**Lydden Primary School**

**Physical Education**

**Our school policies reflect our commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.**

**PURPOSE OF STUDY**

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.

**CURRICULUM DRIVERS IN Physical Education**

**Aspiration:** Children will be presented with a wide range of active experiences and opportunities, challenging them to aim high by setting small achievable steps. Children are encouraged to set personal challenges, to improve their results through reflection and perseverance-aspiring to be the best. Opportunities for children to aspire to achieve are accessed within curriculum learning time through challenges set at the end of the lesson to apply the skills being developed, while setting the next small step required to continue along the path to success. The school community celebrate all achievements; children and staff identifying next step on the road towards the final outcome. Self- belief and confidence to achieve their personal best will be encouraged through positive feedback, reflection and celebration.

**Initiative:** Learning will be fun and we want children to embrace physical opportunities. Providing inspiration through initiatives such as Chance to Shine, Race for Life, Forest School and also exploring the lives of athletes, encourages children to go beyond school-based experiences and make links to local community clubs. Children are encouraged to use their initiative to explore skills as an individual or within a group. Children will of course develop resilience and will need to make decisions and modify approaches when reflecting on performance and ways to progress. Opportunities for children to use their initiative are provided through the Playmakers leadership award scheme. Playmakers across the school develop their leadership skills through planning, resourcing and leading active play for their peers. They engage in initial training and then are encouraged to lead small games, building their confidence, whilst also building that of the children they work with. In Year 6, sport education provides children with the opportunity to execute a role within sport, effectively, within a given amount of time. This encompasses self- led research, valuing peer feedback and developing the resilience and flexibility needed to fulfil their role as part of a wider team. Our curriculum throughout the school, supports children in making and justifying their own decisions. For example, in Dance, where children are in control of their movement selections in order to create and perform a routine.

**Diversity:** Children are taught to recognise and understand their responsibilities towards themselves and others through exposure to competitive opportunities for all. They will learn respect for all, developing knowledge and understanding of a variety of different cultures through engaging in sports weeks, focusing on countries from around the world. This will broaden understanding of core values within different cultures. However, teaching respect for others through Physical Education, goes beyond fitness and games. Successfully creating an environment where children can grow in confidence, feel comfortable and safe to explore, express themselves and make mistakes is a true reflection of an appreciation of our differences. Children are taught to be fair, objective and respectful towards the opinions and practices of others, even if they differ from their own. We encourage children to develop a tolerance towards each other’s ideas and articulate their thoughts and feelings.

**AIMS**

The national curriculum for Physical Education aims to ensure that all pupils:

* are physically active for sustained periods of time
* develop competence to excel in a broad range of physical activities
* engage in competitive sports and activities
* lead healthy, active lives

**SUBJECT SKILLS**

As a school, we recognise Cornerstones’ ten Big Ideas across the National Curriculum. Big Ideas are present within each subject. In Physical Educationthe Big Ideas are:

* Nature: Understanding the complexities of the plant and animal species that inhabit the world.
* Processes: Understanding the many dynamic and physical processes that shape the world.
* Creativity: Understanding the creative process and how every day and exceptional creativity can shape the world.
* Investigation: Understanding the importance of investigation and how this has led to significant change in the world.

For each subject, the Big Ideas are split into aspects to help us ensure progression in key elements across the curriculum.

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| **Big Idea** | **Aspect** |
| Nature | * Outdoor Forest School * Outdoor Adventurous Activities |
| Processes | * Athletics * Gymnastics * Striking and Fielding * Invasion games * Dance |
| Creativity | * Evaluation |
| Investigation | * Data analysis |

**SUBJECT CONTENT**

**Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

**Pupils should be taught about:**

* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending
* perform dances using simple movement patterns.

**Key stage 2**

Pupils should continue to 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

**Pupils should be taught about:**

use running, jumping, throwing and catching in isolation and in combination

* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
* perform dances using a range of movement patterns
* take part in outdoor and adventurous activity challenges both individually and within a team
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

* swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* perform safe self-rescue in different water-based situations.

**CROSS-CURRICULAR LEARNING**

We approach learning through cross-curricular themes so that children make links and see the relevance of their learning in different subjects. More detail can be found in our Curriculum Policy and on our school website [www.lydden.kent.sch.uk](http://www.lydden.kent.sch.uk).

Consistent with our curriculum aims, we identify learning by subject so children know when they are learning Physical Education. This ensures that the integrity of the subject is not degraded and children acquire the underlying knowledge needed to access the subject in later years, including the acquisition of specific subject vocabulary.

**ASSESSMENT AND REPORTING**

Assessment of Physical Education at both KS1 and KS2 is based on teacher assessment. This is recorded using subject specific statements on our assessment system, Target Tracker. Parent consultations provide a formal opportunity to discuss both progress and attainment. Pupil annual reports shared with parents in July provide a formal report of attainment in Physical Education.

**Subject Leader Evaluation, overview of Assessment and Monitoring**

To ensure best practice, the subject leader has been involved in curriculum review and has worked with the teaching team to ensure that our current curriculum is well-designed to include all the required aspects of Physical Education, whilst making it relevant to our children in our context. In taking this approach, we capitalise on the locality and learning from direct experiences as far as possible.

To evaluate the impact of the curriculum and the quality of teaching and learning, the subject leader

works alongside the senior team to monitor standards of teaching and learning. This is achieved through evidence gathering such as: a structured approach to planning, lesson visits, conversations with teachers, conversations with children together with the outcomes of their learning.

**Equality in the curriculum**

The two strands to ensuring equality in the curriculum

*Equality of access to learning:* This means that we have a responsibility to ensure that all children, regardless of their profile, have **access to the same opportunity** to learn within each subject. This means that adaptations need to be made to resources and facilities, ensuring that children feel safe and any barriers to learning are addressed. This is the means to give each child and **equal chance of success**.

*Equality as part of the Curriculum:*This means that our topics for study reflect the diverse population and that our curriculum supports social inclusion through promoting acceptance and appreciation the differences of ourselves and of others. Our focus on diversity as a driver reflects our commitment to equality. Through valuing diversity, we learn to expect, respect and value difference in others. We aim for children to recognise and understand their responsibilities towards themselves and others.

**Children with Special Educational Needs**

We have a firm commitment to inclusion so that appropriate adjustments are made for children with special educational needs or disabilities. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children.

**Gifted and Talented Children**

We have a commitment to meeting the needs of all children, including those with an aptitude in one or more areas. It is our responsibility to maximise knowledge, skills, strengths and talents in all children, enabling them to extend and develop their potential. Gifted and talented children are recognised as having particular learning needs and the curriculum is extended in this subject through learning challenges to ensure that positive learning and progress is sustained.

**Linked Documents**

Whole School Long Term Curriculum Plan

Year Group Medium Term Curriculum Plans

PE- Quick Reference Guide including Big Ideas

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Learning and Development Team

Updated February 2021