



## P.E. CURRICULUM

### **CURRICULUM (Intent):**

Our intent is to provide opportunities by following a varied and well mapped out PE curriculum for the whole school - providing the opportunity for progression across a full breadth of the PE curriculum for both indoor and outdoor P.E. It is our intention to develop prerequisite skills in EY, fundamental skills in KS1 which will be built upon to develop into more specific skills in KS2 when they are applied to specific sports. The variety of activities will develop physical skills, both individually and as a team, so pupils can develop confidence, stamina and self-esteem while challenging themselves. As the children progress they should further build upon resilience and determination which will help them succeed and be the best they can be - following our growth mindset ethos.

We aim to build a lifelong love of physical activity in all young people and to ensure a positive and healthy physical and mental outlook in the future - developing skills such as teamwork, cooperation and leadership, and considering the impact on their health, wellbeing and fitness. All learning is tailored and inclusive as much as possible.

### **TEACHING (Implementation):**

Teachers have an overarching aim to have the knowledge and skills they need to feel confident in teaching all areas of PE. Structured PE lessons are taught weekly in Early Years and twice a week in KS1 and KS2 - taught by class teachers, both outside and in our hall/Newbold College gym \*as well as a swimming pool for KS2). Teachers use online resources and schemes of work (Twinkl and PePlanning.org) to shape lessons however the best planning is chosen and adapted in order to suit the needs of the class. There is structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practice are built into PE lessons, but lessons are flexible and could change direction based on children's level of understanding, their performance so time is allowed to recap concepts where necessary. This enables staff to build depth to children's knowledge, skills and understanding in P.E. As children move up the year groups, the opportunities for the

child's voice and leadership skills are increased. Children take ownership of demonstrating stretches, warm-up exercises and model expected physical tasks.

The PE topics taught are based on weather/seasons and they all enable pupils to build on their skills each year. Children are encouraged to try new techniques and become confident and competent in the use of specific equipment for a wide variety of games and activities. Our PE curriculum is built around essential knowledge, understanding and key skills which are broken into key stage group expectations and show clear continuity and progress. Our playground (and Early years outside area) and playground resources also develop children's gross motor physical skills and fitness levels, as well as their health and wellbeing, in an unstructured way.

Healthy Eating is covered within PSHE lessons and other subjects, such as DT. In Early Years, healthy eating is covered in termly topics and during stories, free-play and group activities.

One of the highlights of the year are the two carousel style sports days held in the summer term (one for EY and one for KS1 and 2) focusing on participation and trying your best. The lessons in the summer term all lead to showcasing a variety of their skills on this special day where parents are also included.

#### **ACHIEVEMENT (Impact):**

The variety of activities in each topic ensure all children are taught the variety of skills needed in each year group. We want children to experience the benefits of exercise and to understand how regular exercise can lead to healthier and happier futures for all. We want them to gain enjoyment, fulfilment and success from PE lessons, leading them to feel inspired and enthusiastic to participate in physical activities in wider society.

#### **PE Achievement Summary (EYFS – Year 6)**

**Early Years:** Children develop basic movement skills, balance, coordination, and enjoyment of physical activity.

**Years 1–2:** Children improve control, follow rules, work with others, and begin to evaluate their performance.

**Years 3–4:** Children use a wider range of skills, apply simple tactics, build stamina, and improve through practice.

**Years 5–6:** Children perform complex skills confidently, use tactics effectively, lead activities, and evaluate and improve performance.

**Overall:** Pupils progress from developing fundamental movement skills to confident, skilled participation in a range of physical activities, promoting teamwork, leadership, and healthy lifestyles.

We measure the impact (Attainment and progress) of our curriculum through the following methods:

- Images of the children's practical learning (Early Years etc).
- Pupils demonstrating to others what they've learnt (dance etc)
- Asking the pupils about their learning (pupil voice).
- Lesson observations where there is the opportunity for a dialogue between teachers and written feedback.
- Verbal feedback during lessons.
- Tracking children's progress - teacher assessment

Many lessons are cross-curricular - allowing links to be made and creating a higher level of engagement and understanding. Attainment and progress are measured, and any challenges are shared in teacher dialogue so we can reflect on this and continue to make changes to improve.

For Early Years children, staff will continue to make observations of their abilities and challenges, identify next steps, share with parents every half term, and highlight secure achievements in their learning journey. The activities planned will be linked to the goals in Development Matters and will be grouped into 6 half term topics - see yearly PE Plan for details.

After school sport related clubs expose children to different activities or help children make further progress in sports that they enjoy. There are opportunities for some students to participate in inter-school annual competitions (ie cross-country), as well as some after school clubs and these help to improve endurance and boost self-esteem. Sports day is an inclusive and positive experience that brings out physical, mental and social benefits, as well as fostering teamwork, camaraderie, a sense of achievement and pride.

Written by M. Jennings