

St. Peter's Smithills Dean Primary School



P.E. Curriculum Handbook



PE: Our Curriculum Vision

"Do you know what my favourite part of the game is? The opportunity to play."

Mike Singletary

At St. Peter's, we recognise the value of Physical Education and so strive to ensure that all children 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, and lead healthy, active lives. Every child participates in at least two physical education lessons per week. Specialist sports coaches work with different classes throughout the year, teaching a range of specific sporting skills. Our children are given a wide range of opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. Furthermore, every year, all children participate in sports day where the emphasis is on enjoyment, participation and team building, with elements of competitiveness. We teach lessons so that children have fun and experience success in sport, have the opportunity to participate in P.E at their own level of development, secure and build on a range of skills, develop good sporting attitudes, understand basic rules, experience positive competition, learn in a safe environment and gain a foundation for lifelong physical activity. By the time they leave us, the children have developed sport specific skills and are able to apply them with control and precision. They can perform a number of gymnastic skills with and without equipment and can also perform dances fluently and with control. Our intention is that every child has left us having represented the school in a sporting competition to experience what it means to win or lose as a team.

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Learning and Teaching of PE

Teaching Values through PE

 LOVE	Through PE children will learn to love and care for their bodies. They will learn the importance of physical exercise to maintain a healthy body and mind. They will learn to love a variety of sports, games and physical activities, including gymnastics and dance. Children will learn to love themselves, building their confidence by trying new thing and taking a few risks.
 HOPE	Children will learn through PE not to give up. They will learn that, even if they are losing, they should continue to try their best and not give up; even if they find things difficult at first, that practice leads to improvement over time. They will learn about the journeys of various sporting greats, such as Marcus Rashford, who despite humble beginnings, with determination and effort reached the top of their sport.
 RESPECT	When playing games in PE and competitive sport, children will learn the importance of treating their team mates, their opponents and those in charge with respect. They will also learn to respect their own bodies by knowing how to look after it and the importance of self-care. Children will learn the importance of knowing the rules of any sport or games and playing fairly at all times. They will learn to win gracefully and lose with dignity.
 TRUST	Children will learn to trust their own bodies and know what they can and can't do – understanding the importance of challenging yourself and pushing yourself forward step-by-step. In team games they will learn to trust their team mates, and be someone their team can rely on. They will be a trustworthy person – playing by the rules and not cheating to gain an advantage.
 THANKFULNESS	Children will learn in PE to be grateful of their bodies and what it can do – knowing how to warm up and cool down in order to take good care of it. They will be grateful to team mates in team sports and learn how to be part of a team. They will be thankful to opponents for playing games with them and sports coaches/teachers for organising sporting events and activities.

Learning and Teaching in PE

Curriculum structure

St. Peter's follows the Key PE scheme of work from EYFS to Year Six. We buy in Key PE sports coaches to deliver four lessons of games per week and two specialist lessons of dance. All class teachers will deliver one PE lesson a week.

The Key PE online scheme of work covers a range of units of work from games, to dance, gymnastics and a variety of sports. St. Peter's PE subject leader uses these to produce a long term overview to cover a range of skills and activities, ensuring basic skills are covered every year and there are units of gymnastics and dance. Progression is ensured across units, with units building on learning from the previous year. Children in Y5 and Y6 go swimming annually, which is this year groups' PE for that period of time. Our EYFS class have one PE lesson scheduled a week. Link to PE scheme: [KeyPE](#)

Enhancing our PE curriculum

St. Peter's ensures our PE learning is consistent with the expectations in the National Curriculum, however, we try to enhance the curriculum as much as we can. Every term we hold an Active Day, where the whole school participates in a new or more rarely played sport or activity. Since 2021 these are the Active Days our children have participated in:

2021-22	2022-23	2023-24	2024-25
Aut: Skipping Spr: Scoot Fit Sum: Quidditch	Aut: Sports For All Spr: Drumz Aloud Sum: Fencing	Aut: Jiu-jitsu Spr: Glow Dodgeball Sum: Orienteering	Aut: Mini Golf Spr: <i>tba</i> Sum: <i>tba</i>

The intention behind these is to give children the opportunity to try a new activity in a safe space, encouraging risk taking and hopefully giving children a chance to find their talent or discover something they enjoy. Following our jiu-jitsu active day in Autumn 2023, we ran an after-school jiu-jitsu club for the remainder of that year so children could continue the fun they had one that day. These are a very popular part of our year, and we use our Sports Premium money to cover the cost. As part of **Bolton Schools Games** we also participate in a variety of sports and active events during the school day or after the school day. Our PE lead is part of the steering group for Bolton School Games so can shape and influence the direction this group is heading and what it offers. In 2023-24 we participated in 23 different events, which included 13 different sports and 3 specific SEND events. We were in the top 10 of Bolton schools for active participation and achieved our Gold School Games Award for the second year running.

