

### PE

#### **What are the aims and purpose of this subject?**

Our aim is to provide high quality physical education in gymnastics, dance, outdoor games, swimming and outdoor adventurous activities.

We aim to inspire children, with the hope that we will support children to develop a sustained interest in specific sports and activities.

Our aim is to develop their love of physical activity and further develop their understanding of how this supports healthy lifestyles. We aim to develop the children's fitness with their understanding of the need to be active through their lives.

We also aim to develop children's skills in a range of areas and to also support them to apply these in competitive sport. We aim to develop children's confidence to compete against others and themselves. We aim to develop the children's cultural capital by engaging them in competitive sports (via lessons, clubs, competitions and sports day) in order to prepare them for future engagement with sport at high school and beyond.

Our aims for PE tie neatly in with many of our overall school aims. We aim for PE to enhance happiness of our children and also understand that by the children being inspired to be involved in sports and physical activities outside of school, this can also support general happiness and well-being over time. We aim to support the children to be aspirational as to what they can achieve and self-confident to apply themselves. We also aim to develop resilience in our children and our teaching of PE and application of their skills in a range of situations supports this development.

We aim to ensure all our SEND children access PE at an appropriate pitch (both for challenge and support) and have full access to the curriculum. This means they access gymnastics, dance and outdoor games. We are aspirational for all children.

We aim to use our Sports Premium effectively to develop our offer across the following areas: The engagement of all pupils in regular physical activity ; The profile of PE and sport being raised across the school as a tool for whole school improvement; Increased confidence, knowledge and skills of all staff in teaching PE and sport; Broader experience of a range of sports and activities offered to all pupils; Increased participation in competitive sport.

We aim for our children to leave our school as competent swimmers.

**Our aims are also in line with the aims of the EYFS Statutory Educational Programme and the National Curriculum which are:**

*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

***The national curriculum for physical education 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*

**What are the National Curriculum requirements for this subject?**

We follow Development Matters 2021 Non-statutory guidance.

**We understand the EYFS Statutory Educational Programme notes:**

*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

**We also understand the requirement of the Physical Development Early Learning Goals**

***ELG: Gross Motor Skills***

*Children at the expected level of development will:*

- 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.*

### **ELG: Fine Motor Skills**

*Children at the expected level of development will:*

- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;*
- *Use a range of small tools, including scissors, paint brushes and cutlery;*
- *Begin to show accuracy and care when drawing.*

### **We understand the National Curriculum requirements are as follows for Key Stage 1:**

*Pupils should 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*
- *perform dances using simple movement patterns.*

### **We understand the National Curriculum requirements are as follows for Key Stage 2:**

*Pupils should 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]*
- *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.*

**We also fully understand the National Curriculum requirements for Swimming and water safety are as follows:**

*All schools must provide swimming instruction either in key stage 1 or key stage 2.*

*In particular, pupils should 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.*

### **How is this subject's curriculum organised?**

#### **Gymnastics:**

Gymnastics is mapped out using the PE Pupil Passport app. Over the course of each year, children will be taught a series of different units of gymnastics by their class teacher. These units are age appropriate and develop the skills and confidence to enjoy demonstrating individually and collaborating with others. The PE Pupil Passport lessons are taught sequentially, building on prior skills and understanding. The lessons are designed to develop the children's control and finesse. Gymnastics is taught each alternative half term by the class teacher. We also aim to have a balance between which year groups are being taught gymnastics per half term and which are being taught dance, to ensure appropriate hall space. Teachers have full access to PE Passport and have had external provider training. The knowledge and skills covered in our gymnastics curriculum have been mapped out to ensure PE leads have a clear grasp of coverage. The progression of the gymnastics curriculum is mapped out into 'initially', 'moving onto', 'developing to' and 'finally'.

#### **Dance:**

PE Passport is not followed for our dance curriculum. One of our PE leads, who has enhanced responsibility for dance, has considered coverage, progression and specific dance skills – using the National Curriculum and also the skill and knowledge coverage from PE Passport, to design the dance curriculum. Over the course of each year, children will be taught a series of different units of dance by their class teacher. Dance is taught each alternative half term and we aim to have a balance between which year groups are being taught dance per half term and which are being taught gymnastics, to ensure appropriate hall space. The dance units are age appropriate and develop the skills and confidence to perform individually and collaboratively with others. The lessons are taught sequentially, building on prior skills and understanding. The lessons are designed to develop the children's flair and precision. A small number of dance units have links to the wider curriculum: 'How does Nigeria compare to the UK' (Year 2), 'Is tourism Spain's biggest industry?' (Year 3) and 'Why was World War II a significant event?' (Year 5).

