



Intent

At St. Monica's Primary, our Physical Education curriculum is designed with the intent to inspire every child to achieve and excel in competitive sports and other physically-demanding activities. Our aim is to instil confidence in their physical abilities while supporting their overall health and fitness.

We provide opportunities for all students to engage in competitive sports and activities, fostering character development and promoting values such as fairness and respect. Through Physical Education, we aim to cultivate students' knowledge, skills, and understanding, enabling them to confidently and competently participate in a variety of physical activities.

Our curriculum prioritizes the improvement of health and well-being, encouraging active participation and lifelong learning. We are committed to helping each child reach their full potential in physical education, ensuring their experience is positive, motivating, and contributes to the development of positive attitudes towards a healthy lifestyle.

At St. Monica's, we believe that Physical Education plays a vital role in holistic education, and we provide a curriculum that empowers students to lead active and healthy lives now and in the future.

Implement

At St. Monica's, we prioritize physical education (PE) as an integral part of our curriculum, ensuring each child receives 2 hours of dedicated PE time weekly. These sessions are meticulously planned to encompass a wide array of skills and activities, delivered either by specialist coaches or class teachers.

For children in Year 3, swimming lessons are a core component of their PE education, held at the Stanley School swimming pool. Here, our aim is for students to become proficient swimmers, mastering various strokes and confidently swimming 25 meters.

Beyond structured curriculum PE, we provide numerous extracurricular opportunities for students to engage in physical activities through various sports and active clubs, from EYFS all the way through to KS2.

Our PE lessons are designed with specific goals in mind:

- Ensuring children have fun and experience success in sports.
- Providing opportunities for participation at each child's developmental level.
- Building and securing a range of physical skills.
- Cultivating positive sporting attitudes and understanding basic rules.
- Fostering a sense of positive competition within a safe environment.

The overarching aims of our curriculum are to:

- Develop fundamental movement skills.
- Enhance agility, balance, and coordination.



- Encourage students to lead and engage in PE activities with growing confidence, fostering their communication skills.
- Equip students with essential PE vocabulary and knowledge to aid their progression into KS3 and beyond.
- Instil enthusiasm for fitness and foster an understanding of the importance of a healthy diet and exercise regimen.

At St. Monica's, our PE curriculum is not just about physical activity; it's about holistic development and lifelong health habits.

Impact

At St. Monica's, we are committed to providing a comprehensive and inclusive PE curriculum that caters to the diverse needs and abilities of all our students, regardless of their year group. Every child participates in a broad and balanced range of PE activities, ensuring they access all key areas of the subject.

Our teachers meticulously plan PE lessons with a clear progression of skills and knowledge, ensuring that each child engages with age-appropriate content. From Early Years Foundation Stage (EYFS) through to Key Stage Two (KS2), our curriculum is carefully structured to support the development of fundamental movement skills, agility, balance, and coordination.

In addition to regular PE lessons, we offer daily opportunities for physical activity such as The Daily Mile and playground games during lunchtimes. Furthermore, students have the chance to showcase their skills and sportsmanship in competitions against other local schools throughout the academic year.

In EYFS, children focus on improving fundamental movement skills, with teachers monitoring their development in agility, balance, and coordination. In KS1, pupils have ample opportunities to further enhance these skills through various competitive and cooperative activities, including games, dance, and gymnastics.

As students progress to KS2, they continue to develop a broader range of skills such as running, jumping, throwing, and catching. These skills are integrated into competitive games, performances, and evaluations, fostering communication, collaboration, and self-improvement.

We prioritize cross-curricular links, promoting the physical and mental wellbeing of our students. Meaningful connections are made between PE and other areas of the curriculum to provide a holistic learning experience.

For those needing additional support, small groups are targeted to improve their fitness levels, with tailored PE sessions offered on a weekly basis. These sessions allow children to take ownership of their development and set personal goals.



Enrichment opportunities are also integrated into our PE curriculum, including "Commando Joe" lessons for children and a focus on wellbeing and mindfulness through activities such as Yoga and breathing exercises.

Progression and assessment are integral parts of our PE provision. In EYFS, regular observations and assessments contribute to summative evaluations, recorded using an online journal (Seesaw) to track each child's progress over time.