Inclusion

Every effort is made to ensure all children, regardless of ability and interest, are included in PE lessons. On PE days we expect children to come into school in their PE kit to save time getting changed and to ensure all children can access PE and getting themselves undressed/dressed is not a barrier to inclusion. Activities and games are chosen to ensure children of all abilities can play the game and do not feel left out or embarrassed by always losing. Teams are chosen carefully and children encouraged to ensure everyone joins in. As part of Bolton School Games we participate in a mixture of **Elite** events (competitive events for high ability children), **Aspire** events (non-competitive events, with no scoring or winning/losing where the focus is learning the sport and enjoyment) and **SEND** events (events aimed at pupils with a physical disability or less active children who might not otherwise engage in sport). One of our Active Days (Sports for All) including children participating in Wheelchair Basketball.

Diversity through PE

In the academic year 2023-2024 our Pupil Governors worked with children across school to change the names of our Class Teams from colours (red, green blue, yellow) to be named after famous or significant sporting greats. They settled on the following four sports people – chosen for their diversity, their journey from humble beginnings or disadvantages in life, to rise to the top of their sport.

Marcus Rashford	Football	<i>As well as playing for Man Utd he has done a lot of work, especially over lockdown, ensuring children are fed when they are not in school. He was very poor when young, getting free school meals whilst at school, and worked hard to achieve his dream of being a footballer.</i>
Usain Bolt	Athletics	<i>Still the greatest sprinter of all time winning 8 Olympic gold medals and still holding the world records for 100m and 200m. Born in Jamaica he has conquered the world and was well known for fist bumping all the volunteers in Athletics meetings – showing he was friendly to everyone.</i>
Ellie Simmonds	Paralympic swimmer	<i>Winner of 5 Gold medals at the Paralympics, Ellie was born with Achondroplasia which primary feature is dwarfism; she was also adopted at birth. She also took part in Strictly Come Dancing. Despite her clear disabilities her positive outlook drove her on to achieve Paralympic glory.</i>
Serena Williams	Tennis	<i>Winner of 23 grand slams, the second most of all time, Serena was the youngest of 5 children and started playing tennis aged 4. She was coached by her father. She won on Grand slam when she was 8 weeks pregnant! She is widely regarded as one of the best female tennis players ever.</i>

Pupil Leadership

We use PE and Sport to encourage leadership in our children. All children in Y5 go through a **Playleader** training course and after completion they work with our Reception and Y1 children at lunch time to encourage active play, be good role models and practice leadership skills of cooperation, team work and communication.

In Y6 children can become **Sports Leaders**. These children help out at all break times for KS2 – ensuring there is enough equipment outside for children to use, deciding what equipment children would like to use, working with the PE subject leader to choose new equipment and ensure all equipment on the playground is tidied away after each break. Sports leaders also help out at the KS1 and KS2 Sports Days.

Sports Premium

Every year, the government give each school an amount of money called the Sports Premium. The Sports Premium, also known as the Primary PE and Sport Premium (PESSPA), is a government grant that funds PE and sports in primary schools. The program's goal is to improve the quality of PE and sports, and to encourage children to develop healthy, active lifestyles. To see how St. Peter's spend their Sports Premium money, see the school's Sports Premium Grant information on the school's website. <https://www.spsd.bolton.sch.uk/Key-Info/Sport-Premium-Grant>

Progression and Assessment in PE

The Key PE scheme of work is a progressive scheme where units build on previous learning. Each unit has a knowledge organiser which shows the progression contained in each unit.

The following is an example from a Y2 ABC unit:

Progression

Children can push off with their back foot and use high knee drives when accelerating.

Can show a sharp change of direction with one step whilst maintaining control of equipment (balls).

Using the balls of their feet when performing small and large foot patterns/movements.

Children begin to make good choices when to accelerate and when to change direction when competing against others.

(running, hopping, jumping and skipping). Children can competently demonstrate these with control and consistency

Children use the balls of their feet, high knees and a good arm motion when travelling through ladders and over hurdles.

Children can make quick decisions without hesitation when competing against others.

Children can identify and explain good examples of neat footwork and when good decisions are being made.

