



'Mens sana in corpore sano'
A healthy mind is a healthy body.

Physical Education Handbook

Approved by: Headteacher & SLT

Last reviewed: April 2022

Next review: July 2023

Intent

To give children a firm foundation in physical skills to allow them to develop an understanding of a healthy and happy lifestyle. They will learn to be resilient, overcome challenges, become physically literate and show respect for rules and others. Through PE they will learn to compete, foster team spirit and understand the pathways to self and team improvement.

Implementation

Why has the specific content knowledge been selected?

The National Curriculum 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.

[National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Why is it taught in the order that it is?

The 12 skill unit are worked on for 3 weeks blocks. Each lesson starts with a familiar high-energy fusion warm-up. Skills are then modelled, taught and practiced before a game is played to apply those skills. Time is taken to discuss the Multi-Ability impact in the lesson.

How are PE lessons taught at Gaskell Primary School?

The lessons start with a Multi-ability focus linked to the half-termly objectives. Then follows a skills section and a games section with a review at the end. We are using the RealPE Scheme that works on a progressive repeating cycle so each class builds upon previous knowledge. Each lesson is a progression from the previous lesson with flexibility to repeat skills not acquired or offer more challenge if the skills are acquired quickly. Vocabulary is taught discretely to build up a core of Physical Language. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Dance is taught through RealDance following the philosophy of RealPE.

Gymnastics is taught discretely in KS2. We currently follow the Key Steps Programme from British Gymnastics.

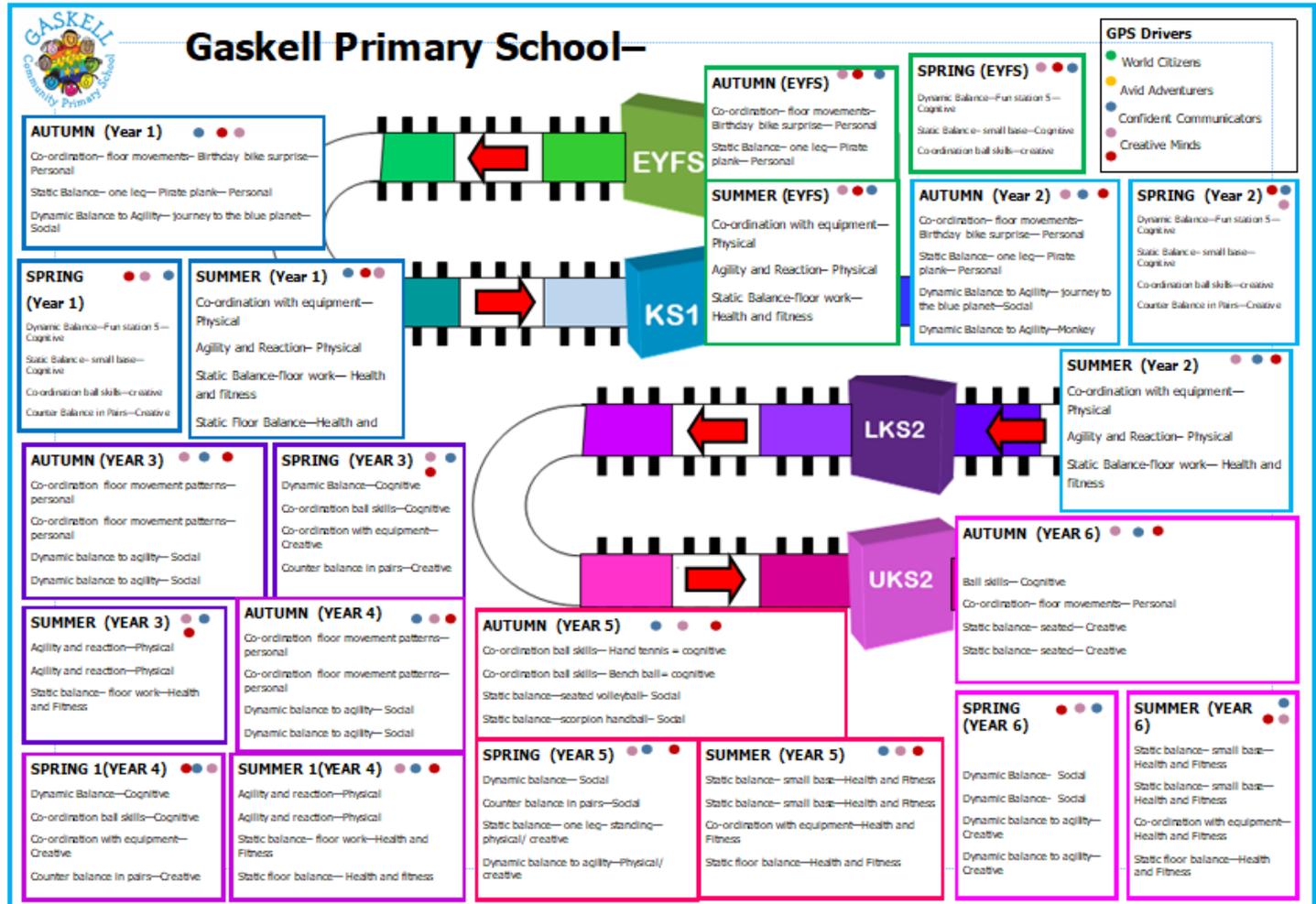
Swimming is taught by external providers. By the end of Y6 all pupils should be able to swim 25m on their front and back and perform a self-rescue from the water.

