



Our Approach to Teaching Physical Education (PE)

At Whitehall Junior School, we are committed to providing our pupils with a well-rounded education. Our curriculum is planned in a logical and well-considered way, to enable pupils to build upon their skills and have a secure knowledge base from which connections in learning are made. We use 'beautiful' resources from credible sources to enrich our lessons.

What is the big picture for PE?

The big picture for Physical Education is to inspire pupils to engage in lifelong participation of sport/physical activity and to develop pupils' competence and confidence to excel and compete in a range of sports activities. In addition to this, it is to ensure pupils understand the long-term health benefits of sport/physical activity and support pupils in developing their health & fitness by ensuring they are physically active for sustained periods of time.

Through Physical Education, pupils are taught to continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They learn to communicate, work collaboratively and compete with each other. They learn to develop an understanding of how to improve in different physical activities and sports and they learn how to evaluate and recognise their own success. Overall, they are provided with the opportunities to develop a love of sport/physical activity that they can take with them beyond their school years.

In order for us to achieve the Physical Education 'big picture' in our school, we provide our pupils with these learning experiences during Physical Education lessons:

- Pupils are provided with opportunities for new experiences.
- Lessons are designed to enable pupils to enjoy the learning experience.
- Pupils work collaboratively to develop theirs and others' performance. Teamwork is evident throughout.
- Pupils are encouraged to improve their performance and develop motivation to achieve challenges set.
- Pupils are provided with opportunities for self or peer-assessment.
- The success, commitment and effort of pupils is celebrated.
- The learning experience develops and celebrates leaders and role models.

Furthermore, with the aid of the PE and Sport Premium Grant we use the funding we receive to improve school sport further within four key areas:

- Quality and breadth of PE and sport provision.
- Increasing the participation of PE and sport.
- Developing healthy lifestyles.
- Reaching performance levels of which the children are capable.

What is magical about it?

There is a sport/physical activity out there for everyone to enjoy and gain from, which will support them in leading a healthy lifestyle. The goal of Physical Education is to create the foundation of knowledge and physical abilities that will set pupils up to lead healthy and active lives. In Physical Education lessons, pupils will engage in a variety of activities designed to build both their motor and social skills in a fun and inclusive environment. They will participate in individual and group activities based on the National Curriculum. Over the course of their education, they will advance as they grow and learn more about being physically active and the health benefits and enjoyment sport/physical activity brings.

Why is PE an important subject to learn?

Physical Education is necessary to a person's overall well-being. The benefits of Physical Education in schools are far-reaching, including both increased pupil physical health and better academic performance. It teaches children key life skills, alongside improving their health and well-being. Promoting a positive mind-set about exercise from an early age will help to keep them healthy as they age.

Physical Education provides the following benefits:

- Improved physical and mental health
- Improved social skills
- Improved self-esteem and character development
- Improved academic performance

If Physical Education was not taught in school, the opportunity in making exercise 'normal' from an early age will be missed and it will therefore not become ingrained in pupils throughout their lives.

'You don't stop playing because you grow old; you grow old because you stop playing!' George Bernard Shaw.

'Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.' John F. Kennedy.

What do we love about PE?

- Pupils learn a variety of different physical activities/sports, built from a strong foundation of fundamental movement skills, which are revisited and built on over time.
- 'Games for all' is celebrated as pupils experience and learn new activities/sports that are fun and fully inclusive of all and they can find a sport/activity that they are passionate about.
- PE inspires pupils to engage in lifelong participation of sport/physical activity and to develop an enjoyment of physical activity forever.
- PE enables pupils to learn and understand what they can do to help them feel healthy and strong and learn how the body works and how to keep it healthy.
- The understanding that practise and effort equals success is gained through physical activity as pupils learn how to improve further, persevering when faced with a challenge.
- Pupils learn to value sportsmanship, teamwork and how to help others.

How do we want our pupils to talk about PE?

- In a positive light that shows that they understand that Physical Education is inclusive of all and is enjoyable.
- That they know and understand the life-long purpose of their Physical Education learning.
- That they know and understand the health and well-being benefits of their Physical Education learning.
- That they can identify the physical activities/sports that they enjoy and want to pursue beyond school.
- That they know where to source physical activities/sports outside of school.
- That they ask questions that are relevant and enable progression in their learning.
- How their previous learning has helped them to develop a new skill.
- Using Physical Education subject specific vocabulary to talk about the subject.