At St. Monica's, we strive to foster a love for physical activity, promote lifelong health habits, and celebrate the achievements of all our students in sports and physical education.

At St. Monica's Primary School, students are expected to:

At St. Monica's, our primary school Physical Education (PE) lessons are meticulously crafted to not only engage students in physical activity but also to foster their skills, knowledge, and appreciation for a healthy lifestyle. Here's what a typical PE lesson looks like in our school:

1. Warm-up Routine: Each lesson commences with an invigorating warm-up routine carefully designed to prepare students' bodies for physical exertion. Through dynamic stretches, light cardio exercises, and movement drills, we aim to prime our students for a productive and injury-free session.
2. Introduction of Lesson Objective: The teacher presents the central objective of the lesson, whether it involves mastering a specific skill, understanding fundamental concepts, or participating in a particular sport or activity. Clear and achievable learning goals are outlined to guide students throughout the session.
3. Skill Development and Practice: The core segment of the lesson focuses on skill development and practice. Our dedicated instructors provide demonstrations, step-by-step instructions, and individualized support as students engage in activities geared towards honing their abilities. Whether it's perfecting a soccer dribble, refining a gymnastics routine, or mastering the art of teamwork in a cooperative game, every student is encouraged to push their boundaries and strive for personal improvement.
4. Application through Games or Activities: Students are given the opportunity to apply the skills they've acquired in a dynamic and enjoyable setting. This may involve participating in modified versions of traditional sports, engaging in team-building exercises, or competing in friendly matches or challenges. Emphasis is placed on collaboration, sportsmanship, and the joy of physical activity.
5. Cool-down and Reflection: The lesson concludes with a structured cool-down period aimed at gradually lowering heart rates and promoting flexibility and relaxation. During this time, students are



encouraged to reflect on their performance, share insights, and celebrate their achievements. Feedback from both peers and instructors is provided to facilitate growth and development.

6. **Transition and Closure:** As the lesson draws to a close, students transition back to their regular classroom activities, invigorated and equipped with newfound skills and knowledge. A brief recap of key takeaways serves to reinforce learning and prepare students for future endeavours.

Throughout the PE lesson, the ethos of St. Monica's, emphasizing inclusivity, respect, and personal growth, permeates every interaction. We strive to create a supportive and nurturing environment where every student feels empowered to embrace physical activity, cultivate healthy habits, and embark on a lifelong journey of wellness and self-discovery.

If you were to walk into a PE lesson at St. Monica's, you would observe the following:

As you step into a PE lesson at St. Monica's, you're greeted by a lively and energetic atmosphere filled with the sounds of students engaging in physical activity and the encouraging voices of teachers providing guidance and support. Here's what you might observe:

1. **Warm-up Activity:** At the beginning of the lesson, students are engaged in a dynamic warm-up routine led by the teacher. You see children stretching, jogging, and performing agility exercises, preparing their bodies for the activities ahead.

2. **Focused Instruction:** The teacher introduces the day's objectives, clearly outlining what skills or concepts will be covered during the session. You notice how the teacher breaks down instructions into manageable steps, ensuring that all students understand what is expected of them.

3. **Skill Stations:** The class is divided into small groups, each rotating through skill stations set up around the gym or outdoor area. At one station, students are practicing dribbling basketballs, while at another, they're perfecting their balance on gymnastics apparatus. Every station is carefully designed to develop specific skills while keeping students engaged and challenged.

4. **Inclusive Participation:** You observe a supportive and inclusive atmosphere where students of all abilities are actively participating. Teachers provide differentiated instruction to meet the diverse needs of learners, ensuring that every child feels valued and supported in their physical pursuits.

5. **Team Games and Challenges:** As the lesson progresses, you see students coming together for team games and challenges. Whether it's a friendly soccer match, a relay race,



or a cooperative team-building activity, students are enthusiastically working together, demonstrating good sportsmanship and camaraderie.


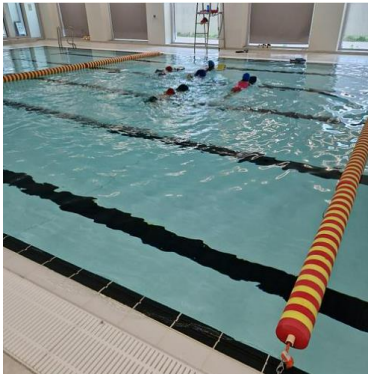

6. Individualized Feedback: Throughout the lesson, teachers circulate among the students, offering personalized feedback and encouragement. You notice how they celebrate small victories, provide constructive criticism, and empower students to strive for continuous improvement.

