

# Sports, health and fitness education



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## Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Aims

The programme is aligned with the 2014 national curriculum for physical education and aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## Structure

One of the core features of the programme is to give context to study into healthy lifestyles and choices. All pupils will participate in three disciplines in one extended session; Sports, Health, Fitness.

	Group A	Group B	Group C
Session 1	Sports	Health	Fitness
Session 2	Health	Fitness	Sports
Session 3	Fitness	Sports	Health

## Expert support

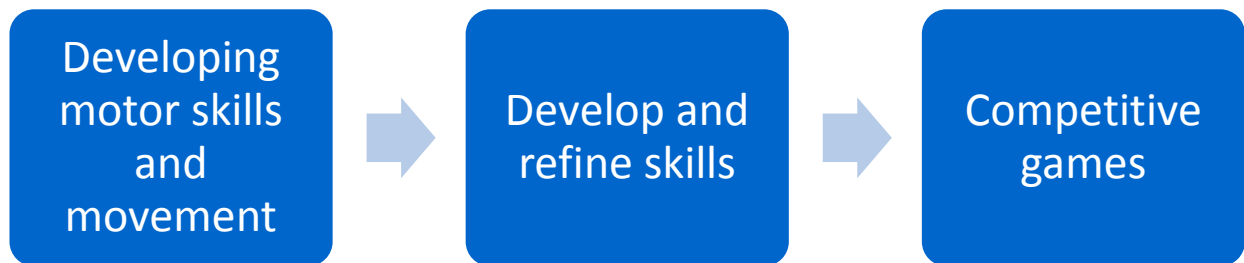
To ensure sessions of the highest quality we will engage with a range of external experts to work with us, for example: fitness instructors, dance tutors, doctors.

## Assessment

Each term the health and fitness of all students will be assessed and reported on to parents in a formal written report.



# Sports Education



## Purpose

High-quality sports education inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. This is a progressive curriculum building from the early development of gross motor skills; it then focuses on teaching skills required for a range of sports and then providing opportunity for pupils to apply their skills in competitive games.

The sports education programme is linked to the 2014 National Curriculum ensuring full coverage of all relevant programmes of study.

## Aims

The sports education programme aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- engage in competitive sports and activities.

## Early Years

Physical development involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**ELG 04 Moving and handling:** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

## Key stage 1

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

## Key stage 2

Pupils 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Swimming and water safety

Pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

## Curriculum Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1	That's my bubble!		Invasion					
A2	Watch where you are going!		Strike out					
Sp1	Watch your step		Invasion					
Sp2	Up, up and away		Strike out			Strike out		
S1	Heads up!		Young Olympians					
S2	Zig, zag, zig!		Young Olympians					

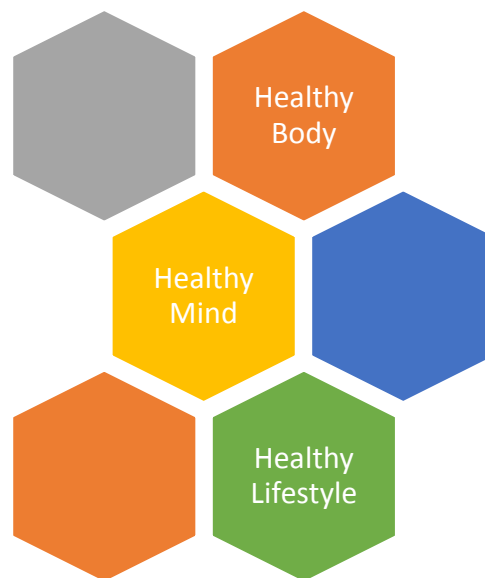
Early Years 100% individual skills development

Key stage 1 83% Individual skills development 17% Competitive games

Key Stage 2 65%% individual skill development 35% Competitive games



# Health Education



The health education programme aims to ensure children lead, healthy, active lives.

**Healthy Body:** Pupils will learn about their bodies and how to keep them healthy.

**Healthy Mind:** Pupils will learn about the importance of a healthy mind. They will learn about how to keep themselves well and happy.

**Healthy lifestyles:** Pupils will learn the importance of developing a healthy lifestyle including; healthy diet.

## Early Years

**ELG 05 Health and self-care:** Children know the importance of good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Key Stage 1

**Healthy Body:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (ScY1) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (ScY2).

**Healthy Mind:** recognise what they like and dislike, what is fair and unfair, and what is right and wrong; to share their opinions on things that matter to them and explain their views; recognise, name and deal with their feelings in a positive way; think about themselves, learn from their experiences and recognise what they are good at; how to set simple goals.