Our approach to teaching XXX

Lesson 1	1) Begin every PE unit with a 'Knowledge Harvest' - Ask pupils to talk to their partner about the unit of study in regards to the knowledge they already have about the unit e.g. any rules they know, specific equipment that will be used, subject specific vocabulary, previous skills they have that they can apply to the unit etc. Reassure
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	<p>pupils that any errors/misconceptions will be addressed when we begin our study of the unit. The Knowledge Harvest task will provide teachers with a brief overview of the pupils' current knowledge and understanding of this unit of study.</p> <p>2) After completing the knowledge harvest, you need to complete a 'warm up' with the class that is approximately 10 minutes long and has the following included within it:</p> <ul style="list-style-type: none"> - Pulse Raiser - Mobilising joints - Stretches - Ask pupils health/fitness questions throughout the warm up task and explicitly teaching subject specific vocabulary e.g. hamstring, heart rate, etc. <p>3) After completing the warm up, you will need to teach a new 'skill', specific to this unit of work, for approximately 10/15 minutes. It is essential that the following is planned for:</p> <ul style="list-style-type: none"> - The skill is clearly modelled with vocabulary explicitly being taught. - Any health and safety points are explicitly explained. - Adaptation is explained to provide support/challenge so that the skill is fully inclusive of all learners' needs. - Time is given for the children to practise the skill and provide peer feedback. - Teacher circles pupils to provide instant feedback for development of all learners. <p>4) After completing the skill teaching, you will need to plan a task that applies that skill in a 'context-related' mini game/task in the 'development' section of the lesson that will last for approximately 15/20 minutes. It is essential that the following is planned for in this section:</p> <ul style="list-style-type: none"> - The 'context-related' mini game/task is clearly modelled with clear explanation of rules, vocabulary and your expectation that they apply their taught skill in this task. - Any health and safety points are explicitly explained. - Adaptation is explained to provide support/challenge so that the task is fully inclusive of all learners' needs. - Time is given for the children active for sustained periods of time. - Teacher circles pupils to provide instant feedback for development of all learners. <p>5) After the development task, you need to complete a 'cool down' with the class that is approximately 5 minutes long and has the following included within it:</p> <ul style="list-style-type: none"> - A task that is designed to lower the heart rate. - Ask pupils health/fitness questions throughout the warm up task and explicitly teaching subject specific vocabulary e.g. breathing rate, etc.
<p>Lessons 2, 3 and 4</p>	<p>1) Begin each of these lessons by asking pupils to complete a short retrieval quiz to test their knowledge and understanding of the key skills explored in the previous lesson. Three or four questions will suffice. This will help to track pupils that have understood and retained the essential knowledge.</p> <p>2) After completing the knowledge short retrieval quiz, you need to complete a 'warm up' with the class that is approximately 10 minutes long and has the following included within it:</p> <ul style="list-style-type: none"> - Pulse Raiser - Mobilising joints - Stretches - Ask pupils health/fitness questions throughout the warm up task and explicitly teaching subject specific vocabulary e.g. hamstring, heart rate, etc.

	<p>3) After completing the warm up, you will need to teach a new 'skill', specific to this unit of work, for approximately 10/15 minutes. It is essential that the following is planned for:</p> <ul style="list-style-type: none"> - The skill is clearly modelled with vocabulary explicitly being taught. - Any health and safety points are explicitly explained. - Adaptation is explained to provide support/challenge so that the skill is fully inclusive of all learners' needs. - Time is given for the children to practise the skill and provide peer feedback. - Teacher circles pupils to provide instant feedback for development of all learners. <p>4) After completing the skill teaching, you will need to plan a task that applies that skill in a 'context related' mini game/task in the 'development' section of the plan that will last for approximately 15/20 minutes. It is essential that the following is planned for in this section:</p> <ul style="list-style-type: none"> - The 'context related' mini game/task is clearly modelled with clear explanation of rules, vocabulary and your expectation that they apply their taught skill in this task. - Any health and safety points are explicitly explained. - Adaptation is explained to provide support/challenge so that the task is fully inclusive of all learners' needs. - Time is given for the children active for sustained periods of time. - Teacher circles pupils to provide instant feedback for development of all learners. <p>5) After the development task, you need to complete a 'cool down' with the class that is approximately 5 minutes long and has the following included within it:</p> <ul style="list-style-type: none"> - A task that is designed to lower the heart rate. - Ask pupils health/fitness questions throughout the warm up task and explicitly teaching subject specific vocabulary e.g. breathing rate, etc.
<p>Lessons 5 and 6</p>	<p>1) Begin this lesson by asking pupils to complete a recap of all previous learning quiz to test their knowledge and understanding of the key skills explored in the previous lessons. This will help to track pupils that have understood and retained the essential knowledge.</p> <p>2) After completing the knowledge short retrieval quiz, you need to ask three children to lead a class 'warm up' with the class that is approximately 10 minutes long and has the following included within it:</p> <ul style="list-style-type: none"> - Pulse Raiser - Mobilising joints - Stretches - Ask pupils to ask the class health/fitness questions throughout the warm up task and explicitly teaching subject specific vocabulary e.g. hamstring, heart rate, etc. <p>3) After completing the warm up, you will need to teach a new 'skill', specific to this unit of work for application into the desired end result of this unit of work e.g. attack/defence (games lesson), perform to music (dance lesson), choreograph own moves (gymnastics lesson) etc. It is essential that the following is planned for:</p> <ul style="list-style-type: none"> - The skill is clearly modelled with vocabulary explicitly being taught. - Any health and safety points are explicitly explained. - Adaptation is explained to provide support/challenge so that the skill is fully inclusive of all learners' needs. - Time is given for the children to practise the skill and provide peer feedback. - Teacher circles pupils to provide instant feedback for development of all learners. <p>4) After completing the skill teaching, you will need to complete the 'core assessment' task in the 'development' section of the plan that will last for approximately 15/20 minutes. This could be a game of netball for 'invasion games</p>

with hands' unit of study or perform a routine for a 'holes' gymnastics unit etc. It is essential that the following is planned for in this section:

- The 'context related' task is clearly modelled with clear explanation of rules, vocabulary and your expectation that they apply their taught skills in this task.
- Any health and safety points are explicitly explained.
- Adaptation is explained to provide support/challenge so that the task is fully inclusive of all learners' needs.
- Time is given for the children active for sustained periods of time.
- Teacher assesses progress in this unit of study for their assessment of progress in physical education for this unit of study.

5) After the development task, you need to ask **three children to lead a class 'cool down'** with the class that is approximately 5 minutes long and has the following included within it:

- A task that is designed to lower the heart rate.
- Ask pupils to ask the class health/fitness questions throughout the cool down task and explicitly teaching subject specific vocabulary e.g. breathing rate.