

Curriculum Statement for Physical Education

Vision and Values

Our Commitment

We will work together to develop children as individuals who achieve high academic standards, develop their talents and contribute to the world around them as independent thinkers, community builders and keen ambassadors of Prior Weston. We would like them to be happy and healthy as we are committed to their general well-being.

We want Prior Weston Children to:

- Be resilient and curious learners, who think for themselves and are ready to take their next steps with confidence.
- Discover and grow their unique talents so they feel valued as rounded individuals and are well equipped for the future.
- Love learning, excel, and build ambitions that match their potential.
- Be excited by a broad, creative curriculum which makes full use of our location.
- Experience outstanding teaching from highly skilled, well supported and committed staff, who are keen to enhance their own good practice with continuing professional development
- Achieve educational standards to their maximum academic potential and develop the knowledge and skills to lead them securely and confidently onto the next stage.
- Build strong friendships and develop a sense of mutual respect, responsibility, inclusion and community.

Rationale

At Prior Weston Primary School, we believe that our curriculum for physical education, school sport and physical activity (PESSPA) embodies our school's vision and values.

Rather than focusing on specific sports, each half term has a central theme based around a set of skills to learn, our central themes are mainly from the 'head' and 'heart', knowing that the 'hand' element will always happen with good content. This encourages lessons to meet the needs of all children and not just teach the sport.



Half termly themes are based around the National Curriculum and holistic child development; they are currently.

EYFS

- Fair Share Dare
- Observe Move Dodge
- Think Aim Pass
- Travel Balance Climb
- Invent Lead Follow
- Choose Use Improve

Key Stage 1

- Win Lose Improve
- Strike React Rally
- Move Solve Challenge
- Perform Balance Land
- Create Play Compete
- Run Jump Throw

Lower Key Stage 2

- Working together
- Challenging yourself
- Running, throwing and catching skills
- Individual and team challenges
- Defending and attacking skills
- Around the world

Upper Key Stage 2

- Including everyone
- Evaluating success
- Thinking of others
- Problem solving
- Defending and attacking skills
- Competing as a team

Intent

Our goal is to inspire children to fall in love with physical activity, so it becomes a normal and habitual part of their lives. We aim to foster a positive relationship with active living and embed a desire for personal improvement. We believe that if our students develop games play, have positive learning experiences and build transferable skills, this will give them the best opportunity to access physical activities of their choice.

The below features of meaningful PE provide a provisional framework which help us to make decisions around our curriculum, reflect on our lessons, plan accordingly for future learning and in the moment, as an observation tool. They also help us to create a culture where physical activity is relevant to all of our learners which aids our aim of supporting all children on their journey to becoming physically literate.

Features of meaningful PE:

- social interaction
- challenge
- fun
- motor-competence
- personal relevant learning
- delight
- creativity

Our goal is to improve standards of physical education taught across the school and build on previous years' successes. With this in mind, we have specialist coaches from Team Kick Start working alongside our class teachers. This not only raises the level of teaching and learning, it also aids as meaningful CPD for our class teachers.

In addition to our taught physical education lessons, physical activity is vital for the health and well-being of our pupils. We aim for our children to be active for at least 45 minutes each day (mostly during playtimes), in addition to receiving 2 hours of physical education lessons each week.

School sports enhance our PE curriculum by providing all interested pupils with the opportunity to take part in competitive sports and activities outside lesson time.

Implementation

Physical Education

Our teaching approach is heavily influenced by different pedagogical models, such as Game Sense, TGFU and Cooperative Learning, upper KS2 are also introduced to a unit of Sport Education. Within this unit they are introduced too many different aspects and roles within sports (from captaining a team, coaching to journalism). Our focus is for our children to develop the additional skills of teamwork, cooperation, communication, resilience, respect and leadership through physical education. The content of our PE curriculum is summarised through our yearly overview and rather than focusing on specific sports, each half term has a central theme based around a set of skills to learn.

We believe that our children's experience of physical education during their primary school years will impact their decision to choose movement in the future. Therefore by providing positive early learning experiences, treating our children as individuals and understanding that all children gain

pleasure from different tasks, allows us to give our children a great foundation for their future movement choices. Our teachers/coaches place special emphasis on play, where children take ownership of their learning and have the freedom to engage with the lesson in a variety of ways. Tactics, understanding, decision making, creativity and skills are developed at the same time and rules are introduced gradually based on the level the children are working at. The development of technical skills are mostly child led and always delivered and performed at the level of the children.

