

Primary PE Vision

Physical Education, School School and Daily Physical Activity are uniquely placed to assist **ALL children** in their development towards adulthood, providing them with a great number of skills essential to being a valuable and contributing member of society. Through a rich, high quality curriculum, children learn as many personal, emotional skills as they do physical ones. As such the curriculum that we deliver places these personal qualities at the centre of our provision, which together with our partner secondary schools, will enable every child to become a successful adult in which ever field they choose to pursue.

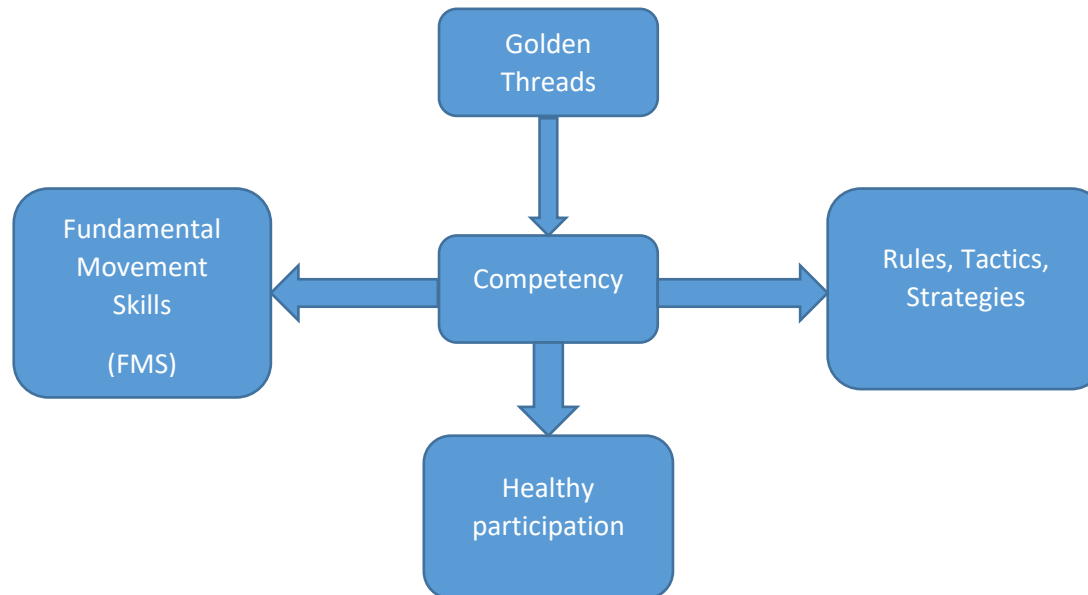
Intent

AIMS

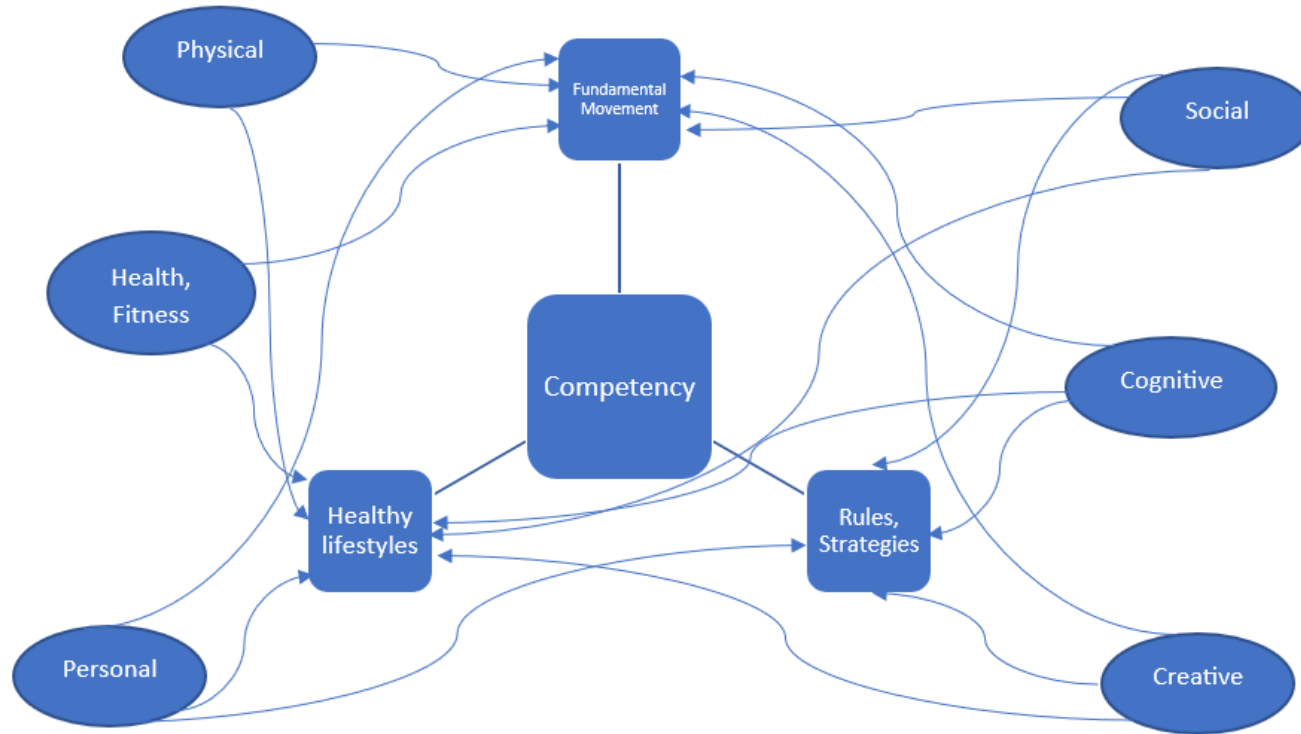
The national curriculum for physical education aims to ensure that all pupils:

