Curriculum Offer for PE

Intent

How is your local curriculum set up and what it the rationale behind it?

Context - Market Town

Raise aspirations for all of the children
All children to achieve (25.7% PP)
Children starting school with low level of speech, language and communication, including lower vocabulary and many have limited experience.

Driving our curriculum

Our Mission

Reflecting God's love for us all, we aim to shine like a light in the world; empowering each and every unique person to dream, believe, achieve and flourish.
'In the same way you should be a light for other people. Live so that they will see the good things you do' **Matthew 5:16 (ICB)**

Our Vision

At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all of our children.

Our Values

Our school values underpin our day to day lives and are reflected in the story of Jesus feeding the five thousand:
• **Fairness**: We act without bias and provide equal opportunities for everyone.
• **Honesty**: We always tell the truth, whilst showing respect for the feelings of others.
• **Teamwork**: We work together to achieve shared goals.
• **Ambition:** We work hard to achieve our aspirations and never give up.
• **Care**: We look after each other, ourselves and our environment.
• **Respect**: We are thoughtful and considerate to ourselves, others and the environment.
Our Values are visible around the school as a constant reminder to us all. We are proud to display our Christian values but strongly encourage a sensitivity to difference and the faiths and cultures of others. We are an inclusive school.

Members of St Peter's school community work together to provide a vibrant and creative learning experience for our children. A safe and secure environment encourages children to be happy, confident and enthusiastic learners and enables them to take risks in their learning. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.
We value the partnership with parents and carers very highly and encourage them to take an active role in all aspects of school life. We aim to develop a culture of inclusion and diversity in which everyone feels comfortable and welcome.

Our Curriculum Structure

Our PE curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing world. We have a passion for Physical Education and sport, both in school and in the wider community. We hope to provide high quality physical education, experienced in a safe and supportive environment, which is a unique and vital contributor to inspire children's physical development and well-being enabling all children to receive an equal opportunity to engage in activities that they have an enthusiasm for.
We believe all children need to understand the importance of other aspects of physical well-being, such as

making healthy lifestyle choices and sportsmanship. This will be a part of their lives, not only in school, but at home as well

These strands are revisited repeatedly, during children's time in school, to ensure the learning is embedded and skills are successfully developed. Our intention is that PE also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

Curriculum breadth

The overall PE programme is based on the school year and includes Gymnastics, swimming, dance, outdoor and adventure activities, invasion games, field games and net/wall games.

- KS1- complete 1.5 hours of PE per week plus and I hour active times (daily mile/ lunchtime- counts as 30minutes per week- Fit for Life lunch session can count)
- KS2- complete 2 hours of PE per week plus and I hour active times (daily mile/ lunchtime- counts as 30 minutes per week)
- Use PE Progression Document

Development Matters

EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

The National Curriculum

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Ambitious curriculum for all

Our Pupil Premium strategy states we will maximise all children's potential by offering them an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. We will consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences. We will provide opportunities for disadvantaged pupils to build their cultural capital in accordance with our vision to enable all of our pupils to dream, believe, achieve and flourish
Children who are disadvantaged have full access to the curriculum in accordance with our aims.
SEND will have full access to the curriculum.

PE across the curriculum

We aim to ensure that the teaching of PE is accessible to all pupils.
Resources are in an accessible and clearly labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, as appropriate.
Sports committee ensure equipment is stored correctly and any perishable resources are replaced.
LSA are in lessons to support children with additional needs in PE lessons.
Sports clubs on offer after school – accessible to all or that adaptions are made as we ensure that PE is inclusive for all pupils.
Some pupils (e.g. pupils with an autistic spectrum disorder) struggle with rule changes during activities.
Consideration and support may be required if tasks have to be modified or adapted part-way through.
Before starting an activity, clarify the rules of any game to be played and set how long it will be played.
Modified equipment and activities can be used to support children with poor motor control.

Unfamiliar learning environments

Make sure pupils are well prepared for visits – e.g. to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc. so that pupils are not worried about unfamiliar situations.
You may need to consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids.

Long Term Plan example

Year R - EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Introduction to PE	Gymnastics	Introduction to PE	FUNdamentals	Ball Skills	Orienteering
Lesson 2	Ball Skills	FUNdamentals	Dance	Gymnastics	Games	Dance
Daily Mile	Min. 3 per week					

Partnerships and Associations

5-a-day
Active Schools
Cross-Curricular Orienteering
Dance to School
Love Play Active
Shropshire Cricket Board
Shropshire Schools' and Collages' Football Association
The Skipping Ninja
Superstars
The Thomas Adams School
Wem Swimming Pool
Wem Tennis Club
Youth Sports Trust

Competitions

On the website

Month	Date	Sport	Who	Place
October	Wednesday 8th	Cross country	KS2	Thomas Adams
	Monday 13th	This Girl Can	Y5/6 girls	Lilleshall National Sports Centre
	Wednesday 15th	Flag Football	Y6	Thomas Adams

Within school



Physical Activity Policy

Please see our website.