Day to day teaching

Children from nursery to year 6 have two hours of PE each week; one hour is delivered by our sports coach and is assisted by the class teacher, while the second hour is solely delivered by a class teacher. Both lessons are informed by the National Curriculum as well as Development Matters, for EYFS. Long and medium term planning is discussed and then outlined by Team Kick Start and the PE co-ordinator. This is continuously being developed to meet the needs of our children.

We aim for:

- Every PE lesson to last at least 50 minutes, from the point at which the first active physical learning begins to the point at which the last active physical learning stops
- Games are modified, and used in order to create different problems and encourage children to use particular skills to problem solve and find answers.
- at least two-thirds of the time each child spends in a PE lesson or after-school sport club should contain opportunity for active physical learning
- when in pairs or groups, children will mostly be paired or grouped with other children of similar ability, confidence or desires
- maximum team or group size in all PE and sport will be six, although two or three members in a team or group will be common
- for KS2 games, at least half of the time each child spends in a PE lesson or after-school sport club should involve activity with game-related decision-making
- every PE lesson and after-school sport club will contain opportunities for each child to assess or reflect on their learning, decide what they need to improve and work toward that goal.

Physical activity

Physical activity takes place for all pupils in EYFS throughout the school day with free flow or adult led activities. Key stage 1 children have 15 minutes for playtime in the morning and afternoon with approximately 45 minutes within the 1 hour lunch break. KS2 children have 20 minute during their morning play and 45 minutes within their 1 hour lunch break. All children have access to sports and 'active' equipment during playtimes.

Our year 5 children have the opportunity to become peer mentors. The main aim of our peer mentor programme is for our Y5 children to build on and develop their leadership skills, create a culture of kindness in the playground and deliver activities to younger children in our school. This helps children to stay safe, stay active, practise skills and above all to really enjoy their active time in the playground. Our year 6 sports leaders help to develop SPORTS values (sportsmanship, perseverance, optimism, respect, teamwork and self-belief). This is achieved by our sports captains helping to organise inter-school sports tournaments for all KS1 and KS2 children, where the main focus is on inclusion, enjoyment and community.

School Sport

Children at Prior Weston attend local competitive sports events as well as inclusive festivals throughout the year, organised by our SGO. These competitions take place in our local area at various different locations. They enhance our relationships with other local primary schools and give our children the opportunity to prepare and compete at a level that stretches their ability. Our aim is to insure that all children that have the desire to compete, have the opportunity to attend at least one competition/inclusion festive each year. As a result of our commitment in attending the competitions and festivals, we have finished top of the attendance table for the last three years.

All children have the option to attend various after school sports and activity clubs, including netball club (KS2), football club (5+) multi-sports (R,KS1) and tennis (5+). In total we have 10 clubs available for children to sign up too. Clubs are seasonal, which allows for variety and exposes children to different sports.

Many of our children take part in sports and activities out of school and are members of local organisations such as City of London Football Club, Anaconda Swimming Club and London Heathside Athletics Club.

Progression and Assessment

We have evidence of progress by:

- Capturing progress over time through filming
- using 'I would like to statements' (start of each term/unit)
- using exit tickets and self-assessment web
- co-constructing success criteria
- giving time for peer and self-assessment

Ongoing assessments take place regularly using the school progression document based around 'Head Heart Hands'.

Impact

Physical Education has a positive impact across the whole school. Children look forward to PE lessons and extra-curricular clubs are always well attended. Since 2018, we have achieved a **gold school games mark**.

During our recent Teaching and Learning review the consultant was keen to share that 'middle leaders for PE are enthusiastic and knowledgeable about their subject. They know their strengths and areas for development and have plans in place to address any gaps, they are aspirational and good role models for their colleagues'. They went on to praise 'the good quality delivery of the PE curriculum by professional PE coaches'. They also quoted one pupil who mentioned that 'in PE they learn about how to challenge themselves'.

We have had success in a wide variety of extra-curricular sporting competitions, such as football, netball, swimming and athletics. At Prior Weston, PE is assessed with our progression of skills document in mind and alongside Head, Heart, Hands. Coaches use these documents throughout the year to ensure children are making progress across all areas of the PE curriculum. The impact of PE at Prior Weston is also measured using Sports Premium Funding criteria (please see link on school web-site).