



"The game is never more important than the people you play it with." Debra Demaline Maxted
"A healthy active lifestyle not only changes your body, it changes your mind, your attitude and your mood for the better."
 – Curudev Sri Ravi Shankar

Intent

Our vision at St Dennis is to provide high quality physical education and school sport that leads to enjoyment, confidence and positive attitudes towards a healthy lifestyle now and in later life. We want to enable all abilities to acquire new knowledge and skills in PE that they are confident to use and that lead to strong mental, emotional, social and physical wellbeing.

In line with the National Curriculum, our curriculum is customised, designed and personalised for the pupils in our school and aims to develop competence to excel in a broad range of physical activities, challenge children to engage in competitive sports and activities. We want to enable children to be active for sustained periods of time and lead healthy, active lives – helping them to develop their personal fitness and a healthy sense of competition and also learn important life skills such as oracy, teamwork, leadership, organisation, honesty, perseverance, resilience and fair play.

Through outdoor and adventurous activities, we aim to foster a sense of responsibility towards the environment and community, encouraging teamwork and respect for shared spaces. By exploring local sporting opportunities and engaging with community resources, pupils will understand how to participate in physical activity beyond the school setting through real-life experiences, promoting lifelong engagement and a sense of belonging.

Implementation

We follow the breadth of the programmes of study of the National Curriculum for physical education.

All children take part in two hours of exciting and active PE every week, both indoors and outdoors, using a wide variety of equipment.

For our weekly PE lessons, we use REAL PE, which focuses on agility, balance, coordination, healthy competition and cooperative learning. This emphasises a child-centred approach that includes challenge and support for every child. It also develops physical literacy, knowledge, emotional and thinking skills for life.

For our weekly sport lessons, we use PE Planning, which focuses on the progression of skills in a range of sports through active and engaging learning.

Impact

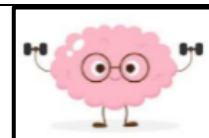
We assess our pupils using the Jasmine PE Wheel. There are nine areas of assessment: applying physical skills, agility, balance, co-ordination, swimming, health and fitness, creative, social and personal.

This assessment links closely to areas taught in PSHE and science, providing a cross-curricular scope of study that is progressive, engaging and ambitious for all pupils.

Memory Master

We plan for **Memory Masters** at the beginning of every unit of learning, as we recognise the value in pupils having the opportunity to **revisit**, **recall**, **revise**, **remember**, **reinforce**, **relearn** and **reflect** upon previously taught content. This enables them to **retain** key knowledge across the whole curriculum to know more and remember more.

In PE, this will be a brief recap of the skills and knowledge from this sport or unit in the previous year group or Key Stage.



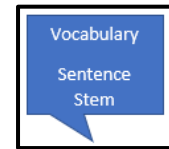
Feedback and Feedforward – Could be done in the classroom

- Skill learnt last is briefly revisited. Any successes or misconceptions are shared. E.g. holding hockey stick incorrectly, kicking football with wrong part of the foot.



Success Criteria – This is provided on Real PE planning and PE Planning – May be carried out in the classroom.

- Sharing vocabulary may be useful in some lessons, particularly if new language is unfamiliar or sport specific. E.g. forward roll, chest pass, dribbling.



New Learning and Guided Practice

- Brief warm up – included in planning. This includes each of the six fundamental movement skills
- We model the new skill. Depending on complexity, this may need to be broken into a few steps.
- Children practice skill independently – adult is circulating to correct misconceptions and share successes.



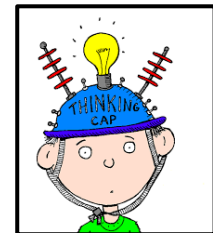
Independent Practice / Practical Learning

- Children then apply the skill into a game/match. This will become more complex throughout the unit as the children build more skills and competency.
- If necessary, return to Guided Practice to ensure the new skill is secure.



Think Deeper – An extra challenge!

- Challenge can be increased or decreased using the STEP approach.
- **Space** – changing the space the game is played in can increase or decrease challenge. E.g. reducing pitch size to increase control needed or increasing pass length to increase power needed.
- **Task** – Change the game – e.g. introduce more/less defenders, add a time limit, give children specific targets.
- **Equipment** – This will depend on the sport. E.g. In rounders, a tennis racquet, cricket bat and rounders bat can be offered to children to increase or reduce level of challenge.
- **People** – Change the teams/opponents/ roles. E.g. give children specific roles such as captain etc.



Let's Reflect

- Revisit the lesson's success criteria. Ask children what they have learnt and what they could improve next time.
- Children may also offer peer advice to each other, highlighting successes.

