

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 knowledge, skills and characteristics 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 the 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 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.*

ELG: Being Imaginative and Expressive (dance)

Children at the expected level of development will:

(relevant bullet point copied)

- *Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.*

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'. 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, which is adapted to suit their learning. Some of our most complex SEND children (Pupils with an EHCP) have 1:1 support, who will assist them to access the curriculum where appropriate.

Dance:

PE Passport is not followed for our dance curriculum. One of our PE leads has enhanced responsibility for dance and has considered coverage, progression and specific dance skills – using the National Curriculum and also the skill and knowledge coverage from PE Passport. This process was supported by a dance specialist. 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 of the “ASDR” approach to choreographing a dance (Action, Space, Dynamic, Relationship). 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) links to the ‘Rhythm, beat, pulse & unison through Nigerian Bata dance’ unit; ‘Is tourism Spain’s biggest industry?’ (Year 3) links to the ‘Moving with Control through Flamenco’ unit and ‘Why was World War II a significant event?’ (Year 5) links to ‘Range of Movement Patterns through Charleston, Lindy Hop and Lambeth Walk’ unit. We ensure our SEND children access PE with the appropriate level of challenge and support. All SEND children will access the curriculum through the SEND adaptations made to the unit plans. All of our SEND children (and within our Universal Offer) have access to the appropriate equipment, which is adapted to suit their learning. Our most complex SEND children (Pupils with an EHCP) have 1:1 support, who will assist them to access the curriculum where appropriate.

Outdoor games:

Outdoor games are mapped out with the help of P.E Passport. Our curriculum is built on five key strands of outdoor games - Invasion games, Athletics, Target games, Fielding and striking and Net and Wall games. Early Years and Key Stage 1 P.E is built around preparing children with the necessary knowledge, skills and techniques which will allow them to access different sports and activities competently. Each term children will be exposed to a specific unit where knowledge, skills and characteristics will be repeated over time in our school. This way the children get to really hone in on individual techniques and help build their confidence and attitude towards the subject.

Key Stage 2 P.E is designed around core mainstream sports. As a school we have chosen the following sports: Tag Rugby, Football, Hockey, Tennis, Athletics and Cricket.

Each half term a sport is selected and week to week the lessons are based around the fundamental knowledge, skills and characteristics of 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.

We ensure our SEND children access PE with the appropriate level of challenge and support. Staff make significant efforts to ensure the inclusivity of all, regardless of their needs. All SEND children will access the curriculum through PE Pupil Passport planning. Extensive links are developed and maintained in order to ensure all procedures are followed and implemented to ensure an inclusive learning environment for all. All of our SEND children (and within our Universal Offer) have access to the appropriate equipment, which is adapted to suit their learning. Our most complex SEND children have 1:1 support, who will assist them to access the curriculum where appropriate.

Swimming:

Our children access swimming lessons in Year 4. Any child who does not complete to the expected standard by the end of Year 4, will re-access swimming lessons in Year 5 and/or Year 6. The children follow the curriculum set out by the school swimming lesson lead. Under the advice of LOIS (Lancasterian Outreach and Inclusion Service), provision has been made to ensure that swimming is accessible to all children, including SEND, and appropriate venues have been sourced which meets those needs.

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. Where needed, school has sourced a specialist outdoor activity centre which is able to meet the needs of complex pupils.

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, adapted as required. For our most complex children (pupils with an EHCP), any 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' 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. Each unit is mapped out in terms of coverage and there is detailed teacher guidance to be used in line with all other documents for our dance curriculum. CPD is also planned to support our teachers. We have chosen to use PE Passport as a base for our dance plans in Early Years as we are confident that skills are mapped alongside still taking more of a thematic approach (which is more in line with our

general Early Years practice). We have still taken each unit and mapped in more detail to ensure subject integrity.

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). We have kept dance progression split into year groups – gymnastics and outdoor games are split into broader statements. We based this decision on the fact the curriculum is in the newer stage of its design and this would make progression clearer.

We have made a choice to only make links to the wider curriculum where a specific dance /dance skill fits purposefully and therefore retaining subject integrity. All of our SEND children (and within our Universal Offer) have access to the curriculum, adapted 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 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. All of our SEND children (and within our Universal Offer) have access to the curriculum, which is adapted to ensure it is pitched appropriately, readily accessible and inclusive, with use of specialist equipment where 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. These sports link to our 5 strands. There is a mixture of team games, individual games (Athletics), Fielding and striking games (Cricket), Invasion games (Football, Hockey, Tag Rugby), Target games (Cricket, Football, Tennis) and Net and Wall games (Tennis). 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.

Athletics is an individual sport that allows children to achieve personal bests and challenge themselves through a wide range of skills and activities. Cricket is a team game based on striking and fielding, it offers a chance to learn different skills such as bowling and batting technique. Cricket also teaches the children problem solving skills. We chose hockey as it is an invasion game that uses hand eye coordination with equipment. Football was chosen because it is an invasion game which primarily focuses on kicking skills. Rugby promotes physical fitness, developing strength, speed, and agility, alongside social and emotional skills such as teamwork, respect, and resilience through its core values. Tennis is a racquet sport which teaches skills like balance and coordination, enhances mental abilities such as concentration and strategic thinking, and fosters social skills like teamwork and communication

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 Year 5 and 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 organise 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. In geography, children have the opportunity to engage in orienteering.

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

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

What does this subject look like...

in lessons?	in books?	in the environment?
<p>Gym: Stretches and warm up. Skill building followed by collaborative work using equipment. Cool down.</p> <p>Dance: Stretches and warm up. Mixture of solo, partner and group work over the course of a unit.</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 including our Sport teams.</p> <p>Photos around school which show children engaged in physical activity</p> <p>Children engaged in physical activity at playtimes and lunchtimes</p>

Modelling - teacher and student Cool down.		Photos of appropriate PE kit may sometimes feature on the PE board
Outside games: Warm up Main session Game related practice.		

How is this subject resourced?

We have invested in a sports coach who leads sessions with nursery upwards. This means that all children get access to a sports specialist.

We have invested in a PE team, which includes experienced teachers and the sports coach. The team also accesses online training and other networking and professional development opportunities.

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.