



Physical Education at St Giles' C of E (A) Infant School

"Loving God and Loving our Neighbour"

Intent

Physical Education is underpinned by our Christian Vision and Values. Our intention is for all pupils to grow in confidence and competence when demonstrating a range of skills. We intend to provide an exciting, broad and balanced PE curriculum, including athletics, gymnastics, swimming, dance and games with health and safety at the forefront.

Children will be taught to engage in competitive and co-operative physical activities. They will develop basic movement skills and apply these across the PE curriculum. Children will learn how to lead a healthy, active life and will be encouraged to be physically active for sustained periods of time.

Implementation

Teachers in EYFS will plan lessons in line with the Physical Development strand from the 2021 Development Matters curriculum. They will also use the Val Sabin Teaching Guides to support their planning.

Teachers in Key Stage 1 will plan lessons in line with the Physical Education National Curriculum 2014. They will also use the Val Sabin Teaching Guides to support their planning.

Children will learn key skills in areas such as Dance, Gymnastics, Games and Athletics.

Children will receive two hours per week of Physical Education. This will include ten swimming sessions annually in each year group, taught by qualified swimming teachers.

Physical activity is encouraged not only in structured PE lessons, but also at playtimes and throughout the day in the form of movement breaks during lessons and in subjects across the curriculum such as music, drama and role play in English as well as dance in the Christmas nativity and class assemblies.

Impact

Teaching staff at St. Giles have a passion for promoting a healthy, active lifestyle. This means that children are inspired to live their own healthy, active lifestyles and have a good understanding about the importance of physical activity. Children will become confident when participating in team games and performing movements to an audience.

Children will be able to give constructive feedback to their peers about their performances. They will be able to explain the rules of a game and begin to make up their own games.

Children at St. Giles are enthusiastic about PE lessons and enjoy demonstrating their skills using a range of equipment and movements.

Our Christian Values underpin Physical Education through:

- Respect – Showing respect towards equipment, each other and themselves when participating in PE lessons
- Courage – Taking risks and attempting new skills for the first time
- Compassion – Showing compassion towards others if they are finding new skills challenging or have an injury
- Friendship – working together to take part in team games

- Thankfulness – Having an appreciation for our health and the physical activities our bodies can do

Physical Education Skills Progression

Early Years Foundation Stage

| Physical Education | | |
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| Reception | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Show resilience in the face of challenge. • Know and talk about the different factors that support their overall health and wellbeing - regular physical activity |
| | Physical Development | <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |

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| | | <ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. |
| | Expressive Arts and Design | <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • 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. |

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| Early Learning Goal | Expressive Arts and Design | Being Imaginative and Expressive | <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. |
| | Personal, Social and Emotional Development | Managing Self | <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| | | Building Relationships | <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. |
| | Physical Development | Gross Motor Skills | <ul style="list-style-type: none"> • 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. |

Key Stage 1 National Curriculum Expectations

Pupils should be 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.

Swimming and water safety

At St. Giles we provide swimming instruction in all year groups for 10 sessions each year.

Pupils should be taught, appropriately for their age, to:

- swim competently, confidently and proficiently
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.