7. Cool-down and Reflection: As the lesson draws to a close, students gather for a cool-down session, engaging in stretching exercises to relax their muscles and promote flexibility. During this time, the teacher facilitates a brief reflection, allowing students to share their experiences, celebrate achievements, and set goals for future lessons.

8. Transition: With the lesson concluded, students transition back to their regular activities, energized and invigorated from the physical exertion. You can sense a palpable enthusiasm for PE, as students eagerly anticipate their next opportunity to engage in active play and learning.

Overall, a PE lesson at St. Monica's is characterised by a supportive learning environment, inclusive participation, and a commitment to fostering physical fitness, skill development, and holistic well-being in every student.

Example of outcomes and lesson structure:

<p>Year 5 attending sports day</p> <p>Year 5 sports day:</p>  <p>Pupil 2: "we had a great time at the sport tournament, we had the opportunity to participate against other schools and learn new sports"</p>	<p>Year 3 swimming</p> <p>Children in year 3 swimming:</p>  <p>Pupil 1: "We love to go swimming; it teaches us an important skill"</p>	<p>Dodge ball</p>  <p>Some of our Year 3&4 children participated in the Young Hackney Dodgeball tournament on Wednesday 6th December.</p> <p>Here are our results:</p> <ul style="list-style-type: none"> Mossbourne Riverside 2-1 win Children House 2-1 lost Hackney New Primary 3-0 win Millfields Community 3-0 win Mossbourne Parkside Academy 2-1 lost
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		We finished in joint third place and I'm very proud of the way they represented St Monica's for the first time.
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Outstanding examples of learning outcomes:

Pupil voice:

How do you feel about PE at St Monica's?

Year 6 pupil: "We love learning new skills, it is important we have the opportunity to compete against each other and learn how to stay active."

How does your teacher help to improve your PE skills?

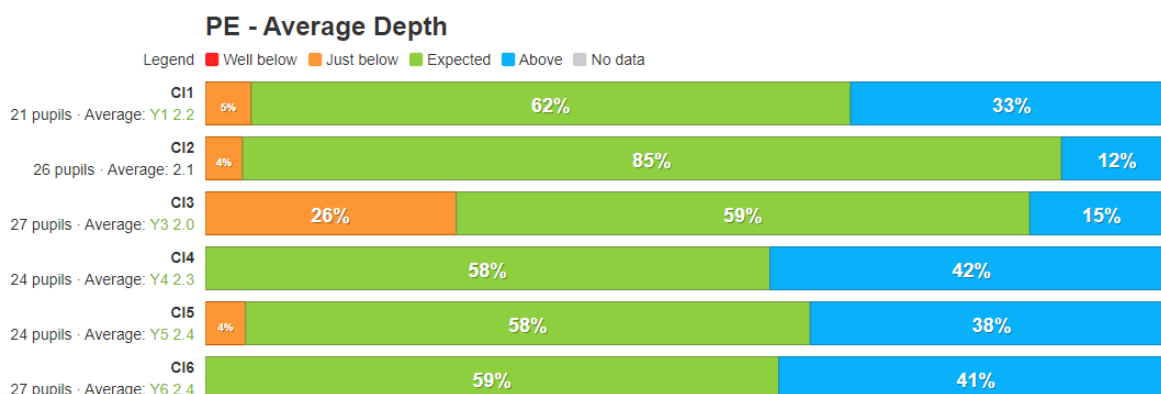
Year 5 Pupil: "Our PE teacher always demonstrates to us first how to improve in the skill that we are doing on the day. We start with small steps then build it up."

