



PE

Intent

Physical Education develops children’s knowledge, skills and understanding, so that they can perform a range of physical activities with competence and confidence. It promotes in children an understanding of their bodies in action and involves thinking, selecting and applying necessary skills. At the Wye Forest Federation, we promote positive attitudes towards physical activity and its benefits as an integral part of a healthy lifestyle. We teach through the school drivers: Belonging, Diversity, Active Independence.

The curriculum is aimed specifically at improving all aspects of Physical Fitness, especially co-ordination and cardiovascular endurance, with the intention that skills gained in PE lessons will have an impact across the whole school.

The aims of PE are:

- * to enable children to develop and explore physical skills with increasing control and coordination;
- * to encourage children to work individually, and also participate cooperatively with others in a range of situations to encourage teamwork;
- * to develop the way children perform skills and apply rules and conventions for different activities;
- * to increase children’s ability to use what they have learnt to improve the quality and control of their performance;
- * to develop the children’s enjoyment of physical activity through creativity and imagination;
- * to enable children to develop an understanding of how to succeed (and evaluate progress) in a range of activities;
- * to promote an expectation for fair play and sportsmanship where there is an element of competition – whatever the outcome.
- * Engage primary children in personal challenges, allow them to practise and test their skills and personal competence.

Implementation

Teaching approaches

The activities offered and the teaching approaches adopted will help to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons children are given the opportunity for collaboration, challenge and competition with each other.

A balance of individual, paired and group activities; cooperative, collaborative and competitive situations aims to cater for the abilities, preferences, strengths and needs of every pupil. We achieve this through a range of strategies:

- setting common tasks that are open-ended;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenge through the provision of different resources.

PE Curriculum Planning

Physical education is education through physical activity: its goal is the development of the individual as a whole, not just their physical development or their proficiency in specific sports.

Through a focus on ensuring high quality physical education we provide young people with access to physical activity for life as well as build the foundation for future participation and performance in sport.

Our high quality PE programme will develop physical literacy and allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. PE also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork, communication and leadership.

In Key Stage 1 the Curriculum aims to create a movement foundation to underpin lifelong participation, enabling pupils to access a range of learning experiences which supports the development of competent and confident movers.

In Lower Key Stage 2 the Curriculum adapts physical activities through which a young person develops and applies a broad range of skills in different contexts — enhancing their creative, social and thinking skills in PE. They also begin to gain an understanding of the positive benefits of being physically active.

In Upper Key Stage 2 the Curriculum develops physical, social and thinking skills through sport specific activities (modified to be age and stage appropriate). They are also developing leadership skills and are able to articulate the benefits of regular exercise.

The curriculum planning in PE is carried out in three phases (long-, medium- and short-term). The long-term plan maps out the PE activities covered in each term, as in each teacher's annual overview.

Individual lessons are planned by the teacher.

We plan the PE activities so that they build on prior learning of the children and are currently working towards using a progression of skills check list.

The Foundation Stage

We recognise the natural enthusiasm for movement in young children and encourage the physical development as an integral part of their work in exploring and learning about their world. The physical development of the children is related to the development stage of children set out in the EYFS Development Matters Guidance. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

There is continuous discussion between the PE teacher and the individual class teachers to enable the children to receive the skills in PE lessons that will help them with their learning in the classroom.

Swimming

Swimming is delivered to Key Stage 2 as a block over a half term. Foxglove and Speedwell are taught before Christmas with Kingfisher taught in the 2 terms before Easter. Lessons are delivered by 2 qualified swim teachers from the Leisure Centre and 1 qualified teacher from the school. There is a link with local swim clubs and the school enters the local swimming gala.

Cross-curricular Issues

Physical Education has the potential to contribute to much wider areas of learning. It is important that PE is integrated into other subjects wherever possible for the development of skills in communication, numeracy, science, PHSE, history, geography and ICT.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other during lessons. Groupings allow children to work together and give them the chance to discuss their performance and ideas. Their work in general enables them to develop a respect for other people's level of ability, and encourages them to cooperate across a range of activities and experiences.

Children can learn to respect and work with each other, and develop a better understanding of each other.

Equal Opportunities and Inclusion

We teach PE to all children, whatever their ability. Teachers provide learning opportunities that are matched to the needs of children with learning and coordination difficulties. Work takes into account targets set for some children in their EHCPs and My Plans.

