

Physical Education (PE) Intent, Implementation and Impact
Collingtree CE Primary School

“Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing.”

James MacAllister

Intent (the what)

We intend that our high-quality PE teaching will ‘inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities.’ (National Curriculum, 2014). We recognise that physical health and fitness are vital to overall health and success for any individual. We also incorporate strategies to ensure that pupils understand how to look after their mental health and wellbeing through physical activity in order that they are able to “...have life in all its fullness.” (John 10:10)

Specifically, our teaching will 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.
- understand how physical activity can support good mental health and wellbeing

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.

Implementation (the how)

Our teaching of PE will take place through the use of units of work from the PE Hub scheme of work which is based on the National Curriculum and uses their specifically designed resources.

Specifically, children will learn to:

KS1

- 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.

KS2

- 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.
- 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

All pupils will be taught PE discretely equivalent to two hours per week in KS1 and KS2, with 1 hour of this time being provided by a sport coach who we employ. Pupils also have access to a range of extra-curriculum clubs and intra / inter school competitions to supplement and enhance their learning and will be expected to apply skills learned in PE to these situations. Pupils are offered the opportunity to take part in a 4-night residential experience at an Outdoor Activity Centre in two different years during the course of KS2. Swimming lessons are provided in year 6 over a series of 12 weekly lessons.

See the PE Long Term Plan for specific detail.

Impact

We expect the vast majority of children to achieve the national curriculum age-expected standards at the end of each academic phase of teaching (Y1/2, Y3/4 and Y5/6). These standards (detailed in the national curriculum) summarise the knowledge, skills and understanding that children should have gained.

Our PE teaching helps 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.’ (National Curriculum, 2014)