



Forever Learning: Limitless potential for every child

Our PE Curriculum

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.

PE gives primary-aged children the chance to learn new skills, enjoy regular exercise, and engage in brand new experiences. An active lifestyle is essential for preventing future health issues, with an ever-increasing obesity problem among children in the UK, PE is a crucial part of the curriculum.

Beyond the fitness aspects of PE, there is an importance in developing social skills, friendships, boosting self esteem and cognitive abilities, as well as improving a child's mental health and personal development. Developing physical skills, memory, focus, fine and gross motor skills and mental health can all be vastly improved when regularly engaging in PE lessons.

Intent

Skills	Knowledge	Provision
Explore Real PE, Real Gym and Real Dance and BSC Ballers : • footwork • one leg balance • jumping and landing • seated balance • dynamic balance • stance • ball skills • counter balance • sending and receiving	Through focused thematic stories, songs and games, children will develop and apply: • their footwork and one leg balance • their jumping and landing and seated balance • their dynamic balance on a line and stance • their ball skills and counter balance with a partner • their sending and receiving and reaction and response	• Through the REAL PE and Ballers BSC schemes of work, children will be given the opportunity to develop agility, balance and coordination activities.

• reaction and response • ball chasing • floorwork including shape, travel, flight and rotation • solo shapes • artistry musicality • partnering shapes • circles solo • artistry abstraction	• their ball chasing and floor work balance • shapes and travel on the floor and apparatus • flight and rotation on the floor and apparatus • shapes and circles and create sequences of movement	
Implement		
First Quality Teaching	VSI Pedagogy	Timetabling and Coverage
• ALL children are encouraged to participate and adaptations for particular needs are met to ensure that ALL children can be successful PE learners, specific provision and differentiation provided by the Class Teachers. • Where sports coaches are used, CTs have the opportunity to assess and support or extend those with specific needs • All children will be presented with “At the end of this lesson you will be....” stating the WALT. • Teachers will use REAL PE scheme to improve their own subject knowledge as a scaffold to make sure the quality of PE teaching covers the teaching standards to a good standard.	At VSI we follow the principles of Rosenshine Pedagogy. All lessons have these aspects: • Sequencing concepts and modeling • Questioning • Reviewing learning • Practise and apply Through this, subject specific vocabulary is developed. Each REAL PE unit and Ballers BSC scheme technical terms are defined and discussed.	In Nursery PE is taught in the hall by class teachers (if appropriate from October half term). All physical development/fine and gross motor skills are taught in nursery outdoor areas. In Reception PE is taught once per week in the hall by sports coaches and physical development/fine and gross motor skills are taught in reception outdoor areas. KS1 PE is taught once per week in the hall by class teachers and once per week by sports coaches.
Opportunities	Subject Leaders	
• All PE learning has cross-curricular links with PSHE. • At VSI we have other PE opportunities for learning outside of the timetabled lessons: ○ Sports week ○ Sports day ○ Year group celebration assemblies ○ Multi skills clubs (run by sport ○ Other sports run after school clubs	The PE subject leader is responsible for: • Planning the strategic direction and development of PE at VSI. • Organising and liaising with sports coaches. • Leading Teaching and Learning in PE and sharing expertise to support staff. • Guiding and supporting CPD and staff development for specific teachers . TA's or as a whole school. • Managing PE resources. • Being the drive for PE as a subject and	

	promoting and developing the VSI PE vision.	
Impact		
Physical Capital	PE Culture	Future love of PE
• Children will leave VSI with a love of physical activities. • Children will have developed their agility, balance and coordination.	• Children will have been given the opportunities to explore agility, balance and coordination activities. • Children will have been given the opportunity to perform at sports day in front of an audience. • Children will have had the opportunity to participate in both indoor and outdoor activities and skills.	• Children will appreciate the effects of physical activity on their mental health • Children will have a love of physical activity and have taken part in agility, balance and coordination activities.