#### **Outdoor games:**

Outdoor games is mapped out with the help of P.E Passport. Key stage 1 P.E is built around preparing children with the necessary skills and techniques which will allow them to access different sports and activities competently. The curriculum is broken down into sub genres including: Invasion games, Net & Wall games, Fundamental movement, Throwing & Catching and finally, Striking and Fielding. Each term children will be exposed to each element of the curriculum which will be repeated throughout the year. This way the children get to really hone in on individual techniques and help build their confidence and attitude towards the subject. Over learning is encouraged and a mixture of different elements are constantly re-visited each term.

Key Stage 2 P.E is designed around core mainstream sports. As a school we have chosen to follow the following sports: Tag Rugby, Basketball, Football, Hockey, Athletics and Cricket. Each half term a sport is selected and week to week the lessons are based around the fundamental techniques for each sport. Rules and regulations are also phased in. By the end of each half term, children should be able to access the chosen sport with confidence knowing how to play, select key techniques and understand the rules.

### **Swimming:**

Our children access swimming lessons in Year 4. As of academic year 2022-23, any child who does not complete to the expected standard by the end of Year 4, will re-access swimming lessons in summer 2 of Year 6. The children follow the curriculum set out by the school swimming lesson lead.

### **Outdoor Adventurous Activities:**

This is covered via the Year 6 residential where the children get access to a range of outdoor adventurous activities. For children who do not go on the residential, we offer an alternative programme of outdoor adventurous activities locally. There are also links to a Year 6 geography unit which is focused on orienteering.

We ensure our SEND children access PE with the appropriate level of challenge and support. All SEND children will access the curriculum through PE Pupil Passport planning.

All of our SEND children (and within our Universal Offer) have access to the appropriate equipment.

Our most complex SEND children (Pupils with an EHCP) have 1:1 support, who will assist them to access the curriculum where appropriate.

### **Why is it organised like this?**

### **Gymnastics:**

As a school, we have decided to utilise the PE Pupil Passport to organise our gymnastic lessons as it offers comprehensive coverage of the curriculum. Furthermore, the app is easily accessible to all staff and lessons are mapped out clearly and concisely. The app also includes a ready-made assessment tool. We are fully confident the gymnastics curriculum set out by PE Passport develops skills and knowledge in a suitably progressive way and PE leads have done further work to unpick coverage and progression in detail to ensure it is truly fit for our children's needs. The decision to look at progression in terms of 'initially', 'moving onto', 'developing to' and 'finally' was made to allow for teachers to have a further grasp of how to differentiate effectively in this subject. We ensure the balance between when gymnastics and dance is being taught due to the large hall being a more suited space for gymnastics and the pressure on the hall's timetable (especially in the afternoon). We made the decision to consider progression across gymnastics in balancing, movement, sequencing, performing and partner/group work as we felt it allowed us to consider progression in a more logical way across our curriculum. All of our SEND children (and within our Universal Offer) have access to the curriculum, differentiated as required. For our most complex children (pupils with an EHCP), 1:1 support allows for the pitch of the learning and the pace of the learning to be fully needs led.

### **Dance:**

As a school, we decided PE Passport was not suitable to be followed fully for our dance curriculum due to its over focus on a theme more than dance skills and knowledge. For example, unit names of 'minibeasts' for example removed the subject integrity in our opinion. We spent time looking at the National Curriculum requirements and knowledge and skills coverage on PE Passport and then mapped out our own units, which are more suited to teach dance with the same subject integrity as the other PE areas. Currently each unit is mapped out in terms of coverage, however there is less teacher guidance due to the member of our PE team who has enhanced responsibility for dance being on maternity leave. On her return, more detailed teacher guidance will be written to be used in line with all other documents for our dance curriculum. Currently our dance curriculum progression has been tracked via the following areas: health and fitness, dance skills, compete/perform and evaluate. It is likely within further PE work, that we will remove the health and fitness progression element and work this into a document that fits for all PE areas. It has been noted above in the gymnastics section why we run a balance of year groups who are teaching gym/dance in terms of hall space pressure (and the small hall is adequate sizing for dance sessions). It felt more appropriate to keep the progression document split into year groups – however as gymnastics and outdoor games are split into broader statements, we will revisit this on the dance lead's return to check if we want to make any further refinements. We have made a choice to only make links to the wider curriculum where a specific dance /dance skill fit purposefully and therefore retaining subject integrity. All of our SEND children (and within our Universal Offer) have access to the curriculum, differentiated as required. For our most complex children (pupils with an EHCP), 1:1 support allows for the pitch of the learning and the pace of the learning to be fully needs led.