- develop **competence** in a broad range of physical activities
- have a positive attitude to being **physically active** for sustained periods of time
- engage in a variety of **competitive** sports and activities
- lead healthy, **active lives**

Of all these overarching aims, **competence** stands as the primary goal, as without competence the other three aims become very hard to achieve. Competence in physical activity entails high quality **fundamental motor skills**, **understanding of rules and strategies** and **healthy participation** which are developed through application of personal, social, cognitive, physical, creative skills and health and fitness.



Through being competent in all the above areas pupils will be more positive towards **sustained activity**, have a desire and maturity to **be able to engage/compete** and ultimately continue to make lifelong **active and healthy lifestyle choices**. Along the way pupils will use and develop many key personal developmental qualities that are vital in all areas of life.

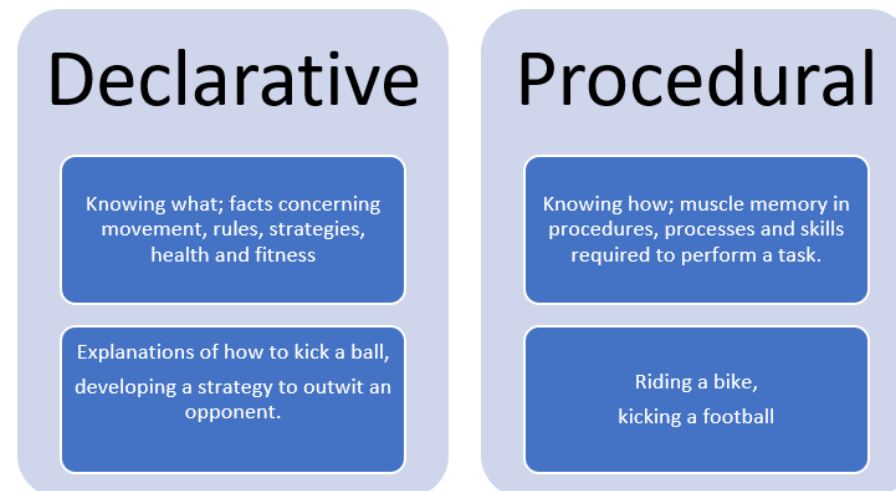


Competence	Personal	Social	Cognitive	Physical	Creative	Health and fitness
	Fundamental Movement Skills					
	Understanding of rules, strategies and tactics			Knowledge of and engagement in healthy participation		
Outcomes	Maintain sustained activity		Engagement with physical activity, both competitive and non-competitive		Healthy long term life-style choices	

Implementation

In order to achieve the aims of our broad and balanced curriculum, personal social skills are placed at the heart of the offer interlinking physical learning and personal development ensuring that all children have a high level of competency in both. Physical Activity and sport is uniquely placed to promote and develop personal qualities that are essential for all learning both in the classroom and beyond. Equally, these qualities are essential in ensuring pupils have full participants in many physical activities. The ability to continue running to the end of the race is hard without determination and resilience.

