

Physical Education Curriculum



**Highfield
Church of England
Primary School**

In humility value others above yourselves not looking to your own interests but each to the interests of others. (Philippians 2: 3)

Intent

PE is part of a broad and balanced curriculum, giving pupils opportunities to develop the control and movement of their bodies. All children will be involved in the continuous process of performing and evaluating during physical activity. They will be taught Games, Gymnastics and Dance, together with Athletics, Swimming and Outdoor Activities in Key Stage 2. Our new and engaging curriculum is aimed at immersing children in a range of sporting contexts, with clear pathways for progression as they move through the school. The teaching and learning of P.E. should reflect the ethos of the school's Christian foundation by nurturing the creativity of each individual child made in the image of the creator God; linked to our 'Humility' value, we recognise that each child should engage in competition that is both fun and healthy.

Purpose of Study

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Aims

- Children will be taught;
- about the changes that occur to their bodies as they exercise
- to recognise the short term effects of exercise on the body
- how to sustain energetic activity over appropriate periods of time in a range of physical activities

- to adopt a healthy lifestyle and positive attitudes
- to follow health and safety instructions at all times to reduce the risk of injury
- to develop attitudes that encourage fair play
- to develop a range of physical skills

Extra-Curricular

As a school, we engage with the Southampton School Games organisers to enter annual sporting events across the city. This includes netball, rugby, table tennis, football, athletics, basketball and dodgeball. We also look to provide events hosted at our school and local secondary schools to provide as many sporting opportunities as possible. The events entered are in line with our curriculum taught topics, as well as our lunch time provision in place. The intent behind this is to ensure that children feel confident with taking part in each competition, and have time to practice and develop their skills with experienced coaches and staff. At Highfield, our intent is to provide as many sporting opportunities as possible for as many children. Each event is organised and supervised by the PE coordinated and staff. Events are entered specifically for either competition or inclusion purposes, with children selected to reflect this. The names of events that children have entered are recorded by the PE coordinated and used to inform future events.

Curriculum

Early Years Foundation Stage – Physical Development is a Prime area. Prime areas are fundamental, work together, and move through to support development in all other Specific areas of learning.

Key Stage 1 & 2 – P.E. is a distinct subject, but there are opportunities for aspects of PE, most notably dance, gymnastics and team games, to connect with the topics being studied in other subjects. There are 2 hours of P.E. per week; 1 hr is taught during PPA time. Some of these lessons will be taught by specialist coaches during PPA time. The scheme of work is structured and developmental to allow knowledge and understanding to progress alongside level of maturity and confidence. Key skills for each topic are taught and progressed as children move through the school, to allow for revision, practice and application to a range of sporting contexts.

In both Key Stage 1 and 2, the children will be taught gymnastics, dance, athletics and games on a yearly cycle. Year 4 go swimming for fifteen sessions during a three week stint. There are also opportunities for additional swimming sessions in year 6 if children need further support with meeting the curriculum statements. There are also activities such as orienteering, cricket, hockey, football and multi-skills which can become part of their curriculum or are offered as clubs.

Planning

Long term planning shows the units to be covered, term allocation, time allocation and links to the curriculum ladders and core components.

Medium term plans are available within year group planning folders and include NC requirements and subject specific vocabulary. The Vocabulary Curriculum Driver serves as a pivotal framework for enhancing pupils' language proficiency and conceptual understanding across the subject. At its core, this approach prioritises the identification and integration of essential subject-specific vocabulary, ensuring that pupils develop a robust academic vocabulary essential for comprehension and communication within each concept. There are links made within the planning phases to different topics as well as wider sporting contexts. We aim to also use our PE curriculum to educate children on sports, sporting events and athletes within the wider world, as well as the importance of living an active and healthy lifestyle.

The long term plan has been created with the clear intent of exposing children to a variety of sports and activities, with key skills developed as they move through the school. There is also the links to the School Games extr-curricular provision to allow children to apply these skills in competitive tournaments and inclusive festivals throughout the year. The school uses the 'School Games Mark' to ensure our provision of PE meets the needs of all children within the school.

Teaching Physical Education

- PE should be taught in the school hall, church hall, playground or Junior field as appropriate. (Swimming location may vary).
- Children should change in the hall or classroom (infants) or classroom (juniors) as appropriate. At the discretion of the teachers, as children mature physically, they may change in the cloakroom area (sex separation).
- In the Infants, a TA should attend every lesson as support and in the juniors, usually a TA will only attend if there is a particular need or a child for whom they are responsible.
- Activities should be organised around individual, partner or group tasks.
- Children should be actively involved in each activity and encourage to evaluate their movements throughout their learning experience.
- All children are expected to wear our agreed PE kit as defined in the 'Parent Handbook'. If a child does not have their kit in school, they should not participate. (In the Infant Department, however, a limited stock is available should a child forget their kit on an odd occasion). If children do not have a full PE kit in school, a letter should be sent home to parents that day to notify them, and rectified prior to the next PE lesson.
- Staff should have access to professional development opportunities identified through performance management interviews, monitoring or within School Development Plan priorities.

- Children should wear NO jewellery during PE. This includes stud earrings, which should NOT be taped. For religious purposes, jewellery may be worn only after parents have requested permission from the Headteacher and understand the potential risks associated with this request, to their child and other children.
- Resources, including visits and visitors, should be co-ordinated through the PE coordinator.

With a particular concern for health and safety, children should be taught to:

- be concerned with their own and others safety
- lift and carry equipment safely
- adopt good posture and the correct use of the body at all times
- observe good rules of personal hygiene
- understand the importance of warming up and cooling down
- understand why particular clothing, footwear and jewellery are a safety risk
- understand the importance of responding quickly to instructions and establish signals and routines

Assessment, Recording and Reporting

Assessment forms an integral part of the learning cycle and evidence of learning will come from:

- self-assessment
- peer assessment
- whole group assessment
- teacher or other adult assessment
- joint teacher-pupil assessment

Teachers will assess the development of children's understanding in PE through the key knowledge and skills assessment strands for each topic. At the end of each term, they will record the percentage of children in their class who have secured and mastered the knowledge and skills requirements for any units covered that term. Overall 'best fit' grades for knowledge and skills will be recorded on SIMS in the Summer Term. A portfolio of work, including photographs, will be gathered/collected in "focus" PE years by curriculum coordinators to ensure/agree on standards and progression in all key stages. Evidence can also be gathered through photographs and video, which are also used by students to analyse and assess their own progress.