**Healthy Lifestyle:** describe the importance of exercise, eating the right amounts of different types of food, and hygiene. (ScY2) make simple choices that improve their health and wellbeing; to maintain personal hygiene; how some diseases spread and can be controlled; the process of growing from young to old and how people's needs change; the names of the main parts of the body; that all household products, including medicines, can be harmful if not used properly.

## Key Stage 2

**Healthy Body:** Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (ScY3) describe the simple functions of the basic parts of the digestive system in humans (ScY4) identify the different types of teeth in humans and their simple functions (ScY4) describe the changes as humans develop to old age. (ScY5) identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (ScY6).

**Healthy Mind:** talk and write about their opinions, and explain their views, on issues that affect themselves and society; recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. Learning about mental health and emotional wellbeing.



**Healthy Lifestyle:** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (ScY3) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (ScY6) describe the ways in which nutrients and water are transported within animals, including humans. (ScY6). What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread; about how the body changes as they approach puberty; which commonly available substances and drugs are legal and illegal, their effects and risks; to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.

## Curriculum Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1		What happened?	Inside Out!					
A2		Clean bees	Going For Goals!					
Sp1		Love your mouth!	Germ Busters!					
Sp2		Safety time!	Blood and Guts!					
S1		Sleep time!	Healthy Body, Healthy Mind					
S2		Yummy, yummy in my tummy!	You Are What You Eat!					

Healthy Body

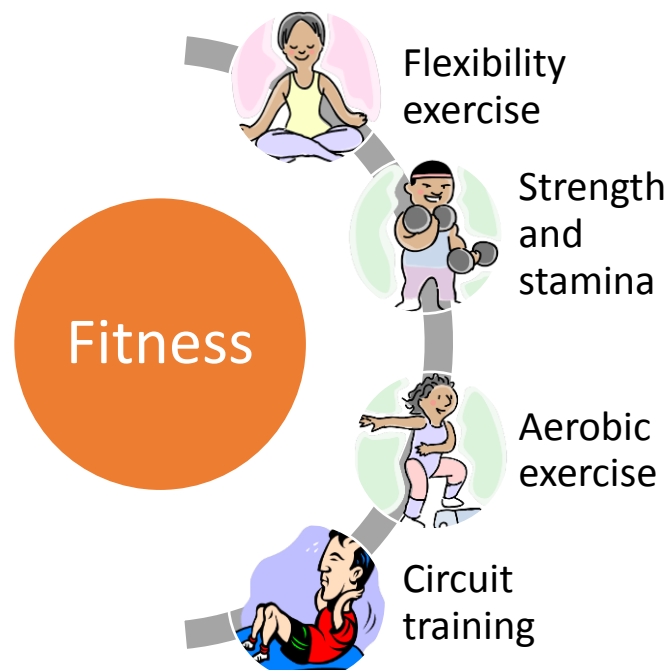
Healthy Mind

Healthy Lifestyle (including diet)



# Fitness Education

There are 4 types of fitness training incorporated into the fitness education programme.



The aim of the fitness programme is to ensure that pupils are physically active for sustained periods of time. The programme is designed to raise the heart rate and improve overall fitness, stamina and flexibility.

Levels of individual fitness will be assessed termly and reported upon to parents and carers.

### Flexibility exercise:

One reward your child can reap from physical fitness is an increase in their flexibility. Children become more agile when they are able to stretch and move their bodies in a full range of motion. Encouraging children to begin stretching in childhood can help them maintain limber physiques throughout life.

Classes include: gymnastics, yoga, dance, tai-chi and martial arts.

### Strength and stamina:

Strength exercises can help children build healthy muscles. With an appropriately organized program, children can advance their strength and stamina. Due to the age of pupils and risk of injury during growth spurts no weights will be used during strength classes; the majority of workouts will focus on non-resistance training and developing stamina.

Exercise include: lunges, dips, press-up, skipping, sit-ups.

### Aerobic exercise:

Cardiovascular training is an important component of children's' fitness, keeping their heart and lungs strong. Classes may include: Zumba; dance; boxercise and running.

### Circuit training:

Children can apply their strength and stamina and develop greater levels of fitness through circuit training. Circuit training combines aerobic exercise, strength and stamina and flexibility.

## Curriculum Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1	Step Up! (Aerobics)		Zumbastic			Zumba workout		
A2	Zumbastic (Zumba)		African dance			African dance		
Sp1	We like to move it, move it! (Dance)		Move around the World			Move around the world		
Sp2	Flexible me! (Yoga and Pilates)		Boxercise			Boxercise		
S1	Martial arts		Cool core			Cool core		
S2	Boot camp (Circuit training)		Boot camp			Boot camp		

Flexibility exercise

Strength and stamina

Aerobic exercise

Circuit training