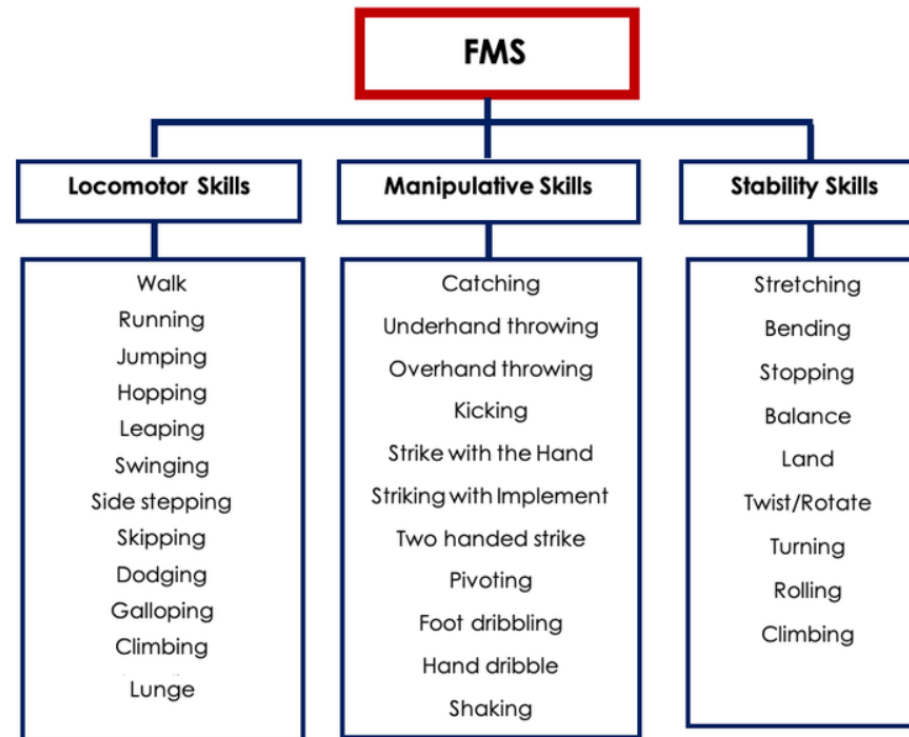
Declarative and Procedural knowledge form the basis of all learning in PE. These forms of knowledge are seen as 'two sides of a coin'. Declarative knowledge in PE is the factual knowledge (knowing what) concerning movement, rules, tactics, strategies, health and participation, explicitly linked to the content being taught whilst Procedural knowledge can be viewed as the application of knowledge learnt (knowing how). This might include applying the tactics to a practice situation or modified game. All procedural knowledge begins as declarative knowledge and therefore pupils are explicitly taught what the links are between their declarative and procedural knowledge.



Pupils begin their Physical Education lessons learning the Fundamental Movement Skills that form the basis for all physical activities. Fundamental movement skills (FMS) are crucial in establishing and maintaining physically active lives both across a broad range of activities and in the long term.

They include;

- locomotor skills, for example running and jumping
- manipulation skills, such as throwing and catching
- stability skills, for example twisting and balancing



In order to ensure consistency across different settings in delivering our broad and balanced curriculum, personal social skills are placed at the heart of the curriculum by following the Real PE framework that has interlinking 'learning cogs' as its core. These help develop the child as a whole and not just in sporting skills. There are six cogs in total: personal, social, cognitive, health and fitness, physical and creative. Each RealPE unit focuses on a different learning cog.

The PE curriculum initially emphasises mastering fundamental movement skills, become increasingly competent and confident and able to access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. As pupils progress with their learning in PE they will be given increasing opportunities to engage in competitive scenarios (both against self and against others) but these are carefully managed by adults, ensuring that the level of competition is appropriate to the groups and the individuals involved. As children become more physically and socially competent then adapted form of 'traditional sports' can be introduced. Pupils should be taught to master a range of movements and consider healthy choices whilst at the same time developing an enjoyment and enthusiasm for physical activity.

The children should participate in **Daily Physical Activities** to contribute towards the 30 minutes of physical activity recommended Chief Medical Officers. Often DPA will entail completing Real PE challenges set by the class teacher or participating in active games, always with the personal development theme of the week at the core of the session.

Playtimes provide children with an excellent opportunity to be active for sustained periods. With this in mind the school provides high quality play equipment aimed to improve and challenge their fundamental movement skills whilst also developing their interpersonal skills as they learn to play with their peers. Young Sports Leaders are trained to lead younger children in more structured games designed and delivered by the older children. Adult play leaders are also employed at lunch time to assist in promoting active play.

