



Physical Education at St. Michael's

At St Michael's, we provide a PE curriculum that allows pupils from Reception to Year 6 to experience a wide range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a physical education curriculum that inspires all pupils to enjoy and succeed in sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness.

Pupils are further supported in lessons and during play and lunchtimes by our sports coach, who provides opportunities for personalised play, access to skills specific equipment and is able to offer refereeing/umpiring of games.

In addition to our core curriculum, we plan opportunities for pupils to compete in sport and other activities in order to build character and help to embed values such as fairness and respect. Our school link with the Monk's Walk SSCO provides access to whole class festivals, competitions and TAP events. We offer a broad range of sports to help all pupils find a form of physical activity which best suits them, in the hope that they sustain an active lifestyle into the future. Where pupils excel, they may enter competitive events against other schools, but their enthusiasm for sport could also be developed through modelling for their peers in lessons and wider leadership of groups within the school. Year 6 pupils have the option to train as playleaders and sports leaders.

Curriculum Implementation

Children are taught regularly (two times a week) by teaching staff and may also have sports delivered by coaches as part of their enrichment activities or our ongoing investment in developing teacher confidence in curriculum delivery.

The National Curriculum for PE 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

The curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the area and through a wide range of lunchtime and after school clubs.

As part of our School Games Platinum accreditation and our commitment to wellbeing, we aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments within lessons whereby the children can be active for example through movement breaks or use of the outdoors as a learning resource for any subject.



We follow the National Curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further. Pupils are supported through the My Personal Best approach which encourages self-reflection and personalised target setting. Cross-curricular learning is also encouraged, for example, older pupils are responsible for timing and measuring athletics events to link with Maths, change of direction linking with Geography, or considering the effect of activity on their bodies or pulse rates to link with Science.

EYFS

Within our Early Years, we use Development Matters (2024) to support the development of Physical Education. Children in reception will focus on the below skills, working towards the Early Learning Goals (EYFS Framework, 2025).

<u>Area of learning</u>	<u>PE skills</u>
Personal, Social and Emotional Development (Development Matters)	• Manage their own needs - personal hygiene • Know and talk about the different factors that support overall health and wellbeing - regular physical activity
ELG: Managing Self (EYFS Framework)	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Physical Development (Development Matters)	• Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility.
ELG: Gross Motor Skills (EYFS Framework)	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



ELG: Fine Motor Skills (EYFS Framework)	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.

Key stage 1

Pupils 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are 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 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are 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

Key Stage 2 pupils will attend swimming lessons for one term when they are in Years 4-5. We also provide additional swimming lessons for children who do not meet the national curriculum requirements, ensuring they develop essential water safety skills and confidence.

Curriculum Impact

By the end of each key stage pupils are expected to recognise, apply and understand the skills and processes specified in the relevant National Curriculum documents. At St Michael's we use ongoing skills assessment to determine children's understanding and to inform teachers' planning.

By Key Stage 2 pupils should be assessing, reviewing and target setting for themselves as they participate in specific sports, rather than skills. Each part of the PE curriculum is reviewed on a termly basis by the subject leader and pupils across the school share their experiences and views through Pupil Voice discussions. Pupil attainment in each area of the curriculum is shared with parents through termly written reports and discussions at consultation meetings.

Our school's vision, "Shine as lights in the World," **Matthew 5.16** promotes good personal development; striving for excellence in all we do, and links to the Church of England's vision of enjoying "life in all its fullness" and we believe that our PE curriculum links well with these aspirations.