PE & PA Non-negotiables

- Every child is as active as possible every day
- Cross-curricular links are made to support inclusion
- A minimum of two scheduled PE lessons per week
- Movement breaks are built into learning
- Breaktimes and lunchtimes are active
- All children are included
- Children develop strong bodies
- Support children's wellbeing through physical activity

Vocabulary Development

In order to develop children's vocabulary, we have identified subject specific vocabulary (which we call tier 3 vocabulary) to support a child's conceptual knowledge and improve their 'cultural capital'. Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary, which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Implementation

We have developed a PE Progressive Document which:

- Uses the National Curriculum as the basis of our PE lessons
- Supports physical development of children
- Incorporates seasonal sports and activities
- Makes use of local links – sports clubs and specialists
- Provides opportunities for children to demonstrate excellence and talent in sport
- Developing gross and fine motor skills
- Developing fine motor skill
- Incorporate Personal, Social and Health education
- And develop Spiritual, Moral, Social and Cultural educations
- Link to local sports partnership and School Games activities
- Enables annual events- Sports Days, Sports competitions and Biannual event- Sports Week

Please see the website for the PE Progression Document.

Making links

Links are made particularly with science lessons. (Health, fitness, Body business) Geography (Orienteering) Well-being and Character Education (Water safety- healthy diets) Dance- (theme links).
The start of each lesson begins with a recap on previous learning a discussion of prior knowledge and experiences.

Recording

Evidence of learning will be found in pupil's books with the corresponding learning objective. If there is a series of lessons building up to a final project, there may be a few lessons in one piece of evidence (please add all relevant learning objectives when that piece goes into books).

Teaching approaches/Pedagogy

Lessons follow the accelerated Learning cycle- incorporating a warmup- main lesson and orientation activities and a plenary (game situation).
We follow our FAME model for teaching and learning
Frame it – we give our learning a context and make links with prior and future learning
Assess it – we use high quality questioning and retrieval practice to move learning into the long-term memory
Model it – I do, we do, you do
Explore – children move to independence, and we plan in enhancements through trips and visitors.
We also use Means of Participation to ensure full engagement in learning. These include Cold Calling, Volunteers, Silent Solo, Call and Respond and Turn Talk.
Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptions.

It is essential that acquiring and developing, selecting and applying, improving and evaluating skills as well as knowledge and understanding of fitness and health and application of key safety principles are adhered to.

Impact

Assessing Progress

Children complete personal target booklets- one for each Key stage- each half term.
The booklet is organised into key areas and has space for children to add own development targets and share any outside sport activities, experiences and achievements.
(Note if a child is very able (performing in clubs or at county level to an elevated level outside of school) you may need to refer to a higher level (especially swimming or gymnastics.)
Photos can be taken and placed in the PE folder on the server.
The main form of assessment is the continuous process of observation based on the teacher's knowledge of the children.
Wherever possible, opportunities are built into the lesson for the children to assess their own and others' performances too.
Children can record daily challenge in personal booklets.

Monitoring and Evaluation

The co-ordinator will monitor plans on a termly basis and can assess and assist colleagues with lessons. Through discussion appropriate CPD is negotiated with sport providers. An online PE portfolio containing photographic evidence of achievements is organised and reviewed annually to demonstrate progression and high-level expectations.
The PE subject lead liaises with the secondary school to enable smooth transition with regards to Physical Education.

Formative assessments

Not applicable in PE.
An annual report to parents, details progress and achievements made in PE.
Swimming distances can be assessed with school lessons and collaboration with the pool staff.

Supporting staff/Training

How do you support staff in your subject? What can they expect?

Subject Leads

Network meetings
School Games links
YST links
Sports coordinator assistance
CPD opportunities and feeding back to staff in school

Teachers

A central store of resources/CPD to guide all teaching staff for specific sports knowledge
A range of resources and equipment clearly labelled and up to date
PE folder also suggests ideas for developing skills and associated vocabulary expected at a specific level
Feedback provided through pupil voice and support offered
CPD training opportunities
Staff meetings
Ongoing discussions with staff regarding planning, resources and delivery of curriculum.

Teachers new to school/ECTs

Support from PE lead regarding implementation
Team teaching where needed

Learning Support Assistants

CPD training opportunities offered
Support and training delivered through LSA meetings

Development points

To monitor staff confidence and skills with delivering swimming CPD