The curriculum is planned to coincide where possible with the School Games Competitions and Festivals. These give all children the opportunity to extend their learning and apply their skills into Level 2 and 3 School Games competitions. The Wye Forest Federation enters competitions that are specific to the children and they are selected to represent school to give them the best positive experiences. They are

prepared specifically for these competitions and where children perform very well, they are entered into Level 3 competitions. These follow on from the Level 2 competitions that are local/district based events and are usually County wide.

The Federation takes part in SEN Olympics, Panathlon and New Age Kurling that are aimed at providing equal opportunities for all children, as well as the traditional sports competitions such as boys and girls football, cricket, athletics, x-country, gymnastics, archery, mountain biking, dance and multi-sports.

There is provision through local club links to cater for children who show talent in a particular area.

Fizzy

A Fizzy program exists to improve the gross and fine motor skills of specific children. The program runs for 6 weeks and is supplemented by TAs during the week. The program consists of core strength and co-ordination based activities that targets the parts of the body that are required to sit up properly in a chair and be able to hold a pen/pencil effectively. The additional benefit is that children are able to communicate more with their peers and adults and further develop a 'can do' mentality and improve their confidence and self-esteem.

Extra Curriculum Planning

The extra-curricular program provides further opportunities for children to develop the skills learnt in lessons, but also to experience new activities. There is a wide range of clubs that are delivered by staff and also from external coaches. There is opportunity for older children to develop their leadership skills by assisting with the delivery of multi sports clubs before school, at lunch time and after school.

Sports Day

A competitive sports day is organised that includes team based activities and track races.

Assessment

Progress is assessed at the end of every term. It follows the same format as the rest of the school where judgements are made towards the Age Related Expectations. Expectations have been developed from the previous assessment expectations from Levelling and statements taken from previous QCA frameworks. They are age-related and are altered for each age group.

Impact

By the end of Y6, children will have developed 4 areas of understanding in PE: Health, Physical, Social and Thinking. The assessment is based around the YST criteria regarding Healthy Me, Physical Me, Social Me and Thinking Me. This allows for the child to be successful in PE even if their physical skills are not as strong as the other areas.

EYFS

By the end of this stage children are confident to take turns, work independently or in a group. They will have developed their gross and fine motor skills to start to make them confident movers. Children will have a love for movement and be ready to enter KS1 with the confidence to meet the increased challenges. The work covered aims to assist the class teacher to improve the communication and

language and physical development areas of the EYFS learning goals.

Key Stage 1

The curriculum is designed to increase gross and fine motor skills. Children develop their Physical Literacy e.g. agility, balance and co-ordination through skill based warm ups that promote efficient movement. Lessons are progressed and are focussed on the children acquiring skills that will enable them to access modified versions of games in KS2. Many lessons include skill based stations where children work in pairs to access skills.

Areas of study promote skill development, challenge, competition and communication. By the end of KS1 the number of children that are at ARE have increased with very few children remaining 'Working Below' the expected standard. The majority are 'Developing' and children access festivals organised by the SGO e.g. badminton and cricket.

The introduction of swimming in Year 1 introduces water safety and self-safe rescue. Swimming is taught through fundamental swimming skills and stroke development.

Key Stage 2

The focus on skill development continues and as children enter upper KS2 cardiovascular endurance becomes a higher priority. Children formally follow a Health Related Fitness program with the outcome focussed on improving cardio-vascular fitness. The school enters 2 teams into the District x-country and is the only school in the locality to do so.

Children begin to access modified versions of games such as Tag rugby, Kwik Cricket, Sports hall Athletics and Mini Red Tennis. The Wye Forest Federation enters competitions for these and children have the skill to compete at these events because they have developed the skill in previous years. Key steps Gymnastics is an important competition and the school has entered 2 teams following a rigorous selection process at school. Athletics competitions at Y4 and Y6 are an important showcase for the children to demonstrate their skills that have been nurtured since starting the school.

By Year 6 all children will have represented their school in a sporting event and will be confident to enter secondary school as confident movers.

The Swimming lessons further develop water confidence and ensure that children are able to rescue themselves when they leave primary school. The school regularly reports over 80% of children that are able to swim 25m unaided.