An example of the progression of skills and PE curriculum for PE

Fundamentals	EVFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill progression	<ul style="list-style-type: none"> To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment 	<ul style="list-style-type: none"> I can follow instructions. I can listen to others. I can work co-operatively with a partner. I can communicate simple instructions. I can suggest ideas to solve tasks. I can show fair play. 	<ul style="list-style-type: none"> I can follow instructions. I can listen to others. I can work co-operatively with a partner. I can communicate simple instructions. I can suggest ideas to solve tasks. I can show fair play. 	<ul style="list-style-type: none"> Begin to dribble a ball making small touches Begin to send a football to someone on team. Keep a ball under control Know where space is and try to move into it. Mark another player and defend when needed. Know basic rules of a small sided game. Play competitive games 2v2 	<ul style="list-style-type: none"> Dribble with small touches into space. Send a football to someone on the team, using different parts of foot. Keep a ball under control when receiving a range of passes from team. Understand where the space is and can move into it. Mark another player and begin to attempt interceptions. Play small sided competitive games. 	<ul style="list-style-type: none"> dribble, pass, receive and shoot the ball with some control. learning the rules of the game and beginning to use them. move with a ball towards the goal with increasing control. understand the role of an attacker and a defender. move into space to help my team. defend an opponent and try to win the ball. understand why it is important to warm up. identify when successful. 	<ul style="list-style-type: none"> dribble, pass, receive and shoot the ball with some control. learning the rules of the game and beginning to use them. move with a ball towards the goal with increasing control. understand the role of an attacker and a defender. move into space to help my team. defend an opponent and try to win the ball. understand why it is important to warm up. identify when successful.



Data:



Pupil voice strengths 2023-2024

Strengths:

Skill Progression Understanding:

- Children clearly understand the progression of skills in various sports.
- Recognise the importance of skill development and how it contributes to their overall proficiency in sports.

Purposeful Skill Development:

- Understand the rationale behind developing specific skills in each sport.
- Comprehend how honing these skills enhances their performance and enjoyment in sports activities.

Sport Knowledge:

- Possess a robust knowledge of different sports and the specific skills associated with each.
- Can articulate the purpose and significance of engaging in various sports.

Comprehensive Sports Understanding:

- Exhibit a thorough understanding of the rules and regulations governing each sport.
- Apply their knowledge effectively, demonstrating competence and sportsmanship during activities.

By fostering this level of understanding, children engage more deeply in sports and develop a lifelong appreciation for the importance of skill progression, the purpose behind skill development, and the rules that govern various sports.

Areas for development:



Tailored Skill Development in Lower Key Stage 1 (KS1):

- Implement age-appropriate and engaging activities emphasising fundamental movement skills in Lower Key Stage 1.
- Provide clear and simple instructions to ensure understanding and participation for young learners.

Individualised Support for SEND Students:

- Customise activities and exercises to cater to the specific needs and abilities of students with Special Educational Needs and Disabilities (SEND).
- Collaborate with specialists and support staff to create inclusive and adapted learning experiences.

Progress Tracking and Goal Setting:

- Implement a tracking system to monitor the progress of individual students in their sporting skills.
- Involve students in setting achievable goals, fostering a sense of ownership and motivation to improve.

Peer Support and Collaboration:

- Encourage peer support and collaboration to create a positive and inclusive learning environment.
- Facilitate activities that promote teamwork, allowing students to learn from each other and build social skills.

Successes in Autumn 2023-2024

Strengths:

Comprehensive Knowledge:

- Carlton has extensive Physical Education (PE) knowledge and the specific skills required for each year group.

Skill Progression:

- Understands the progression of skills necessary for students across different age groups.

Effective Teaching Methods:



- Demonstrates a deep understanding of how PE should be taught to facilitate skill development.

Sport Variety:

- Offers a diverse selection of sports within the curriculum.

Strategic Progression:

- Ensures that students make progressions in skills required for each sport.

Yearly Coverage:

- Manages the curriculum to cover various sports before students complete their primary school education.

Development areas for Autumn 2023-2024

Assessment for Differentiation:

- Utilises Physical Education (PE) assessments to gauge individual students' skill levels and understanding.
- Uses assessment data to group children effectively, allowing for targeted differentiation in skill development.

Cross-Curricular Integration:

- Incorporates cross-curricular elements into PE lessons to enhance children's understanding of how skills learned in PE apply to other subjects.
- Emphasises the practical application of PE skills in everyday life situations.

Inter-School Collaboration:

- Organises regular meetings and collaborations with other schools to foster a shared approach to developing children's skills.
- Participates in inter-school competitions to provide opportunities for children to apply and showcase their skills in a competitive setting.

