

Physical Education

Curriculum Statement

The PE and Sport curriculum within The Warriner Multi Academy Trust develops the enjoyment of physical activity and strives to improve the importance of health and wellbeing. Our intention is to give children the opportunities to develop their skills, knowledge and understanding and apply these in competitive situations, with the vision this provides them with lifelong learning skills. Children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit. We ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, engaging them in a range of sports to develop a passion for being active, healthy and the confident, and to try new things and build resilience and determination with all they do.

Our PE curriculum covers the knowledge and skills outlined in the National Curriculum and ensures all children are given opportunities to be challenged to progress their learning further. Through our teaching of PE, we aim to deliver the lessons in a meaningful context, giving purpose and wherever possible curricular links are exploited, particularly links with Maths, British Values and SMSC. All children take part in a minimum of two hours of high-quality PE and sporting activities each week.

A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics, games, and outdoor and adventurous pursuits. Learning through co-operative and competitive activities helps to promote an understanding of inter-personal relationships. Children take part in sporting activities within the school, and with other schools, including local and county tournaments and competitions. Physical Education is enriched through a wide range of well-attended after-school clubs and activities. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life.

All pupils in Year 6 take part in a week's residential visit at an Activity Centre. A range of outdoor and adventurous pursuits are offered including abseiling, climbing, kayaking, orienteering, cycling and archery. We value these opportunities for our pupils to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development.

National Curriculum for PE

PURPOSE OF STUDY

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

AIMS

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.

SUBJECT CONTENT

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.

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 and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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.

TEACHING & LEARNING

Within The Warriner Multi Academy Trust children learn the importance of an active lifestyle and have the opportunities to play in competitive sport. Children in Years 1-6 receive a minimum of 2 hours of PE teaching a week and in Nursery and Reception class receive 1 hour. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers model sporting skills then provide children with opportunities for them to practise their newly learnt skills. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

ADDITIONAL PE OPPORTUNITIES

Within The Warriner Multi Academy Trust, we aim to provide a variety of sporting opportunities. Schools provide a range of PE-related activities for children during lunchtimes and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. These sporting clubs change each term in the school year. In addition, outside providers, such as Cricket and football, offer sports clubs after school. As well as sporting opportunities within the school community, the school also enter the partnership sporting events. The children have opportunities to competitively play in Tennis, Swimming, Athletics, Rugby, Cricket, Hockey, Netball and Dance. These experiences enable children to apply their sporting skills, develop their team skills and learn to play competitively.

CURRICULUM PLANNING

Schools across the WMAT use the Get Set 4 PE scheme as their PE Curriculum. In Key Stage 1, children are taught a range of sporting activities which develop their balance, agility and co-ordination. These skills are taught through dance, games and gymnastics lessons. In Key Stage 2, children are taught dance, games (teams, invasion, throwing and striking), gymnastics and athletics. In addition, swimming and water safety is taught in Key Stage Two with the expectation that all children leave school being able to confidently swim 25m. Long-term plans identify individual PE unit taught across the year group phases and follow a two-year cycle. PE is taught by individual class teachers and coaches who together take responsibility for planning, resourcing and delivering this area of the curriculum.

EARLY YEARS FOUNDATION STAGE

We encourage the physical development of our children in the EYFS classes as an integral part of their work. Long-term planning indicates the appropriate descriptors from the Birth to 5 document that relate to the unit of work and area of learning and also identifies how this understanding will support learning as the child moves through EYFS and KS1. We encourage the children to develop confidence and control in 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.

SPECIAL EDUCATIONAL NEEDS

All PE lessons are tailored to the needs of the children in the class. Teachers model activities as well as providing different levels of difficulty to support children as well as extend their physical capabilities.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

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. Groupings allow children to work together and give them the chance to discuss their ideas and performance. 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.

ASSESSMENT & RECORDING

Teachers assess children's work in PE by making informal judgements as they observe them during lessons and by providing verbal feedback throughout a unit of work. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this

as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

Class teachers are responsible for the standard of children's work and for the quality of their teaching in PE lessons. Subject leaders work with their school teams to develop subject pedagogy across the school and to monitor the PE teaching and learning taking place through pupil interviews and learning walks. Where strengths and examples of good practice are noted, they are shared and where areas requiring additional support are highlighted, the necessary CPD is provided.