Physical Education

At Hayfield Lane Primary we follow the RealPE scheme from Year 1 to Year 6, as well as traditional sports from Year 3upwards. Scope must provide opportunities for pupils to develop increasingly complex **declarative and procedural knowledge** of motor competence, rules, strategies and tactics and healthy participation. This knowledge over time should become more sport and physical activity specific.

The skill area that we break the RealPE up into is:

- Physical skills
- Cognitive and Creative skills
- Personal skills
- Health and Fitness skills

The traditional sports that are developed and unpicked are as follows:

- Football
- Hockey
- Basketball
- Swimming
- Tag rugby
- Tennis
- Cricket
- Athletics
- Gymnastics and Dance

Substantive knowledge - The facts of the subject that can be sub-divided into a 'know what' element (declarative) and a 'know how' element (procedural). Declarative and procedural knowledge are 'performed' differently. Declarative includes propositional knowledge 'about' movement, including appropriately pitched knowledge of biomechanical, psychomotor, anatomical, sociological aspects that relate directly to physical activity and sport, e.g. knowing what a warm up is and what it looks like; knowing the positions in a game; or knowing the differences between different types of jump in gymnastics. Statements, descriptions and explanations linked directly to the content being taught that are communicated through spoken and written forms. **Health and Fitness, Cognitive and Creative and aspects of Personal**

Procedural includes knowledge 'in' movement, including practical knowledge of the nature and principles underlying human movement, e.g. being able to demonstrate a warm up, participating as a wing defence in netball, or being able to show what different jumps in gymnastics look like. **Physical and aspects of Personal**

Disciplinary knowledge – knowing how knowledge is developed in PE, e.g. through purposeful play, experimentation, physical scientific enquiry or observation. For example, new knowledge of how to outwit an opponent in rugby might be developed through structured play in a modified game-based activity.

Motor competence (Physical, Cognitive and Personal) -: Know how to safely and successfully complete movements and actions. Learning motor movements and linking them together cannot be divorced from the learning domain. The fundamental movement skills that form the building blocks of sport specific motor movements contain flexible knowledge e.g. throwing, catching, running etc. but this knowledge is situated within each sport e.g. throwing and catching a cricket ball requires a different technique to throwing and catching a netball. The declarative element of motor competence involves pupils being able to describe using correct vocabulary what a movement is called, what it looks like when completed successfully and when it is used e.g. dribbling in hockey requires pupils to know how to hold the stick, what body position to be in, how to keep the ball close to the stick, where to look and how to stop. The procedural element is knowledge of how these movements are completed e.g. pupil performs a hockey dribble and shows what they know through their actions. **Rules, strategies and tactics (Cognitive, Creative and Personal):** Know how to safely and successfully apply the conventions, rules, regulations, techniques and strategies that are specific to participation in the activity or sport at hand e.g. how to maintain possession in a game of football. Similar to motor competence, there are elements of knowledge that are flexible e.g. the concept of attack and defence within invasion games. The declarative element would be describing what the tactic, rule or strategy is called, what it looks like in practice and when it is used. The procedural element is a pupil performing the tactic or strategy and through their actions showcasing their knowledge. **Healthy participation (Health and Fitness and Personal)**: Know the exercise and health benefits of the activity or sport, know how to participate in the activity and how to participate to improve success. Most knowledge will be domain specific e.g. what a warm up looks like in swimming and how it is completed. Some knowledge will be flexible e.g. the short-term effects of running around during activity and showing this through participation in the sport.	