Outdoor Learning is planned through residential trips and through other subjects.

Impact

We ensure that children at our school are equipped with physical literacy that will enable them to be ready to understand, play and enjoy wider sports as they grow older. The ABC approach of agility, balance and coordination will allow them to adapt to play different sports where the skills remain the same even if the equipment, space and tactics change. We aim to develop them physically to give them a healthier lifestyle and promote activity beyond school.

Curriculum Structure



Planning

	Autumn	Spring	Summer
EYFS	RealFoundations	RealFoundations	RealFoundations
1	Real PE	Real PE Dance	Real PE
2	Real PE swim	Real PE Dance	Real PE
3	Real PE Gym	Real PE	Real PE
4	Real PE Gym OAA	Real PE Dance Swim	Real PE
5	Real PE Gym OAA	Real PE Dance	Real PE
6	Real PE Gym OAA	Real PE Dance	Real PE Swim catch-up

Curriculum Maps are contained in the online platform www.app.realpe.co.uk

Curriculum Map
Year 5/6

Multi-ability Cog Focus & Learning Journeys
 ◆ Exceeding ■ Expected ▲ Working towards

Unit 1 (Creative)
 ● I can describe and create my own original thoughts and actions and can read and react to different game situations in this process
 ● I have a clear idea of how to beat my own and other kids. I can recognise my higher moments of the week and create a series of moves and combinations that I can use to beat opponents
 ● I can understand why I want to play performance and can identify specific goals to combine with my own. I can use my awareness of game situations to make good decisions
 ● I can effectively describe what I am about to do next. I can use variety and creativity to engage an audience
 ● I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics as they are different from or in contrast to others
 ● I can link actions and develop sequences of movements that express my own ideas. I can change tactics, roles or tasks to make activities more fun or challenging

Unit 2 (Creative)
 ● I can trouble others and motivate those around me to perform better
 ● I can give and receive positive feedback to improve myself and others. I can negotiate and collaborate appropriately
 ● I cooperate well with others and give helpful feedback. I help organise responsibilities and I can guide a small group through a task

Unit 3 (Social)
 ● I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations
 ● I can use combinations of skills confidently to gain specific results. I can perform a range of skills fluently and accurately in precise situations
 ● I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in walking, jumping and throwing activities