Further Curriculum Requirements

Swimming

All children leaving Primary school will have had access to high quality swimming tuition for a number of weeks during their primary career. Our schools proximity to rivers, lakes and, particularly, the sea mean that of children must have the skills required to keep themselves safe in and around bodies of water. By the time a child is ready to leave primary school they should be able to swim, know how to get out of trouble if they fall into water, know the dangers of water and understand how to stay safe when playing in and around it. Interventions and other supporting strategies need to be utilised for any Upper Key Stage 2 or Key Stage 3 pupils still unable to **competently** swim.

Outdoor Adventurous Activities

Each child should have opportunities to participate in **outdoor adventurous activities**, further developing personal skills, building a greater understanding for the world around them and an understanding that physical activity does not have to mean 'sport'. These days, led by qualified instructors, can include a range of water-sports, team building activities, challenges at height, moorland, trail walking and forest skills. These activities both build and develop the fundamental movement and social skills learnt in class PE lessons.

Cultural Capital

After-school Clubs are an important area where the school is able to promote physical activity and increase children's participation in it. Schools aim to provide active after-school clubs and continually look for avenues to increase provision, working with staff and **local community clubs**. In this way children may have access to opportunities they may not otherwise have access to.

The school has a calendar of **competitive events** enabling the children to compete against neighbouring schools, their own school peers and against themselves. The emphasis for such events is on engagement, enjoyment and personal development. This introduces a competitive element to sporting activities and allows the children to put into practice the skills that they have developed in their lessons.

Learning to ride a bicycle is an important life skill therefore all children in KS2 are offered Level 1 and Level 2 **Bikeability** training before they complete Year 6. Living on the edge of Dartmoor, with countless cycle routes in the vicinity, cycling can provide children with freedom, independence and chances to explore. It is therefore vitally important that they have the skills to be able to manage their own risk, knowing that their equipment is suitable and that they are safe to undertake any proposed cycling trips.

Inclusion

The PE curriculum meets the needs of ALL pupils, including SEND children, enabling them to participate and thrive. Specific adaptations may be required and should begin with diverse access arrangements in mind, rather than begin from a place of fully adapted practice. There must be a clear rationale in place for how pupils with SEND are accessing and progressing within the lesson and careful monitoring of the impact of what might be in place to ensure that all pupils know more and can do more. Time may need planned in to allow for further practice and opportunities to achieve early success for some pupils with SEND in order to develop the requisite motor and social knowledge pupils need to purposefully engage in PE with enjoyment. **Parental engagement** is a key indicator to a child's success in all areas but particularly in physical activity. Schools encourage parent to support their child in any sporting and physical endeavours the child undertakes and sign posts parents to community clubs that the child may wish to pursue. Family events such as the Ruby 13, Tavy 13 and parkruns are advertised by the school and co-ordinated where appropriate. Real PE at home enables children to continue the learning in class at home and enables parents to see and engage with their child's physical education. "Parents play a vital role in their children's physical, emotional, and mental development. Children who have engaged parents tend to develop better socially and emotionally and tend to perform better at school" (Bryce et al) By ensuring all pupils access a range of physical activities in and out of school, formally and informally the PE curriculum contributes to narrowing the gap between advantaged and disadvantaged pupils.

Assessment

As a result of the Primary PE curriculum children leave DMAT primary schools, and ultimately all schools, competent and exposed to a number of different physical activities, with greater fundamental control over their movements, an enthusiasm and motivation for all forms of physical activity as well as a desire to be healthy and will continue to participate in some form of physical activity throughout their time at secondary school and into adulthood.

However, more importantly, ALL children will possess the personal qualities necessary to succeed in any field. Tracking and recording of children's progress through both their primary and secondary education illustrates the effectiveness of this curriculum, as well as the level of engagement of children in physical activities both formal and informal activities, in school and within their communities.

School assess pupils, formatively and summatively, in a variety of ways in order to identify areas of need in order to plan next steps. Some methods of assess could include;

- observation at different times (not solely in formal lessons),
- discussions with pupils to gain their 'voice'
- registers tracking attendance at school events
- registers of after-school clubs
- registers community clubs and activities
- activity diaries
- termly fundamental movement tests
- spreadsheets of skills (swimming specific)

As a result of our PE curriculum children will leave primary education competent in a range of different physical activities, with greater fundamental control over their movements, an enthusiasm and motivation for all forms of physical activity as well as a desire to be healthy and a will continue to participate in some form of physical activity throughout their time at secondary school and into adulthood.

More importantly, ALL children will obtain the personal qualities, of perseverance, resilience, courage, determination, creativity, co-operation and communication skills necessary to succeed in any field. Tracking and recording of children's progress through both their primary and secondary education will illustrate the effectiveness of this curriculum.