



Curriculum Statement for PE

Intent:

At Stoborough, we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We offer a dynamic, varied and stimulating program of activity to ensure that all children progress physically through a fully inclusive PE curriculum. We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals. We aspire for children to adopt a positive mind-set and strive towards goals with determination and resilience. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Thus embedding life-long values such as co-operation, collaboration and equity of play. We provide opportunities for children to learn how to stay safe by starting swimming lessons in Reception and continuing until children have become confident in the water, knowing how to keep safe and also meet the National Curriculum requirements of swimming 25m by the end of Year 6. Our PE Curriculum teaches children about the importance of healthy living and learning about the need for good nutrition. PE and sport can have a positive impact on readiness for learning, cognitive performance, confidence, life skills, wellbeing and physical literacy. As a school, we have been actively involved in the development of the Purbeck School Sport Partnership and we now work closely with Partnership Managers

We follow Complete PE, a scheme that has four underlying principles – Healthy Me, Social Me, Thinking Me and Physical Me. Pupils will understand the value of being physically active for their wellbeing. PE nurtures self-expression and communication.

In the Early Years Foundation Stage (EYFS) and Key Stage 1, PE lessons:

- Develop a range of basic fundamental movement skills, actions and ideas, such as travelling, running, jumping and turning, rolling, balancing, throwing, catching or kicking a ball.
- Become increasingly competent and confident through watching, listening and experimenting with movement and ideas so they can extend their agility and other forms of locomotion, balance and stability, object control and coordination individually and with others.
- Learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive.
- Watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play.
- Grow understanding of how to work with others (social skills) and to development compassion, creativity, resilience and empathy.
- Recognise and describe how their bodies feel during and after physical activity and to develop an appreciation for health and fitness and the benefits of an active life style.
- Learn to use space safely when they work alone and with others, showing increasing control over their movements.
- Engage in and enjoy competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Enjoy expressing and testing themselves in a variety of situations.

In Key Stage 2, pupils:

- Continue to apply and develop new skills across a range of activities that may include dance, gymnastics, games, swimming, athletics and outdoor and adventurous activities.

- Learn how to use these skills consistently by repeating their movements in different ways and be able to link them to make actions and sequences of movement until their performance is clearer, more accurate and controlled over time.
- Use their creativity and imagination in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenging activities.
- Develop an understanding of how to succeed in a range of physical activities, and how to evaluate their own success
- Develop co-operation, responsibility, compassion, creativity, resilience and empathy.
- Enjoy being active and know why activity is important to their health and wellbeing. We firmly believe in encouraging the value of self-belief, linking strongly to being fit both physically and mentally.
- Develop 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.
- Understand how to stay safe during PE lessons and sporting activities, including the need for rules and regulations.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success
- Develop the ability to take the initiative and become excellent young leaders, organising and officiating, evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

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

In order to progress towards being independently active pupils must experience and apply certain capabilities.

Implementation:

Each year group has two PE lessons a week, one lesson is taught by our sports coach and the use of our Sports Premium is used to enable the second lesson of the week to be 'team-taught' by the sports coach and class teacher, which ensures the pupils received the highest-quality instruction and teaching staff are able to deliver a broad, balanced and inclusive curriculum.

The Complete PE scheme provides the opportunity for children to become physically literate through the multi-skills approach (appendix 1) and the development of fundamental movement skills and. This approach creates the bedrock for our pupils to participate in lifelong physical activity and sport.

Complete PE allows for a progressive curriculum, where knowledge and skills are built upon in the context of a diverse range of school sport.

PE lessons are enhanced by the many opportunities for pupils to challenge themselves through both intra and inter school events. Pupil leadership skills are developed through the Purbeck Primary Leadership Academy; at Stoborough Primary School we have Sports Leaders (Bronze Ambassadors) and Play Leaders.

At Stoborough School, we have an agreed set of effective teaching principles for all lessons:

1. Previous learning is reviewed to develop fluent recall.
2. To avoid overloading working memory, material is presented clearly in small steps with opportunities for pupils to practise, eventually leading to independence – ‘I do, we do, you do.’
3. Effective questioning – helps children to practise new information and make connections with prior learning as well as checking understanding.
4. Teachers provide scaffolds so all learners can achieve and so they can have a wider impact in the class.
5. Teachers check for understanding and give systematic feedback

In addition to these principles, in PE lessons we expect to see:

- clear age appropriate learning objectives with informed and highly motivated staff
- accessible and up to date resources
- a good pace of lesson and a high percentage of the lesson being active
- safe and positive environment
- encouraging a sense of wellbeing, pride and enjoyment in taking part in physical activity

How are *all* learners supported to make progress?

Quality first teaching:

We ensure that *all* children at Stoborough receive quality first teaching, including:

- Clearly designed lesson plans
- Appropriate use of modelling, explaining and questioning to engage with higher levels of critical thinking skills
- High expectations for all, including an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Challenges to further their knowledge and skills through verbal feedback
- Key vocabulary used in lessons and explained and also on knowledge organisers

Planning for differentiation in PE should be based on the S.T.E.P. principle i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more-able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities.
- Different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.
- Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.
- Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children’s starting level and which allow the more able children to be challenged.
- Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.

Impact:

Our broad, balanced and inclusive PE and school sport provision means that children are motivated to utilise the skills and knowledge they have gained to live healthy and happy lives. Our pupils have the confidence to seek additional extra-curricular activities both in school and in external community sports club. Our pupils approach a wide variety of challenges every day and by the end of each school year, learners apply and understand the skills and processes specified in the relevant programme of study. Evidence of impact is seen through ongoing assessment in lessons and observations of the children's daily interaction with all members of our school and wider community, in classrooms, the playground and in the roles the children undertake. Pupil and parent surveys, such as the Active Live surveys, help us to track the impact of our PE and sport provision.

The School Games Mark is a Government led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Schools in England are able to assess themselves across bronze, silver and gold levels. We are proud to have achieved the Gold School Games Mark for the 2018-2019 academic year.

PURBECK PE & SCHOOL SPORT PARTNERSHIP

Stoborough Primary School is a member of the Purbeck School Sport Partnership. We access all of the elements in the overview below and contribute to the development of the partnership.