Competition for Skill Development:

- Recognises the value of competitions in enhancing children's skills in a more dynamic and challenging environment.
- Promotes a culture of friendly competition to motivate students and further develop their abilities.



Support and planning of SEND during PE lessons

At St. Monica's, supporting children with Special Educational Needs and Disabilities (SEND) in primary Physical Education (PE) is central to our inclusive approach. Here are the strategies we employ to ensure all students, including those with SEND, can actively participate and thrive in PE:

1. **Tailored Support Plans:** Collaborate with our Special Educational Needs Coordinator (SENCO) and parents to develop personalized education plans (IEPs) or individualized learning plans (PLPs) for SEND children. These plans are carefully crafted to address specific goals, accommodations, and strategies tailored to each child's unique needs and abilities in PE.
2. **Adapted Activities:** Modify PE activities and tasks to suit the diverse needs of SEND children. We provide alternative exercises, equipment, or rules to ensure all students can engage in activities at their own pace and level of ability.
3. **Visual Aids and Supports:** Utilize visual aids, such as pictures, diagrams, or visual schedules, to enhance understanding and communication for SEND children in PE. Visual supports help clarify instructions, routines, and expectations, promoting active participation and engagement.
4. **Sensory Considerations:** Recognize and accommodate sensory sensitivities or preferences that may impact a child's experience in PE. We create a supportive environment by minimizing distractions, offering sensory breaks or accommodations, and providing sensory-friendly equipment or activities as needed.
5. **Peer Support and Collaboration:** Encourage peer support and collaboration by pairing SEND children with peer buddies or mentors during PE activities. Peer interaction fosters social inclusion, friendship building, and positive role modelling, enriching the learning experience for all students.
6. **Structured Routines:** Establish clear and predictable routines for PE lessons, including structured warm-ups, transitions, and cool-downs. Consistent routines help SEND children feel more confident and comfortable in the PE environment, promoting engagement and participation.
7. ****Positive Reinforcement**:** Offer frequent praise, positive reinforcement, and encouragement to motivate and empower SEND children in PE. We celebrate their efforts, progress, and achievements, nurturing confidence and self-esteem.



8. Flexible Assessment Methods: Utilize flexible assessment methods, such as observation, portfolios, or alternative assessments, to evaluate the progress and achievement of SEND children in PE. We focus on individual growth, effort, and participation rather than comparison to peers.

9. Collaboration with Specialists: Collaborate with specialists, such as occupational therapists or physical therapists, to address specific needs or challenges faced by SEND children in PE. We seek their expertise and support to enhance interventions and accommodations.

10. Parental Communication: Maintain open communication with parents or caregivers of SEND children, keeping them informed about their child's progress and experiences in PE. We value parental input, feedback, and partnership in supporting their child's physical education journey.

At St. Monica's, we are committed to providing a nurturing and inclusive environment where every child, including those with SEND, can thrive and succeed in physical education.

Supporting the lower 20% in PE at St-Monica's Primary school

To support the lower 20% of students in PE at St. Monica's, we implement targeted strategies aimed at addressing their individual needs and promoting their engagement and progress. Here's how we support these students:

1. Differentiated Instruction: We differentiate instruction to accommodate the diverse abilities within the lower 20%. This may involve providing simplified versions of activities, breaking tasks into smaller steps, or offering additional support during skill practice.

2. Small Group Instruction: We provide targeted small group instruction for students in the lower 20%, focusing on building foundational skills and addressing specific areas of need. This allows for more personalized attention and tailored support.

3. Peer Tutoring and Support: We pair students in the lower 20% with peer tutors or mentors from the higher-performing groups. Peer support can provide encouragement, motivation, and modeling of skills, enhancing the learning experience for struggling students.

4. Visual Aids and Demonstrations: We use visual aids, demonstrations, and modeling to support understanding and comprehension for students in the lower 20%. Visuals can help clarify instructions, demonstrate proper techniques, and reinforce key concepts.



5. Modified Equipment and Activities: We modify equipment and activities to make them more accessible and achievable for students in the lower 20%. This may involve using lighter equipment, reducing the complexity of tasks, or providing additional supports, such as stability aids or adapted equipment.

