

# How we teach Physical Education (P.E.)

At St Peter's, Cowfold we believe that physical activity has a positive effect on mental health in children, including reducing anxiety and depression and improving mood. It can also help the development of confidence and we have seen that physical activity is linked to improved concentration and behaviour in the classroom. It is vital that children develop a love of physical activity, in whatever area they find that they enjoy. It is our intent that our pupils will continue to take exercise, in the areas that they enjoy, all through their lives as they know that exercise helps to maintain medical health as well as mental well-being.

We offer a wide range of sports. This includes inclusive PE lessons as well as after school clubs. We are always keen to participate in sporting events and ensure sport at St Peters, Cowfold is available and open to all pupils. It is important that pupils are taught specific skills, techniques and ideas and apply them accurately and appropriately, showing precision, control and fluency. They are taught to modify and refine skills and techniques to improve their performance and are encouraged to explain how the body reacts during different types of exercise, warm up and cool down as well as why regular, safe exercise is good for their fitness and health.

## P.E. Subject Concepts



**Compete/Perform:** This part of the lesson is an opportunity for the teacher to assess skills learnt.



**Health and Fitness:** Health and Fitness is a key focus so this icon clearly identifies opportunities to support this during a lesson.



**Skills:** Each PE lesson has new skills to be taught to the class; this icon is used on all sections that relate to this.



**Evaluate:** This icon marks on the lesson plan the key opportunities within the lesson to evaluate children's progression.



**Knowledge and Understanding:** This icon shows those elements of the lesson in which children will have the opportunity to develop their background knowledge of the area they are studying. This icon does not link to the progression grid as these aspects of the lesson will purely enhance children's wider understanding of the PE area they are working on, rather than progress or develop particular skills.

The outcomes of the national curriculum are achieved through our concept-based curriculum. Our subject concepts are a helpful way to organize a curriculum as they provide learners with a disciplined way of thinking about curriculum content. Subject concepts come up repeatedly in each subject within our curriculum, supporting learners to assimilate new knowledge into growing schema.

## Vision Concepts:

### Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

### Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and other

### Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs.

Our children apply their knowledge and skills that are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

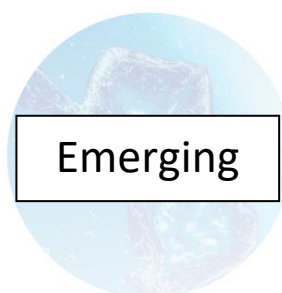
## Small Steps Progression

Each subject concept has progression indicators called small-steps. The small-steps outline what intended knowledge pupils should attain in each National Curriculum Year Group. We refer to the substantive knowledge as 'I know' knowledge and disciplinary knowledge as 'I can' knowledge. The small step documents, that describe this progression, are organised into 5 areas of Physical Education. These are:

- ❖ Dance
- ❖ Gymnastics
- ❖ Games
- ❖ Outdoor Adventurous Activity\* \*KS2 only
- ❖ Athletics

## Assessment

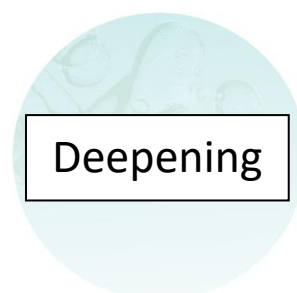
We assess the 'I know' knowledge and 'I can' knowledge each term. Within a particular milestone, a teacher assessment is made for each learner's level of knowledge: emerging, advancing and deepening. These levels of knowledge represent 3 cognitive domains.



Low-level cognitive demand. Involves following instructions.



Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.



Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.