

Subject Area: Physical Education

Subject Leader: Mrs Tara Edwards

## **What is the aim of your curriculum?**

### **The intent**

At Barley and Barkway VA First Schools , we recognise the importance of physical education and the role it has to play in promoting long term, healthy lifestyles. The intent of our physical education curriculum is to provide all children with high quality physical education and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging physical education lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. Children participate in competitive sport as much as possible and we teach them to support each other and to display a good sports attitude.

### **The implementation**

- PE at Barley and Barkway VA First Schools provides challenging and enjoyable learning through a range of sporting activities including; Athletics, net & wall games, invasion games, gymnastics, dance, swimming and outdoor & adventure.
- The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Children can attend after school sport clubs two evenings per week.
- Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities.
- Children participate in workshops covering a variety of sports throughout the year. For example Taekwondo, Parkour and skipping, again providing the children with an opportunity to develop, improve their fitness and to try something new.

- Children regularly use '5 a day' to transition from lessons to encourage active learning within the classroom.

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## **The impact**

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE

## **What are your subject's strengths/areas to development –**

### **Strengths:**

- Children are enjoying the PE curriculum.
- Children are given a broad offering of different Physical activities e.g. Taekwondo workshop, curling.
- Good links are being made with cross curricular subjects e.g. Science day- L.O: To design a gym.
- Good range of different competitive festivals and tournaments being attended by all year groups- school partnership offering. Inter- school tournaments being held at the end of units.
- Children who are achieving well in lessons rewarded with Sports star of the week in celebration assembly.
- Pupil Voice of PE shows that chd can talk about their learning and can use good PE vocabulary and discuss skills that they have been taught
- Monitoring of lessons show good review of learning, progression of skills and techniques.

### **Areas to Develop:**

- Support teachers to ensure they know ways to lead PE tournaments/ lessons and active learning in class.
- Look at further opportunities to enhance planning of progression of skills and assessment. Buy complete PE for planning and assessment.
- Continue to provide opportunities of educational visitors/ workshops to enhance the learning.

- Future staff meeting to include sessions of effective PE CPD and standardisation opportunities for teaching staff to ensure high levels of confidence and knowledge are maintained.

### **How your subject is monitored**

We monitor this subject through termly lesson observations, Assessment and pupil voice.

### **How is your subject taught in EYFS**

In EYFS, children begin to develop their Physical Education by exploring ways they can move their bodies. They start to travel with confidence and skill around, under, over and through balancing and climbing equipment. Physical Development is vital in children, enabling them to pursue happy, healthy, active lives. Gross and fine motor experiences are developed through sensory explorations, focussing on strength, co-ordination and positional awareness. We provide opportunities for play both indoors and outdoors, which supports our children in building core strength, stability, balance, spatial awareness, co-ordination and agility.

### **How are SEND and PP children supported in your subject**

We ensure that all children are always encouraged to do the best they can, and we understand that this may look different for every child. Teachers take SEND, PP and EAL children into account when planning their lessons and will:

Differentiate the work/ skills taught where possible. Break down steps clearly for a taught skill.

Stop at regular intervals in the lesson to check the children's understanding and address any misconceptions.

Know that they may need to deliver the information more than once to SEND, PP and EAL children to help support their understanding. TA to support this where necessary. Visual pictures to aid steps of positions provided if needed to enhance learning.

Give the children clear success criteria to achieve the learning objective with different elements of independence. Teachers understand the benefits of working in focus groups with these children as well as mixed ability groupings and peer support.