6. Progress Monitoring and Feedback: We regularly monitor the progress of students in the lower 20% and provide timely feedback on their performance. This feedback is constructive, specific, and focuses on areas for improvement, helping students set goals and track their progress over time.

7. Inclusive Team Games and Activities: We promote inclusive team games and activities that allow students in the lower 20% to participate alongside their peers. These activities emphasize cooperation, teamwork, and mutual support, creating a supportive and inclusive environment for all students.

8. Celebrating Effort and Improvement: We celebrate the efforts and achievements of students in the lower 20%, recognizing their hard work and progress. This fosters a positive and encouraging atmosphere where all students feel valued and motivated to continue striving for success.

9. Parental Involvement and Support: We involve parents or caregivers in the support process, keeping them informed about their child's progress and offering suggestions for ways to support their child's development outside of school.

10. Continuous Professional Development: We provide ongoing professional development opportunities for teachers and staff to enhance their knowledge and skills in supporting students with diverse needs in PE. This ensures that our staff are equipped with the tools and strategies needed to effectively support the lower 20% of students.

By implementing these targeted strategies, we strive to ensure that every student at St. Monica's, including those in the lower 20%, has the opportunity to participate, learn, and succeed in physical education.

Professional development

During my time at St. Monica's, collaboration with Mr. Bennit has been instrumental in enhancing the curriculum to better serve our students. Together, we have assessed the skills needed and explored ways to adapt the curriculum to meet the diverse needs of our children.



We recognized the importance of continuous improvement and attended events with other year groups to gain insights and share best practices. These experiences have been invaluable in ensuring that we provide our students with the best possible opportunities to develop their PE skills at our school.

By working together and actively seeking professional development opportunities, we have been able to make meaningful enhancements to the curriculum, creating a more inclusive and effective learning environment for all students at St. Monica's. Our collaboration has strengthened our ability to support the holistic development of our students, fostering their physical fitness, skill development, and overall well-being.

Looking to the future of PE at St Monica's

Looking ahead to the future, we are committed to further developing our curriculum at St. Monica's to ensure that our students are well-prepared for competition, equipped with a strong understanding of the importance of staying active beyond their time with us, and knowledgeable about various sports. Here are our plans for enhancing the curriculum:

1. **Integrate Competitive Elements:** We will incorporate more opportunities for competitive activities within our PE curriculum. This could include intra-school competitions, inter-house tournaments, and friendly matches with neighbouring schools. By participating in these events, students will develop essential skills such as teamwork, sportsmanship, and resilience.
2. **Promote Lifelong Physical Activity:** We will emphasize the importance of staying active beyond school years. This will involve educating students about the long-term benefits of regular physical activity for their physical health, mental well-being, and overall quality of life. We will provide resources and guidance on how to maintain an active lifestyle beyond their time at St. Monica's.
3. **Expose Students to a Variety of Sports:** We will broaden students' exposure to different sports and physical activities. This may include introducing new sports during PE lessons, inviting guest instructors or athletes to demonstrate various sports, and organizing sports taster sessions or workshops. By exposing students to a diverse range of sports, we aim to spark their interest and encourage lifelong participation.
4. **Create Pathways for Continued Participation:** We will establish pathways for students to continue their involvement in sports and physical activity outside of school. This could involve forging partnerships with local sports clubs or community organizations, providing information about recreational leagues or programs, and offering support and encouragement for students to pursue their interests beyond St. Monica's.



5. Emphasize Health and Fitness Education: We will enhance our health and fitness education within the curriculum, covering topics such as nutrition, injury prevention, and fitness principles. By empowering students with knowledge and understanding of these areas, we aim to equip them with the tools to make informed decisions and lead healthy, active lifestyles.

6. Foster a Positive Sporting Culture: We will cultivate a positive sporting culture within the school, where participation, effort, and sportsmanship are celebrated and valued. This will involve reinforcing positive attitudes towards competition, encouraging inclusivity and fair play, and recognizing and rewarding students' achievements in sports and physical activities.

By implementing these strategies, we are confident that we can further enrich the PE curriculum at St. Monica's, providing our students with the skills, knowledge, and motivation they need to thrive in competitive settings, maintain active lifestyles, and cultivate a lifelong love for sports and physical activity.