

# Physical Education Curriculum

## Curriculum Intent

### What is the intent of the Physical Education curriculum?

- In line with Statutory Framework for Early Years Foundation Stage 2021, Physical Development (gross motor) 2021 and National Curriculum 2014, we provide a Physical Education curriculum that children from Foundation Stage to Year 6 not only enjoy but also allows them to experience a range of activities that help them to develop their **health, fitness and wellbeing**.
- We offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.
- We provide opportunities for children to become physically confident in a way which supports their health and fitness.
- We provide opportunities to compete in sport and other activities that help build character and help to embed values such as fairness and respect.

The curriculum for PE ensures that all children:

- 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 within school as well as outside
- lead healthy, active lives

## Curriculum Implementation

### How does the curriculum overview allow all children to achieve?

Children are taught regularly by both teaching staff and sometimes external sports coaches from Foundation Stage to Year 6. Each year group, across all key stages, will receive a minimum of 2 hours of PE each week.

We follow the guidelines set by the National Curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further. The skills overview and curriculum ladder show skills and sports across each year group that build on previous years, ensuring a balanced and broad range of skills are covered by all children.

Get Set 4 PE online plans are used as a basis for all sports which are adapted and added to, according to the learning needs of the classes.

Swimming lessons are coached and assessed in smaller groups by a specialist swimming teacher at a local pool.

The statutory curriculum is further enhanced by many varied before, during and after school sports clubs and participation in numerous sporting competitions such as inter house competitions and through local sports partnerships in Medway and within the local area.

Play leaders supervise sports activities at lunchtime for both Key Stages including Year 5 and 6 children trained as play-leaders helping out with KS1.

Mini sports crew promote and model active play and healthy choices for KS1 children.

As an Active School, we aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments within lessons whereby the children can be active. We also promote healthy lifestyles through walk to school initiative and walk the mile during school.

The subject leader along with the PE co-ordinator will support staff to deliver high quality, sequenced lessons that are well-resourced and differentiated to meet all children's needs. Teaching staff are further supported through CPD to enhance understanding of their subject knowledge and delivery of the curriculum. Assessment and monitoring of PE will be carried out regularly by the subject leader to ensure teaching staff are supported and children are making expected progress.

Within the Foundation Stage statutory framework children are taught:

- Physical development-gross motor - 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 lifestyle and food.
- Moving and handling: children show good control and co-ordination in large and small movements. They should be able to negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

KS 1 and 2

- Children 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Children are 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]
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming

Every year group in Key Stage 2 will attend swimming lessons for a term in order to meet or exceed the requirements for swimming as set out in the National Curriculum 2014 (namely to achieve a distance of 25m, effect a safe self-rescue and to use recognised strokes). We

believe that swimming is an important life skill and a way for children to engage in a broad range of water based physical activities throughout their lives.

#### How is prior knowledge revisited?

- The sequence of lessons from FS through to Year 6 enables children the opportunities to revisit and embed key knowledge and skills from previous lessons and areas of PE and to improve, refine and strengthen these.
- Specific previous knowledge will be addressed and assessed at the beginning of each new term through questioning and the practical demonstration of these skills.
- Skills, equipment and expectations vary and increase in complexity such as range and weight through the year groups.

#### How is assessment used to identify and fill gaps?

- Assessment challenges are completed by all children (one per term) and results are then recorded in pupil booklets in order to track skills and progress recording 6 different PE skills in intra house challenges. These are then collated and data showing those children performing at different levels for each year group and also shows difference between boys and girls.
- Formative assessment is used every lesson whereby teachers are monitoring class as individuals and any support needed can be given there and then as well as being noted down to help with future planning.
- Children requiring interventions are highlighted and additional time can be given to those either through additional lesson time or as extra intervention time or 'have a go' club.
- Assessments are passed onto next year group teachers so previous data is known and can be used as a benchmark for future progress.
- Children attaining higher levels are also highlighted and can be directed to more challenging skill levels through lessons, extra-curricular clubs and in some cases suggested to outside agencies or clubs if this is appropriate.

*Assessment is used consistently and strategically to evaluate children's progress, knowledge and understanding. It is a valuable tool used by teachers to be able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher, peer and self-assessment, oral and written feedback and formative and summative assessments inform next steps, interventions, amendments and provision to ensure children are supported and extended.*

### SEND/Disadvantaged

- *Our aim is to make our SEND and Disadvantaged children to feel valued and included, and to have high aspirations. Inclusion is embedded in our practice and teachers regularly review and reflect upon their own practice to ensure progress is made. Teaching is adapted and responds to the strengths and needs of all learners.*

### How is cultural capital developed through the curriculum?

Children are aware of athletes from a wide variety of countries, cultures, religions and races through whole school assemblies that celebrate events such as the Olympics, the World Cup and visiting athletes. Children are encouraged to celebrate their own personal sporting successes through assembly time covering a huge range of sport, dance and gymnastic achievements. Many talents are also seen within our end of year talent show which often sees dances, singing and music from a range of cultures.

Children should understand many **moral messages** through turn-taking, partner and team co-operation as well as understanding the need for applying rules to games so that it is safe and fair for all those participating. Children realise the importance of good 'sportsmanship'.

### Curriculum Impact

#### What does impact look like?

- By the end of each key stage, children will know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- Children should be confident in many areas of Physical Education across dance, gymnastics, games and swimming.
- Children can use social skills to participate with partners and in small or larger teams through co-operation.
- Children will understand the need to play fairly and within set rules and be able to explain some of these rules and how to apply these rules to a game.
- Children will be able to demonstrate skills and use of equipment safely and confidently including getting out and putting away.
- Children understand the need to keep fit and healthy and know how to do this in a safe, enjoyable and responsible way.
- Children can explain what impact exercise has on the body and mind.
- Teachers gain confidence in their subject knowledge and teaching all the relevant skills within the key stage.
- Children should comment on the progress they have made both verbally in lessons and through pupil voice booklets.
- Teachers should assess different skills each term building up a profile of assessments throughout each year.

- Data is also held on participation numbers across all sporting clubs and swimming achievements which is be tracked and monitored through the year and across year groups as well as certain groups of children such as pupil premium children.