Children are able to communicate, collaborate and compete with each other, all whilst showing good sportsmanship and demonstrating the personal qualities that the school works to develop. As children learn, we aim to teach children the ability to reflect on their own learning and ability so that they can evaluate and recognise their own successes.

What is our rationale?

Our rationale for teaching PE at Whybridge Junior School is that physical education is not only fundamental to a healthy lifestyle and future for the children of the school, but we also believe that children perform at their best mentally when they are exercising their bodies as well as their minds. We believe that a broad and balanced physical education is the entitlement of all children, regardless of ethnic origin, gender, class or ability. The sequence of units are taught in the order chosen to allow the best progression possible for children.

What are the attitudes we want to foster?

- To develop positive attitudes to physical education that will start from the time they join the school and will follow into secondary education and beyond.
- To build upon children's natural enjoyment of competing and foster it in a safe environment.
- As in all areas of school life we will always encourage open-mindedness, self-assessment, perseverance and responsibility in PE.
- Giving children opportunities to work both as part of a team as well as independently.

How will we implement our PE curriculum?

At Whybridge Junior School, personal qualities such as perseverance, teamwork, and respect are embedded in each unit that the children study and these themed units are revisited and developed throughout their time at school. Some sports are taught in multiple year groups. This allows children to progress and develop on from their understanding from previous years. This model allows pupils to build upon their prior knowledge and increases their enthusiasm for the topics, whilst embedding this procedural knowledge into the long-term memory. Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged.

PE is taught discreetly, for 2 hours each week, following the National Curriculum of Physical Education. Evidence of progress and development of children's physical education is recorded by the class teacher. PE lessons are all practical and involve physical challenge. One of these sessions takes place in an indoor environment whilst the other takes place outdoors.

Children are given the ability to learn to swim in Year 5 for a whole term. This allows children to swim competently and confidently, use a range of strokes effectively and perform safe self-rescue.

During lower key stage 2, pupils broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

During key stage 2, children should be able to utilise movements like running, jumping, throwing and catching in isolation and combination. This can be demonstrated in team sports such as netball and basketball or in individual athletics events. Children should have a basic concept of attacking and defending principles for competitive team games. The development of flexibility, strength, balance and control should be taught and this can be shown in sporting areas such as dance and gymnastics. Finally, children should be able to compare their performances with their own previous ones and should be able to demonstrate an improvement so that they can achieve their personal best.

How will we judge the impact of our PE curriculum?

Our PE Curriculum is clearly designed with subject plans that contain clearly defined and ambitious aims for what pupils should know and by when. Assessment of physical education aims to evaluate progress and attainment of pupils' individual skills, ability to work as a team and understanding of how to progress their own learning. Whybridge Junior School uses P.E. Passport to track pupils' achievement in Physical Education.