

Intent

(Why do we teach this? Why do we teach this in the way we do?)

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE curriculum are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- to develop communication and speaking and listening skills.
- to provide children with a skillset which can be used and developed throughout their lives.

Implementation (Teaching and learning style)

(What do we teacher? What does this look like?)

In **Key Stage 1**, we teach dance, games, gymnastics and swimming in the summer term. In **Key Stage 2** we teach dance, games, gymnastics, swimming, athletics, outdoor and adventurous activities and swimming in the summer term. Planning is now based on the Cambridge PE scheme, which all teaching staff are now familiar with. Planning is also informed by ongoing assessment (based around National Curriculum objectives) in order to build upon the prior learning of the children.

Planning

A long term plan has been drawn up, mapping the PE topics studied in each term during each key stage. This is in line with the PE curriculum. PE is generally taught as a discrete subject but provides opportunities for cross-curricular links such as English, maths, PSHE and Science.

Teachers have developed their own medium term planning for each PE topic, using ideas from the Cambridge Scheme of Work schemes and advice from the subject leader. Opportunities for cross curricular links are planned into the unit. Plans are monitored by the subject leader and discussed with teachers on an informal basis.

SMSC

Spiritual - P.E supports spiritual development by increasing their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.

Moral -P.E supports moral development by encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each P.E lesson. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to supports the importance of abiding by rules.

Social- P.E supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.

Cultural- P.E supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.

SEND

As an inclusive school, we try to remove barriers to learning so that all children can achieve and make progress. When progress falls significantly outside the expected range (above and below the age related expectations), a child may have special educational needs. When assessing this, a range of factors is considered including classroom organisation, teaching materials, teaching style and differentiation, so that additional or different action can be taken to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

PE is taught to all children whatever their ability. PE forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the specific needs of children and we take into account the targets set for individual children in their individual needs e.g. Learning Plans and information from outside agencies.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

There are children of differing ability in all classes. Suitable learning opportunities are planned for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies including:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Equal Opportunities/ Inclusion

It is the responsibility of all teachers to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

The Foundation Stage

We encourage the physical development of our children in the Foundation Stage as an integral part of their work. We relate the physical development of the children to the Development Matters which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.
	Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Three and Four-Year-Olds Continued	Expressive Arts and Design		<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Manage their own needs.
	Physical Development		<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility. Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others.
ELG Continued	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> 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.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Extra-curricular links

As a healthy school, we promote a wide range of activities for pupils of all ages. The school provides a range of PE-related activities including football, multi-sports, netball, trampolining and dance for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in local area School Games competitions. The school are active participants the School Sports Partnership, within the family group of Ridgeway academy. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. The school also benefit from 'expert' sports teachers leading classes and providing CBD training to school staff. The whole school participates in running activities at least twice a week.

Resources

There are a wide range of resources to support the teaching of PE across the school. They are stored safely in easily accessible containers in the shed and the hall. Children help to set up and put away this equipment as part of their work. If any resources are missing or found to be damaged, the P.E. co-ordinator should be informed as soon as possible so that such items can be repaired or replaced.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The school PE kit is as follows: shorts and a tucked in t-shirt for indoor P.E. and a tracksuit, t-shirt and trainers for outdoor P.E. Staff should set a good example to children and ensure that they are wearing appropriate footwear at all times. Earrings must be removed, or covered.

House Competitions

Each class is divided into 6 houses. Throughout the year children can earn 'house points' for their team through house competitions and competitions within their class PE lessons.

Contribution of PE to teaching in other curriculum areas.

PE contributes to the speaking and listening skills by encouraging children to describe what they have done and to discuss how they might improve their performance. It also develops speaking and listening as children listen to and follow instructions and give feedback to peers. We use ICT to support PE teaching when appropriate. E.g. in dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. The internet and interactive white boards can be used to show examples, to show children what they are aiming for.

Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Through friendly competition and team work, PE teaches respect, trust, mutual respect and tolerance.

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Reading

PE contributes to the reading skills by encouraging pupils to read instructions/game rules clearly, presenting match reports in assemblies and developing subject specific vocabulary.

Impact

Monitoring and review

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching. This may be through lesson observations, monitoring of assessments or pupil voice. The subject leader is also responsible for supporting colleagues in the teaching of PE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

Assessment and recording

Teachers assess children's work in PE through observations and discussions during lessons. Evaluations are recorded on weekly plans. These records also enable the teacher to make an annual assessment of progress for each child. Children are involved in their own assessment against lesson objectives and success criteria.

October 2019

Amended June 2022