

Stradbroke CE Primary School

Physical Education Curriculum Statement



Aims and objectives

The aim of Physical Education (PE) teaching is to develop the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.

The aims of teaching PE in our school have been written with reference to the aims of the National Curriculum. Our aims are:

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way 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 the ability to compete;
- To promote team working and good sportsmanship;
- To encourage a healthy lifestyle.

PE Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the Suffolk scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme using 'Succeed in PE' to ensure progression of skills throughout a range of skills and to develop the whole child.

A yearly long term plan is devised making reference to previous teaching to ensure that the breadth of curriculum is delivered in our mixed year group classes. PE topics are planned so that they build upon prior learning, making changes where necessary to the planning to meet the needs of mixed year group classes and to ensure learning is relevant and engaging for the children.

Lesson plans from 'Get Set 4 PE' give details of each unit of work for each sport to be taught each half term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Lessons are planned so that they build upon the prior learning of the children. There is planned progression built into the scheme of work, so that all children are increasingly challenged as they move up through the school.

Subject Content

Early Years Foundation Stage (EYFS)

We encourage the physical development of our children in the reception class as an integral part of their work. The physical development of the children is related to the objectives set out in the EYFS goals. 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. Children are taught to swim in a block of sessions (between 6 and 8 sessions on average) each year starting in Reception.

Key Stage 1 and 2

Throughout Key Stage 1 and 2, children are taught a broad range of sports to develop their skills.

Key Stage 1

In Key Stage 1 we teach invasion games, striking and fielding games, net and wall games, athletics, dance, gymnastics and OAA and team building. Most lessons are taught using the lesson plans from Get Set 4 PE to ensure continuity and progression. We also use resources from Real PE to develop children's agility, balance and co-ordination as well as to develop healthy competition and cooperative learning. Children are taught to swim in a block of sessions (between 6 and 8 sessions on average) each year.

Key Stage 2

In Key Stage 2 we continue to teach invasion games, striking and fielding games, net and wall games, athletics, dance, gymnastics and OAA and team building, developing children's skills in these sports further. Most lessons are taught using the lesson plans from Get Set 4 PE to ensure continuity and progression. We also make further use of Real PE resources to continue to develop the above-mentioned skills. Children are taught to swim, including water safety, in a block of sessions (between 6 and 8 sessions on average) each year. Outdoor & Adventurous Activities are enhanced during residential trips in Year 4, 5 and 6.

Teaching & Learning Style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. 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.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- using the STEP principle to adapt, differentiate and extend learning in PE lessons to meet the needs of all learners;
- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- using teaching assistants to support the work of individual children or groups of children.

Cross Curricular Links and Wider Learning Opportunities

Where relevant and appropriate, meaningful links are created between PE and other curriculum subjects and also current events both locally, nationally and internationally (e.g. Tour of Britain Cycle Race, The Olympics and Paralympics). Encouraging children to make these links strengthens their learning by giving them a variety of contexts to apply it to. Links to other subject areas are made clear on teachers' medium term planning.

Wider learning opportunities are used thoughtfully and to great effect in PE especially with regard to children taking part in Outdoor and Adventurous activities and also competitions with a wider range of children. These opportunities are referred to in our individual class entitlement documents which are completed each year to ensure all children receive a variety of learning experiences as part of a broad and balanced curriculum.

Personal, Social and Health Education (PSHE) and Citizenship

The links between PE and PSHE cannot be ignored; learning how to live a healthy lifestyle is part of both subjects and teaching children about the choices that they can make to achieve

this is central to teaching in both subjects. Developing the skills of collaboration, teamwork and sportsmanship also have clear links with both PSHE and Citizenship and, when teaching PE, the wider benefits and uses of these skills is made clear to children.

Spiritual, Moral, Social and Cultural Development

The teaching of PE offers opportunities to support the social development of our children through the way in which 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 cooperate 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. The lesson plans from Get Set 4 PE include Whole Child Objectives which highlight social and emotional learning objectives for each session.

Equal Opportunities

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or special educational needs (SEN). As a result, we hope to enable all children to develop a positive attitude towards others. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. They record the progress that children make by assessing the children's work against the aims of the national curriculum and learning objectives within the lesson. This allows the teacher to make termly assessments of attainment and progress for each child. Assessments are used to inform future planning.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE cupboard in the hall, and this is accessible to children only under adult supervision. The hall also contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities, and the local swimming pool for swimming lessons. Subscription to Get Set 4 PE means that all teachers are supported to teach high quality PE lessons with clear progression throughout units and year groups.

Health and safety

It is the general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport'. 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 governing body expects the teachers to set a good example by wearing appropriate clothing and taking off their jewellery when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity including earrings. Teachers are expected to check all apparatus

and the area P.E. is taking place for any potential health and safety issues and adapt their lessons/ or make the children aware before starting.

Risk assessment in P.E

The school has a risk assessment based on the Safe Practice in Physical Education and Sport. Members of staff will be given a copy annually when the document is reviewed. (A copy of this is in the PE folder).

Extra-Curricular Activities

There are a range of PE-related activities for children at the end of the school day and during lunchtimes. 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. The school also plays regular fixtures against other local schools as part of the Suffolk High Sports Partnership. 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.

Monitoring and Review

The PE subject lead is responsible for monitoring the standard of the children's work and the quality of teaching in PE. The PE subject lead 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.

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.