



## Physical Education

### Intent of the P.E. Curriculum

#### AFJS aims

At Abbots Farm Junior we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. We aim to inspire and engage children's interest in sporting activities and provide opportunities for those with a passion for the subject to pursue their talents further, through a wide range of opportunities within school, after school and within the wider community.

We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages by:

- promoting our school values through sports and positively encouraging children to be resilient, ambitious, reflective and have a healthy body and mind.
- enabling children to develop and explore physical skills with increasing control and co-ordination.
- encouraging children to work and play with others in a range of group situations, developing a sense of fair play and sportsmanship.
- increasing children's ability to use what they have learnt to improve the quality and control of their performance.

#### National Curriculum

Our school aims are closely linked to those of the national curriculum for P.E., which are to ensure that all pupils:

- Develop competence in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Understand how to improve in different physical activities and sports and know how to evaluate and recognise their own success.
- Lead healthy, active lives

### Roles and responsibilities

**The P.E. leader** is responsible for maintaining a high standard of PE teaching in his/her own classroom and ensuring that PE keeps a high profile within the school by supporting colleagues and sharing expertise, arranging opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice. The P.E. leader also ensures that the P.E. resources are kept well-stocked and are relevant to the planning as well as keeping up to date with local and national developments within the PE curriculum. They are also responsible for reviewing annually the impact of the primary school sport funding.

**Year group teams** are responsible for ensuring P.E. is taught in the order set out on the long term plan and for ensuring that they use a range of the resources available to ensure children progress within the key elements of P.E. Staff are also responsible for providing challenge and support to those children that need it, based on prior knowledge of the children and regular formative assessment in lessons and for promoting further opportunities within school, after school and within the wider community. Links to the school values are made where appropriate in order to enhance children's understanding of the values associated to physical health and sport.

**The governors** are responsible for meeting once a year with the P.E. leader, for discussing subject strengths and areas for development, and for reporting these to the governing body.

### Implementation of the P.E. Curriculum

#### Planning

P.E. is taught at Abbots Farm as an area of learning in its own right as well as integrated where possible with other curriculum areas. All staff have access to a bank of structured lessons through the Get Set 4 P.E. website and the Real P.E. resources. Hall space and outside space are timetabled in order to give each class an opportunity to access PE lessons.

#### Progression

Throughout their time at Abbots Farm pupils are taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate 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
- 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

### **Teaching and Learning**

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 other children and we encourage the children to evaluate their own work as well as the work of others. Within lessons we give the children the opportunity both to collaborate and to compete with other children, and they have the opportunity to use a wide range of resources. All children receive 2 hours of curricular physical education in which a broad and balanced programme is provided. In year 3 this includes a half hour swimming lesson each week.

### **Cross-curricular links**

English - Links between PE and English include writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths - Links between PE and Mathematics include measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

Computing - Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE – There are a wide range of links between PSHE and PE including following rules, living healthily, co-operating with others and understanding fairness and equality. Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance and the school values are regularly reinforced too. PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves. The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

### **Wider opportunities/enrichment opportunities in (subject)**

The school provides a range of PE-related activities for children before school, at lunchtime or the end of the school day. These encourage children to further develop their skills in a range of activity areas. These areas include, netball, football, rugby, dance, cricket, rounders, athletics, dodgeball, tri golf and mini red tennis. The clubs are led by different members of staff and outside coaches. The school also plays regular fixtures against other local schools. 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. We also enter a variety of competitions and festivals put on by the School Sports Partnership over the year such as Sportshall athletics, quad kids, rounders, rugby, tri golf, football, tennis, swimming and rowing. Three times a year, inter-house competitions are held led by our house captains and ambassadors.

### **Local links**

One of our whole school curriculum aims is to ensure that children engage with and learn about their local community and the importance of places and people around them. In P.E. this is promoted through links with local sports clubs and venues. Taster sessions are often offered by outside coaches and children are signposted to outside clubs if they show an interest or excel in a particular activity.

### **Sports Premium**

Schools receive PE and sport premium funding based on the number of pupils in the school. This funding is used to make additional and sustainable improvements to the quality of PE and sport we offer. We use the premium to develop or add to the PE and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

As part of the funding criteria we publish details on our website of how we plan to spend the grant and a review of the impact on pupil outcomes.

There are 5 key indicators that we should expect to see improvement across:

1. engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. raised profile of PE and sport across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

## **Impact of the P.E. Curriculum**

### **Assessment and Recording**

Assessment of children's learning and acquisition of knowledge in P.E. is closely linked to the principles of our Assessment and Feedback policy and has strong formative teacher assessment at its heart. Teachers constantly assess children's progress throughout lessons and intervene with appropriate feedback at the point of learning wherever possible to ensure the child can make progress within a sequence of lessons.

### **Monitoring and Review**

The P.E subject leader creates an annual action plan for the development of the subject and provides a review of the subject to the headteacher annually. They review the curriculum through pupil interviews to determine knowledge acquisition and provision for this as well as conducting lesson drop-ins when necessary to monitor the quality of teaching and learning. They will oversee planning to ensure continuity and progression across the year groups. The subject leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

## **Health and safety**

(also See BAALPE 'Safe Practice' document, Health and Safety policy and Warwickshire Guidelines).

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety. Reference should be made to the school's Risk Assessments. We encourage the children to consider their own safety and the safety of others at all times.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over. Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings. They should not engage in physical activity without correct kit and teachers are expected to set a good example by wearing appropriate clothing when teaching P.E.
- For indoor PE pupils should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE (pumps not trainers)
- For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)
- If an activity is to take place at another venue a risk assessment will be carried out to ensure that activity is safe and appropriate for all pupils.
- Inhalers for pupils suffering from asthma are made readily accessible
- Regular checks are made on all equipment. All staff are responsible for reporting to the subject leader if any items show wear and tear. All large items of equipment are inspected annually by an independent safety expert. Any items constituting a danger are taken out of use immediately.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.