

Intent Statement for Physical Education in Padbury CE School

Vision

At Padbury CE School we offer a varied and stimulating program of activity to ensure that all children progress physically through an inspirational, unique and fully inclusive PE curriculum, enabling them to shine as inspirations before others. 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. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and using the medium of sport, increase their self-esteem. We aspire for children to adopt a positive mind-set and belief that anything can be achieved with determination and resilience.

Intent

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PE teaching is good at Padbury when:

- there are opportunities to be active throughout the vast majority of every lesson;
- lessons promote language, listening and communication;
- children are leading the learning experience with the teacher as the facilitator;
- lessons are differentiated to meet the needs of all children;
- lessons are well resourced;
- assessment informs future planning.

Aims and purposes of Physical Education

The aim of Physical Education is to promote physical activity and healthy lifestyles. 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 respect, co-operation, collaboration and equity of play.

We provide opportunities for children to learn how to stay safe by ensuring KS2 pupils have two blocks of swimming lessons in Year 3 and again in Year 4 so that children have the best chance to 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, along with PSHE and science, teaches children about the importance of healthy living and learning about the need for good nutrition. At Padbury we aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being.

We follow the requirements set out by the National Curriculum and seek to broaden and develop the children's experiences through regular extra-curricular opportunities, visits and through visitors coming into school. The National Curriculum aims are that:

- 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.

Implementation

Physical Education lessons are taught in Padbury by specialist PE coaches from Sports4All. Together, we have created a bespoke curriculum which is based on a two-year rolling programme meeting the requirements as set out in the National Curriculum and the needs of the school. The lessons ensure a range of sport skills are covered and build sequentially over time to ensure progression of skills for all. Each class has two hours of high-quality PE delivered by the specialist as well as lunchtime engagement where our UKS2 pupils lead playground games for our younger pupils. This programme is led and developed with our Sports4All specialist.

By the end of each key stage, pupils at Padbury are expected to know, apply and understand the skills and knowledge as specified in the relevant programme of study.

Early Years Foundation Stage

In the Early Years, pupils should develop fundamental gross motor skills and begin to develop their movement skills including agility, balance and coordination. They should begin to engage in cooperative physical activities.

Pupils should be taught to:

- negotiate space and obstacles safely with consideration for themselves and others
- demonstrate strength, balance and coordination when playing
- move energetically such as running, jumping, dancing, hopping, skipping and climbing.

These early experiences are then built upon as children progress into KS1.

Key stage 1

In KS1, 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.

Key stage 2

In KS2, 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, and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance;
- 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

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.

Wider impact of Physical Education

Language and communication

Children develop language skills by:

- talking and listening to each other as they develop game play and communicate within games;
- developing a wider vocabulary bank by being introduced to and using subject specific vocabulary in PE lessons;
- asking and answering questions about games, rules, strategy and reflecting on outcomes of games in a positive manner;
- observing others performances and providing feedback to develop skills further;
- explaining rules of games to others and taking on board others ideas and opinions.



Values and attitudes

Children have opportunities in Physical Education to:

- consider their own attitudes and values in relation to game play and to challenge assumptions, stereotypes and prejudice sometimes evident in the media regarding different sports;
- develop respect for their own and others' skills and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- develop a respect for the equipment materials and resources that they use in their lessons;

Spiritual, Moral, Social and Cultural development in Physical Education

Physical education promotes all aspects of our SMSC curriculum. Examples include:

Spiritual

- Exploring and creatively producing gymnastic and aerobics routines
- Creating and developing own attacking and defensive set plays and tactics
- Reflecting and critiquing their own and others performances
- Using discovery style to allow pupils to have their own thoughts, ideas and concerns
- Questioning pupils throughout lessons – WHY, WHAT, WHERE and HOW.

Moral

- Promoting fair play and team work in lessons
- Encouraging good sportsmanship throughout
- Respecting equipment both when using it and when storing it
- Reward when using the Padbury Values
- Reward resilience to keep going and to not give up.
- Listening and accepting teacher and peer feedback
- Promoting trust with peers through team games and team building activities.

Social

- Creating a sense of community in lessons and clubs
- Interacting with other classes through the sports leader games at lunchtimes
- Encouraging pupils to recognise and respect social differences and similarities
- Celebrating success both in and out of school in the Best You Can Be Book
- Encouraging extra-curricular activities
- Promoting team work throughout lessons
- Providing mini teacher opportunities in lessons.

Cultural

- Gaining an understanding of different sports and their foundations



- Use of international examples of different athletes and their achievements
- Cultural engagement through elite performers both at school and in their own sporting environment.

Expectations

Progression in physical education is shown through the different expectations at each key stage. The following expectations are based on the national curriculum outcomes for 7-year olds being the expectation for the majority of children at the end of key stage 1 and age-related expectations for 11-year olds being the expectation for the majority of children at the end of key stage 2.

By the end of year 2, most children will attain the age-related expectations and will be able to:

Key stage 1

- 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.

By the end of year 6, most children will attain age-related expectation and will be able to:

Key stage 2

- 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
- 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

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Progression of skills in Physical Education

A progression document detailing the skills required within each discipline is available on the school website. This document illustrates where the skills are built progressively and sequentially across year groups and where the skills link with achieving the NC aims and objectives.



Impact

We measure the impact of our PE curriculum through the following methods:

- observing of pupils in lessons;
- observations of performances in small groups or individuals;
- listening to pupil feedback from observing others
- listening to pupils' reflections of own abilities
- SLT Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum to parents.
- Subject tracking. PE specialists report back to class teachers on the competencies achieved within each unit covered.

The PE subject leader will continually monitor the impact of PE is having on the children's learning, through observations, talking with pupils, to ensure the progress of knowledge and skills is being taught. Impact will also be measured through key questioning skills built into lessons, child-led assessment such as review aimed at targeting next steps in learning.

Safeguarding

Safety is paramount in all lessons and where the children are using technology to support the learning in PE, the safeguarding principles are applied. All forms of technology are checked regularly, and children know how to safely report any unwanted sites or images that may appear despite the filters and precautions taken. We have ensured our child protection policies cover the use of technology by adults and children within the school. The school complies with

- Inspecting Safeguarding in early years, education and skills settings

Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

Special Educational Needs and Equality

Lesson plans are to be differentiated to ensure equality of access to all children. For children with special needs, tasks may have to be broken down into small steps, giving them achievable goals, and activities should reinforce the pupil's understanding of content covered previously. In this way all children will be enabled to achieve their full potential.

Padbury CE School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching PE, staff will make reasonable adjustments to promote equality of opportunity for disabled and nondisabled pupils. This could include;

- allocating adult support
- providing additional, specific support equipment
- adapting existing equipment
- providing additional aids such as photographs, Makaton symbols, concept boards
- modifying tasks where appropriate
- See also 'SEN Policy'.



