

Physical Education

Intent: (what is the purpose of this subject)

We strive to create a culture which inspires an active generation to encourage each other to live a healthy lifestyle and enjoy physical pursuits. We aim to achieve this through our vision for physical education: **To Educate, Innovate, and Captivate**. We want to ensure our children get a positive experience of sport and physical activity and to create the belief that ‘anyone can succeed at sport.’ We pride ourselves on providing a supportive environment for children to experience a varied menu of *innovative* physical activities for children to try and experience (such as parkour and Invictus Games). Through fun and engaging learning opportunities, we seek to *captivate* children into forming positive routines and habits in relation to physical activity.

Inclusion is at the heart of PE lessons and children are encouraged to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. In our supportive environment, effort as well as success is recognised and rewarded.

Our PE curriculum aims to provide high-quality lessons that develop fitness and skills to be able to compete in competitive and non-competitive game situations but also helps build ‘character.’ Children are taught to observe and demonstrate the conventions of fair play, honest competition and good sporting conduct as individual participants, team members and spectators. Thus aiming to embed life-long values which mirror our pillars of characters: aspiration, kindness, inclusion, integrity, resilience, and team spirit.

Implementation: (how is this structured/sequenced)

We deliver a rich and progressive curriculum for all children to develop skills and techniques as well as an understanding of sports physiology including an understanding of how their own bodies work and how to stay healthy. We plan for progression from EYFS to Year 6, through the careful mapping of curriculum content which allows children to build on skills and knowledge each year. As well as developing a range of skills, children also develop knowledge of the basic rules and tactics of a sport. Differentiation is implemented using the **STEP Framework**, modifying the space, task, equipment and/or people, to meet individual needs.

We implement our physical education curriculum through 2 lessons per week; one delivered by a specialist coach (with class teacher supporting) and one with the class teacher. Lessons are planned using the ‘Power of PE’ approach as the basis. Each unit of work will introduce 3-5 key skills and is sequenced in the following way:

1. **Introduce new sport:** Encourage discussion of prior knowledge between children.
2. **Learn new skills:** Effective teacher/peer modelling followed by experimenting with the skill.
3. **Apply new skills:** Planned activities/games for children to use the skill in mixed ability groups.
4. **Live feedback:** Partner/other group members help support each other as teacher assesses children and provides verbal feedback.
5. **Game/performance:** Children will apply their skill in a game or performance setting. Once several skills are taught, children should be able to use some/all of them in this environment.

Our enrichment offer also acts as an extension of our curriculum through a variety of after school clubs and school and community competitions. This cultural capital opportunity allows children to further progress and foster an interest in a particular sport.

Pedagogy: (what is the approach taken)

What will you see in a lesson?

Every PE lesson will be centred around the whole school approach for teaching and learning (see Curriculum Core Purpose) in the following areas:

Warm up: Children will warm their bodies up by gentle start of physical activity and stretching exercise to ensure safety.

1. **Memory platform** – children will revisit and apply knowledge and skills from previous learning
2. **Connect** – children reflect on skills or techniques which they learnt in the previous lesson and review how they might be further developed.
3. **Keywords** – children will be exposed to keywords related to the skills or technique being developed. This might also include age-appropriate reference to human physiology, including anatomy, bones, muscle groups or body functions (i.e. blood flow). These will be introduced gradually through the topic.
4. **Modelling** – adults will model the skills and will give specific step by step instructions (including a safety briefing). On occasions, children may also be used to model a technique with the teacher highlighting the necessary teaching steps. This will usually be modelled from 2 angles to fully demonstrate correct technique.
5. **Independent practice** – children will first practise the technique or skill in isolation. Opportunities for children to evaluate and critique will be embedded throughout as a tool for children to develop. After children are able to perform the chosen skill, they will apply this within a game/showcase setting.

Cool down: each lesson will end with a cool down and stretching muscle groups with further time for reflection on the techniques and skills learnt.

Impact: (what are the outcomes of your subject)

Outcomes in PE are assessed through children's practical skill and knowledge retained through end of unit observation of competitive sport and performance. 'Sticky Skills' will be assessed by the teacher to identify whether a child has met or exceeded the expected standard, these assessments will be used to inform the teacher's end of year summative assessment.

See portfolio of video evidence: *Teams – Curriculum- Supporting Documents – PE*

Next steps: (what are the key priorities for development in this subject)

1. Further develop resourcing for all sporting areas
2. Further develop opportunities for children to take part in a wider range of sporting games and competitions in school