Show determination and begin to show resilience when competing against self and others.

And the following is from the same unit but in Y6:

Progression

Master more complex foot patterns when moving through equipment or in a game scenario.
Create space for others, through good movement and decision making.
Explain and apply how to exploit spaces and opportunities presented by an opposition.
Can control different equipment whilst maintain good awareness when moving through traffic..
Recognise when to use effective changes of speed when competing in a game.
Demonstrate control, coordination, agility, balance and good body posture when travelling through equipment.
Apply a variety of techniques suitable for attacking and defending.
Compare own performances with previous ones and identify areas for improvement.
Apply a range of skills that could offset defenders.
Adapt movements in response to other children's actions, movements/locations.
Identify and evaluate others/own performances when travelling through SAQ equipment.
Demonstrate fast reactions, control and balance and good body posture when travelling past others.

They clearly show higher expectations of fundamental movement in Y6 than Y2.

Staff training and development

Key PE, as part of their SLA, have delivered staff meetings and training on how to use their curriculum. Teachers are also expected to stay in PE lessons with the coach – they are not to be used for interventions or PPA. In this way, staff are watching good quality PE lessons and at key points joining in and doing some team teaching with the Sports Coach. On a two- year rolling programme, we also buy in expert dance teaching or gymnastics teaching.

20/21 - dance

21/22 – dance

22/23 - gymnastics

23/24 - gymnastics

24/25 – dance

This way staff are able to watch expert dance/gym teachers and then put their skills into practice in the intervening years. Every year the PE subject leader attends the Bolton PE conference and Bolton School Games steering committee meetings.

The National Curriculum for PE

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide 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.

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Subject content

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 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.

Key stage 2

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

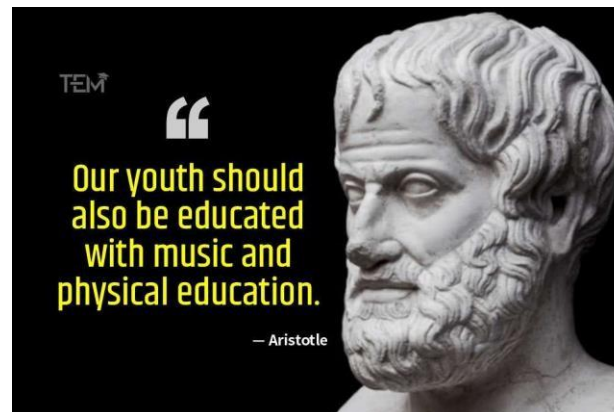
Pupils should be taught to:

- 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. 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.



P.E. Long term overview

Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS	ABC		Gymnastics		Awareness		Sending and Receiving (Coach)		Parachute		Dance (Coach)	
1	Fundamental Movements	Dance (Coach)	Sending & receiving	Attack & Defend (Coach)	Gymnastics	SAQ (Coach)	Hockey	Dance (Coach)	Gymnastics	Tactics and Strategies/ Team games (Coach)	Athletics	Competitive (Coach)
2	Fundamental Movements	Dance (Coach)	Sending & receiving	Attack & Defend (Coach)	Gymnastics	SAQ (Coach)	Hockey	Dance (Coach)	Gymnastics	Tactics and Strategies/ Team games (Coach)	Athletics	Competitive (Coach)
3	Sending & receiving	Fundamental Movements (Coach)	Gymnastics	Attack & Defend (Coach)	SAQ	Dance (Coach) <i>Prep for dance festival</i>	Netball	Striking and Fielding (Coach)	Gymnastics	Dance (Coach)	Athletics	Tactics and Strategies/ Team games (Coach)
4	Sending & receiving	Fundamental Movements (Coach)	Gymnastics	Dance (Coach)	SAQ	Striking and Fielding (Coach)	Netball	Striking and Fielding (Coach)	Gymnastics	Dance (Coach)	Athletics	Tactics and Strategies/ Team games (Coach)
5	Sending & receiving	Fundamental Movements (Coach)	SAQ	Dance (Coach)	Gymnastics	Attack & Defend (Coach)	Gymnastics	Rugby (Coach)	Swimming (Coach)	Striking and Fielding (Coach)	Tactics and Strategies	Dance (Coach)
6	Sending & receiving	Fundamental Movements (Coach)	SAQ	Attack & Defend (Coach)	Gymnastics	Dance (Coach)	Swimming (Coach)		Rugby	Striking and Fielding (Coach)	Gymnastics	Tactics and Strategies

