



Physical Education at Catshill First School and Nursery 'An active mind cannot exist in an inactive body'

Aims

At Catshill First School & Nursery, we believe Physical Education plays a critical role in teaching children how to achieve optimal health and physical fitness, whilst developing their personal and social skills. We strive to provide a broad and balanced P.E. curriculum that inspires pupils to actively participate and succeed in a range of competitive and co-operative activities that are regular, purposeful and enjoyable. Physical and mental wellbeing is a key element of our ethos. We know that Physical Education, experienced in a supportive and safe environment, is a vital contributor to a pupil's physical and mental health and wellbeing development. We want to promote an understanding of how to lead a healthy and happy lifestyle and enable children to make informed choices about physical activities now and hope this can lay foundations that they will have the desire to build on throughout their lives.

What you will see

Our curriculum is inclusive of all children, providing them with the opportunities to develop and apply a range of skills in a variety of different sporting activities for sustained periods of time. The range of physical activities include athletics, dance, gymnastics, games and outdoor education. In addition to this, Year 4 classes also receive swimming instruction. At Catshill, teaching staff deliver high quality P.E. content 1.5/2 hours per week. Opportunities to extend the P.E. curriculum are also provided through after school clubs delivered by local sports coaches. In addition, as part of our partnership with Active Hereford and Worcestershire, the children are given regular opportunities to attend and participate in a variety of sporting festivals and competitions. School staff accompany teams to these events.

We aim to develop the key skills in relation to physical development by meeting the requirements of the National Curriculum. Physical development within the Early Years Foundation Stage (EYFS) framework is one of three prime areas for learning. In the Early Years, children access daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. Children complete 'Wake and Shake' activities on arrival to school, preparing the mind and body for learning.

As children progress through the school, a broader range of skills is developed and children learn how to use them in different ways. Within Key Stage 1 (KS1) and Key Stage 2 (KS2), lessons are blocked in units of work to promote greater depth of understanding, contextual application of these skills and the ability to perform reflectively. These generally follow the structure of a warm up, skills based activities, a main activity and a cool down/stretch. As each lesson develops, teachers and teaching assistants continually assess the children's learning through observations and discussions and adapt teaching and lesson structure to ensure all pupils receive appropriate levels of support and challenge. Lesson design can include the use of the STEP principle (space, time, equipment and people) as a useful differentiation tool, providing teachers with strategies to adapt teaching and learning so that lessons can meet the diverse needs of all of our students. Key questions are planned into lesson designs to ensure children are able to evaluate and recognise their own personal achievements and reflect on these in order to set new goals and challenges for themselves.

Ensuring this is put into practice

We want the children at Catshill First School and Nursery to become confident in their own physical abilities and be willing to share their successes no matter how mighty or small. We expect children to not only develop their skills but also their knowledge and understanding to lead healthy, active lives. In order to check previous and new learning, the subject is monitored carefully. Skills progression books for each year group are kept throughout the year allowing staff to see a clear picture of the key skills taught, as well as areas for development. Physical development levels and progress are recorded by the EYFS teachers for each child. For KS1 and KS2 pupils, progress is recorded through the online pupil tracker Educater, to ensure that every child is working at the age related expectations by assessing them against the key outcomes. However, at Catshill, we don't just measure success in data but look at every child as an individual. Life-long learning is key and we hope to embed our school values such as fairness, resilience and respect, as well as motivation in and commitment to physical activity and sport within and beyond school life.

Tom Boyd, September 2024