Unit 4 (Analyzing Physical)
 ● I can explain how individuals read different types and levels of fitness to be more effective in their activities/levels. I can plan and follow my own basic fitness programme
 ● I can set, select and perform appropriate warm up and cool down activities. I can identify possible dangers when playing an activity
 ● I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working

Unit 5 (Health and Fitness)
 ● I can create my own learning plan and make that plan when necessary. I can accept critical feedback and make changes
 ● I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets
 ● I can set and meet personally set things before I start. I can anticipate what I will do and I can improve my performance through these actions

Unit 6 (Personal)
 ● I can create my own learning plan and make that plan when necessary. I can accept critical feedback and make changes
 ● I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets
 ● I can set and meet personally set things before I start. I can anticipate what I will do and I can improve my performance through these actions

Weeks
 1-6
 7-12
 13-18
 19-24
 25-30
 31-36

Fundamental Movement Skill Focus
 Coordination:
 Ball Skills (FUNS Station 9)
 Agility:
 Reaction/Response (FUNS Station 12)
 Static Balance:
 Seated (FUNS Station 2)
 Static Balance:
 Floor Work (FUNS Station 3)
 Dynamic Balance:
 On a Line (FUNS Station 5)
 Counter Balance:
 With a Partner (FUNS Station 7)
 Static Balance:
 One Leg (FUNS Station 1)
 Dynamic Balance to Agility:
 Jumping and Landing (FUNS Station 6)
 Static Balance:
 Stance (FUNS Station 4)
 Coordination:
 Footwork (FUNS Station 10)
 Agility:
 Ball Chasing (FUNS Station 11)
 Coordination:
 Sending and Receiving (FUNS Station 8)

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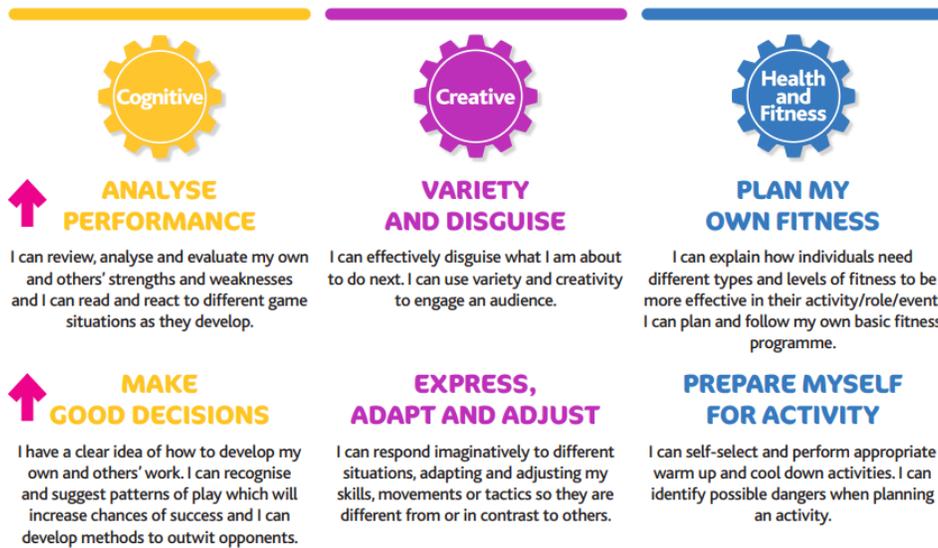
Children's learning is evidenced on Seesaw. The development of skills, and practice is recorded in a short video in Lessons 1,3,4 and 6 of a unit

Assessment

During the lessons this is done through teacher observation, peer observation, self-assessment and performance. Feedback is given verbally. This can be done live or with video review.

Formal termly assessments are done using the Insight Tracking Tool where statements are linked to both skills progression and Multi-ability Skills.

Here are some examples.



FUNS Framework – Skills 1 to 4