### **Outside games:**

As a school we chose to use PE Passport to organise outdoor games because it offers a comprehensive coverage of the curriculum. Furthermore, the app is easily accessible to all members of staff and lessons are mapped out clearly and concisely. The app also includes a ready-made assessment tool for teachers to track progress. All of our SEND children (and within our Universal Offer) have access to the curriculum, differentiated as required. For our

most complex children (pupils with an EHCP), 1:1 support allows for the pitch of the learning and the pace of the learning to be fully needs led.

We have chosen each sport for a specific reason. There is a mixture of team games, individual games (Athletics), bat & ball games (Cricket, Hockey) as well as invasion (Basketball, Football, Tag Rugby). Some influence from the weather dictates at what time of year these sports are delivered. The summer is often used for athletics and cricket whilst in the winter we play football and hockey.

Each term a sport is selected (as outlined in our annual overview) and week to week the lessons are based around the fundamental techniques for each sport. Rules and regulations are also phased in. By the end of each term, children should be able to access the chosen sport with confidence knowing how to play, select key techniques and understand the rules. This way of teaching allows the children to focus specifically on one sport at a time for 6-8 weeks. This way things can be absorbed quickly and gives children the opportunity to access the sport in depth over time.

### **Swimming:**

We made the decision for any children who did not reach the expected standard to re-access swimming in the last half term of Year 6, to ensure we were applying rigour to supporting children to reach expected standards ahead of leaving primary school. Since 1994, swimming and water safety has been a statutory element of the National Curriculum for physical education in England. This means that every 11-year old child should leave primary school with the skills to keep themselves safe while enjoying swimming with friends and family and we therefore are showing commitment to this by ensuring children who cannot, re-access swimming lessons. Prior to this decision, we offered funded summer swimming lessons for children who had not reached the expected standard, however did not get a strong uptake. All of our SEND children (and within our Universal Offer) have access to the curriculum, differentiated as required. For our most complex children (pupils with an EHCP), 1:1 support allows for the pitch of the learning and the pace of the learning to be fully needs led.

### **Outdoor Adventurous Activities:**

We feel that a residential in Year 6 is an excellent opportunity for our children to engage in these activities at an exciting time in their school life. The maturity of the children by this point allows for full engagement and the age of the children means more families feel it is appropriate for the children to engage in residential activity. We fund outdoor adventurous activities for children who do not go on residential as we are aware it is statutory curriculum. All of our SEND children (and within our Universal Offer) have access to the curriculum, differentiated as required. For our most complex children (pupils with an EHCP), 1:1 support allows for the pitch of the learning and the pace of the learning to be fully needs led.

### **How are knowledge, understanding and skills developed in this subject?**

See progression mapping for dance, gymnastics, outdoor games and swimming for information.

<b>What does this subject look like...</b>		
<b>in lessons?</b>	<b>in books?</b>	<b>in the environment?</b>
<p>Gym: Stretches and warm up. Skill building followed by collaborative work using equipment. Cool down.</p> <p>Dance: Stretches and warm up. Solo work building into partner and then group work over the course of a unit. Cool down.</p> <p>Outside games: Warm up Main session Game related practice.</p>	<p>N/A</p> <p>Our sports coach and teaching staff can now use the PE Pupil Passport app to take pictures and videos of children and record them performing skills etc however this is not expected.</p>	<p>PE board with regular updates</p> <p>Photos around school which show children engaged in physical activity</p> <p>Children engaged in physical activity at playtimes and lunchtimes</p> <p>Photos of appropriate PE kit on PE board</p>
<b>How is this subject resourced?</b>		
<p>We have invested in a sports coach who leads all outdoor games sessions with Year 1 upwards. He also leads fundamentals sessions for nursery and reception. This means that all children get access to a sports specialist.</p> <p>We have invested in a large PE team, made up of experienced and new teachers (EYFS, KS1 and KS2) and the sports coach.</p> <p>We use our Sports Premium effectively (see Sports Premium report and reviews)</p> <p>We ensure we have a good amount of appropriate resources to ensure children can engage effectively within all lessons. Our sports equipment is kept in well-organised stores where there is easy access for lessons.</p>		