

Physical Education Curriculum Rationale

At Priestsic, we value Physical Education which is promoted through our Curriculum Drivers of: Health and Well-being and Aspiration. Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports both their mental, and physical health and fitness and wellbeing. We focus on specific skills, which changes half termly; providing opportunities to compete in sport and other activities, build character and help to embed our Priestsic Values.

PE Vision

At Priestsic we are athletes! We want our children to love physical education and sport. We want them to have no limits to what their ambitions are, and grow up wanting to be personal trainers, nutritionists, sports journalist or gold medal winners! We aim to provide the bridge between our ethos 'Aspire, Believe Achieve' and our four main curriculum drivers 'Diversity, Aspiration, Vocabulary, Health and well-being' and the National Curriculum. We believe that physical education is an essential part of a child's educational development. Our PE curriculum has been carefully crafted so that our children develop their sporting capital. We aim to develop a broad, rich and engaging curriculum offering a variety of activities to enhance skills in physical education. We want our children to remember their PE lessons in our school, to cherish these memories and embrace the opportunities they are presented with! Bringing physical education alive is important at Priestsic.

Curriculum Intent

The PE curriculum promotes curiosity alongside a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient - like all curriculum areas. We encourage positive and inclusive participation in physical education, which will enable children to build self-esteem, team work skills, and positive values and attitudes in P.E. and across the curriculum.

We want to equip them with not only the minimum statutory requirements of the physical education National Curriculum, but to prepare them for the opportunities, responsibilities and experiences of later life.

We want our children to use the vibrancy of our great town to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the PE curriculum.

We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this piques their interests and passions. We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children. We hope to spark a lifelong passion within our pupils for keeping active and healthy.

Curriculum Implementation

Our use of the Sports Premium money has increased participation in physical activity within our school and has ensured that this level of participation is sustainable. The details of exactly how we spend the money can be found on our school website on the Sports Premium page.

Across school, we work with 'Next Level Sports' to deliver high quality physical education lessons each week. This provides the children with opportunities to learn and take part in a broad range of physical activity and sports while at Priestsic. These opportunities are for all at Priestsic and we have adapted resources to ensure that lessons are inclusive.

In order to instil a passion within our children for keeping active, we also offer a range of extra-curricular clubs throughout the school year. These have proven to be popular with both pupils and their parents. All of our clubs are inclusive and we often encourage children that do not partake in many other opportunities to be involved in physical activities or a sport. Inactive children are also encouraged to take on sports leadership or coaching roles, with the aim to motivate them in a different way.

Priestsic are proud to be part of the Ashfield District School Sports Network, which means that we are also part of the school games. This also means that our staff have access to quality CPD opportunities to improve their confidence and ability to teach PE and we can attend the inter-school competitions. Our aim is to enable every child to experience playing a sport at a competition in their time at Priestsic, whether it is competitive, for participation or to aim for personal bests.

External Sports Coaches are used regularly at Priestsic alongside our school PE coach to support us in continuously improving teaching and learning within PE. Our expert sports coaches provide CPD sessions to staff as part of our continual drive for school improvement and sustainability; they also teach PE lessons as PPA cover. These lessons, alongside the CPD, mean that the children are provided with consistent, quality lessons.

At Priestsic we believe that nothing has been learnt until it is in the long term memory and that memory is the residue of thought. Teaching staff are provided with the resources and CPD that they need to equip children with key skills and 'sticky knowledge' and to embed these, thus accomplishing our intent of excellence for all. Key skills and knowledge are revisited within each year and across year groups. Curriculum mapping can be found in the subject leader file and on our website (in the 'About Us' > curriculum section). Progression is mapped out across year groups from EYFS through to year 6. Sequences of lessons are planned using progression mapping within and across year groups.

In Foundation Stage, Physical Development and in particular the Gross Motor aspect of Learning, is supported daily through the use of the outdoor environment. In addition to this, pupils in Foundation 2 attend a weekly P.E. session either in the school hall or outside and the Foundation 1 pupils participate in a fortnightly movement session in the school hall.

In March 2020, a complete audit of the PE curriculum was conducted. On the back of the findings from this audit, the PE curriculum has been carefully built and the learning opportunities and assessment milestones for each year group crafted to ensure progression and repetition in terms of embedding key learning, vocabulary, knowledge and skills. For example, we focus our teaching on three main strands of physical education; dance, gymnastics and games (invasion, striking and fielding, health and fitness, athletics, net and wall). These are revisited year on year where pupils progressively build their skills and knowledge. In addition to this we provide specialist swimming teaching to pupils in Years 4 and 5. The EYFS Physical Development and P.E. curriculum was updated in Summer 2021 to align with the new EYFS framework.

Physical Education subject specific characteristics, which we expect the children to demonstrate, have been developed and shared with all stakeholders. These characteristics underpin all work in PE and form a focal point for display areas and provide common subject specific vocabulary for staff and pupils. These characteristics are:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.

- *The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.*
- *High levels of physical fitness.*
- *A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.*
- *The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.*
- *The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.*
- *Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.*
- *A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.*
- *The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.*

Our long-term curriculum overview enables our children to understand these characteristics. The curriculum overview has been carefully planned to ensure children can master each skill, with progression developing year-to-year. PE lessons build on prior knowledge and develop new learning to deepen children's understanding. Our children are taught the right, connected knowledge.

Physical Education programmes of study: Key Stages 1 and 2

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

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.

Subject Content - 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.

Swimming and water safety

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.

We celebrate children's achievements and exhibit skills in many ways including through sports days, dance performances, cross country events, and football fixtures.

All children access PE at school and this includes provision for our children in receipt of SEN support.

Curriculum Impact

We use both formative and summative assessment information in every PE lesson. NLS coaches use this information to inform their short-term planning. This helps us provide the best possible support for all of our pupils, including the more able and SEND. The assessment milestones for each phase have been carefully mapped out and further broken down for each year group. This means that skills in PE are progressive and build year on year.

Our summative assessment is done through an assessment by omission approach, allowing NLS coaches to find the gaps of knowledge and skill so that these gaps can be filled when a skill is revisited. The impact of our PE offer is measured through our comprehensive monitoring cycle, which includes lesson observations and/or learning walks, pupil voice, planning scrutiny and curriculum intent reviews. Upon review, the subject team will agree and formulate an action plan for improvement. **The last PE monitoring took place 13th June 2022.**

Each year, we review the impact of the spending of the Sport Premium money and its sustainability which will then inform our next year's spending and how PE can be improved further.

The intended impact of our PE curriculum offer is outlined below:

- Children will enjoy physical activities and sports.
- All children will participate in physical activities.
- Two hours of PE will take place across school each week.
- Children will experience consistent, quality PE lessons.
- Children will have access to a broad range of extra-curricular activities.
- Children will understand the benefits of leading an active and healthy lifestyle and will feel empowered and motivated to continue to be active this during their time at Priestsic and after.
- Some children may expand their own opportunities based on an interest being sparked at school, e.g. join an external sports club.
- All children are included in PE lessons and all clubs are inclusive too.
- Improved, behaviour, focus and attainment in other areas of the curriculum.

- Improved mental health for the children.
 - Children will understand some of the science behind how our bodies work and react when we exercise.
 - Children will develop the spirit of the game's values of honesty, determination, team work, self-belief, passion and respect.
 - Children will develop team skills and build relationships and friendships with each other.
 - Children will improve their fitness levels, balance and co-ordination.
 - All children will be able to swim at least 25 metres and will understand how to be safe in and around water.
- Results can be found on the website on the Sports Premium page.

At Priestsic Primary School, we are ATHLETES!