

Curriculum Intent Statement: PE

PE - Intent, Implementation & Impact

What is the Intent of our PE curriculum?

At St.Botolph's CE Primary School, it is our intent to give children the tools and understanding required to make a positive impact on their own physical health and well-being. We aim to develop their skills and tactics to become a better sports person and experience the highs and lows that come with sport. We hope to help children enjoy sports and being active and see all the positives being active has to offer. We aim for PE to challenge and promote self-esteem through the development of problem solving skills and physical confidence.

A good understanding of the skills required to develop and build upon to play sports and consistently high Quality First Teaching is key to delivering a quality PE curriculum. We aim to provide our children with a wide range of opportunities to build on developing skills and understanding of games so they can improve in skills and tactics in a range of sports.

We begin with developing gross motor skills, spatial awareness and control and confidence over their own body movements. FS develop these skills through fun and engaging activities which link to their curriculum as well as taking part in more structured PE lessons. Intervention is provided for children who are identified as being at risk of exiting FS without the appropriate fundamental strength required for further learning and skills. Additionally, fine motor skills are developed throughout and are planned into activities within the continuous provision area. Daily access to the climbing frame and lots of equipment outside contributes to the exercise and development of these skills. Discussions on the importance of warming up and cooling down help children to understand how their bodies work.

In KS1, they work on mastering the fundamental movements such as running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities. Furthermore, providing children with opportunities to participate in team games, gain awareness of developing simple tactics for attacking and defending and perform dances and gymnastic routines using simple movement patterns are key aspects of the PE curriculum that KS1 covers.

In KS2, our pupils 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. We model and encourage methods of communicating, collaborating and competing with each other. The children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. We build on skills learnt in previous years by refining skills such as running, jumping, throwing and catching in isolation and in combination play competitive games [for

example, cricket, football, hockey, netball, rounders and dodgeball], and apply basic principles suitable for attacking and defending. Children will develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Children will also be provided with opportunities to perform dances using a range of movement patterns which they have developed over time. *Our PE scheme ensures children take part in outdoor and adventurous activity challenges both individually and within a team.* By the time the children leave St Botolph's, we strive to ensure they swim competently, confidently and proficiently over a distance of at least 25 metres, can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations. A booster swimming group provides further coaching for children who aren't competent swimmers. These skills are fundamental for keeping safe in life outside of school.

Children are provided with 2 lessons of PE every week to practise skills so they can improve and develop their skills, maintain a good level of physical fitness and make progress through the PE curriculum. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness and mental wellbeing. Children exercise physical skills during play times and are provided with plenty of space and equipment to encourage active play. Opportunities to compete in sport and activities are promoted through our lessons and through exposure to new sports through workshops, visitors, clubs and experiences. We endeavour to expose the children to as many sports or activities as possible to ensure every child can find a sport or activity they enjoy and are passionate about. In addition to this, our aim is to develop character and embed fundamental values such as fairness and respect.

How is our PE curriculum being Implemented?

We use a PE scheme called Get Set 4 PE. This is a resource which provides high-quality planning and resources which have been written with careful consideration of the aims of the National Curriculum, to ensure that children are given a wealth of opportunities to develop their physical movement skills as well as achieving whole child objectives. The scheme is progressive as children build upon their skills year upon year and work towards playing competitive games using appropriate skills and tactics. Likewise, lessons are planned sequentially, ensuring skills are taught and developed throughout a unit of sport.

Planning & Organisation

In FS, the EYFS Framework is used to plan cross curricular activities so the children are consistently working towards the early learning goals. These skills are developed not just through discrete PE lessons but throughout the day in many different ways. For example during phonics the children will start with Dough Disco to warm their hands up and exercise their muscles for fine motor control and grip of the pencil.

Long-term planning	EYFS Framework Development Matters National Curriculum - Physical Education Get Set 4 PE
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Medium-term planning	Curriculum map on Get Set 4 PE
Short-term planning	Unit plans on Get Set 4 PE

In FS, Year 1, Year 2, Year 5 and Year 6, children currently have PE lessons in their classes which are pure year groups. The teachers can follow the correct year group unit plans for their classes. The groups are all mixed ability. Year 3/4 are in mixed year group classes. GetSet4PE provide mixed year group planning and the assessment criteria differs for each year group. We ensure that the year 4's have opportunities to develop their skills and understanding at a deeper level within this milestone. All teachers are encouraged to annotate the plans from GetSet4PE to ensure we are adapting plans to the needs of our children and promoting the extension of activities to consider greater depth in PE.

Physical intervention for some children is achieved through the adaptation of tasks in lessons. We also use the acronym STEP (space, task, equipment, people) when thinking of differentiation for our pupils.

Individuals, who may need further physical intervention, will have highlighted interventions to work on in the IEP's. In medical circumstances, some children have physio exercises to develop fundamental skills.

We take the children to a range of competitions and where possible by engaging with the North Charnwood School Sport and Physical Activity Network. This allows children to experience competition in sport. We also ensure we take part in competitions with schools from The BeSkilled Partnership, this allows more children to participate in competitive sport.

We also provide a variety of clubs and ask visitors to deliver assemblies, taster sessions and clubs so children can experience and be exposed to a range of sports. We try and link our clubs and taster sessions to clubs that we know are available in the local area to further encourage children to be active.

How do we know what Impact our PE curriculum is having on pupils' PE knowledge?

The PE coordinator, PE coach and class teachers consider the impact of our PE curriculum on our pupils in terms of their PE knowledge, engagement, progress and attainment in different ways as stated including:

- ❖ Pupil/teacher 1:1 meetings - If children specifically mention PE, we can ask more about it.
- ❖ Get Set 4 PE Tracking System - Teachers use information to assess where the children are in their stage of learning. They can identify specific areas of weakness which can be covered again to provide more opportunities for practise and teaching. We then use the assessment data to help shape our medium term planning.
- ❖ Monitoring and evaluation: observation of lessons and pupil voice.

The impact of our PE curriculum is that children are being active and developing fundamental skills to keep fit, healthy and access sport. We have fostered an environment where PE is fun and children have a positive approach to having a go and trying their best. The children are very supportive of one another and demonstrate great sportsmanship. Teachers are supportive of children's learning and development in PE lessons - they can use suggestions from the planning which help to support or extend the children's learning. We encourage an environment where questions are welcomed and curiosity and risk-taking is celebrated. Children feel confident and comfortable to practise and learn new skills and techniques. Effort is rewarded and any misconceptions are seen as a good way to review learning or prove/disprove theories.

Who else supports the pupils so they can excel and enjoy PE?

Working together - Support from Stakeholders

Pupil Voice - Teachers have the opportunity to speak to individual pupils on a one-to-one basis, termly. They discuss areas of strength and challenge, setting targets to work on.

Parental support - We work with parents to keep them informed of how they can support their child at home and how well their child is doing. Parent/teacher meetings are held twice a year and reports are sent out during the summer term. Copies of Pupil 1:1 meeting sheets are also sent home for parents to see. We also have an 'Open Door' policy and welcome parents in when they have any issues or want to talk to us about any concerns they have.

Governor Support - Our PE governor meets regularly with the subject leaders to discuss PE. Monitoring visits are made and data is shared and discussed. Challenging questions are asked of subject leaders and reports are written. Our PE governor supports us in many other ways such as supporting our children at competitions and engaging with other parents to share the success of our children.

Trust support - We work with other PE subject leaders and teachers to share ideas and resources and discuss planning schemes.

PE specialist support - We work closely with our PE coach (AV) to link our PE topics to the competition calendar, allowing our children to feel prepared and practise their techniques.

