



GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

PHYSICAL EDUCATION CURRICULUM STATEMENT

OUR VISION

We are great sports persons when we have the opportunities to:

- use the skills taught in lessons to compete in competitions and other sports events
- cooperate and collaborate with others, as part of a team, understand fairness and equity
- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- be passionate and engaged in their learning and take responsibility for themselves
- develop a lifelong love of sports and physical exercise
- understand why physical activity and sport is important to lead healthy and active lives

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

Our aim is to inspire an active generation to enjoy physical education, encourage each other and achieve together. We aim to offer a high-quality PE curriculum that will help children develop their health, fitness and wellbeing and that healthy habits need to start young. In our PE lessons, we provide a safe and supportive environment for children to grow and flourish in a range of different physical activities so that they can be the best that they can be and allows us to support their physical, emotional, spiritual, social and moral development.

The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators, therefore embedding life-long values such as respect, co-operation, collaboration and equity of play.

IMPLEMENTATION

At Great Horwood CE School we offer a varied and stimulating program of activity to ensure that all children progress physically through an inspirational, unique and fully inclusive PE curriculum. We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and use the medium of sport to increase their self-esteem. We aspire for children to adopt a positive mind-set and believe that anything can be achieved with perseverance and resilience.

We provide opportunities for children to become confident swimmers and learn how to stay safe by ensuring KS2 pupils have swimming lessons in years 3 and 4.

Our PE Curriculum, along with PSHE and science, teaches children about the importance of healthy living and learning about the need for good nutrition.



At Great Horwood School we aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being.

We follow the requirements set out by the National Curriculum and seek to broaden and develop the children's experiences through regular extra-curricular opportunities, visits and through visitors coming into school such as Skip to be fit, Box to be fit, and Paralympic sports athletes.

Content of Physical Education at key stages 1 and 2-Implementation

Physical Education lessons are taught in Great Horwood by teachers, PE coaches and visiting sport coaches e.g. rugby and Cricket. Together, we have created a bespoke curriculum which is based on a two-year rolling programme meeting the requirements as set out in the National Curriculum and the needs of the school. The lessons ensure a range of sport skills are covered and build sequentially over time to ensure progression of skills for all. Each class has a minimum of two hours of high-quality PE a week as well as lunchtime activities such as football, skip to be fit and playground games. We also offer enrichment sports clubs after school which include Football and jabadeo. We offer our Pupil Premium children the opportunity to attend the enrichment clubs.

By the end of each key stage, pupils at Great Horwood are expected to know, apply and understand the skills and knowledge as specified in the relevant programme of study.

Building on children's earlier experiences

Before embarking on key stage 1 work, many children will have started in Nursery and Reception where they will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- Following rules and beginning to understand why they're important
- Trying new activities with confidence, showing independence, resilience and perseverance in the face of a challenge
- Refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, climbing, hopping, skipping, running
- Developing a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
- Combining different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus both inside and outdoors

These early experiences are then built upon as children progress into KS1 and KS 2.

Progression of skills in Physical Education

A progression document detailing the skills required within each discipline is available on the school website. This document illustrates where the skills are built progressively and sequentially across year groups and where the skills link with achieving the NC aims and objectives.

Wider impact of physical education

Language and communication

Children develop language skills by:

- talking and listening to each other as they develop game play and communicate within games;



- developing a wider vocabulary bank by being introduced to and using subject specific vocabulary in PE lessons;
- asking and answering questions about games, rules, strategy and reflecting on outcomes of games in a positive manner;
- observing others performances and providing feedback to develop skills further;
- explaining rules of games to others and taking on board others ideas and opinions.

Values and attitudes

Children have opportunities in physical education to:

- consider their own attitudes and values in relation to game play and to challenge assumptions, stereotypes and prejudice sometimes evident in the media regarding different sports;
- develop respect for their own and others' skills and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- develop a respect for the equipment materials and resources that they use in their lessons;

IMPACT

Expectations

Progression in physical education is shown through the different expectations at each key stage. The following expectations are based on the national curriculum outcomes for 7-year olds being the expectation for the majority of children at the end of key stage 1 and age-related expectations for 11 -year olds being the expectation for the majority of children at the end of key stage 2.

By the end of year 2, most children will attain the age-related expectations and will be able to:

Key stage 1

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

By the end of year 6, most children will attain age-related expectation and will be able to:

Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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

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.

We measure the impact of our PE curriculum through the following methods:

- Observing pupils in lessons.
- Observations of performances in small groups or individuals
- Listening to pupil feedback from observing others
- Listening to pupils' reflections of own abilities
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum to parents.
- Subject tracking. PE specialists report back to class teachers on the competencies achieved within each unit covered.

The PE subject leader will monitor the impact PE is having on the children's learning, through observations, talking with pupils, to ensure the progress of knowledge and skills is being taught. Impact will also be measured through key questioning skills built into lessons, child-led assessment such as review aimed at targeting next steps in learning.

Safeguarding

Safety is paramount in all lessons and where the children are using technology to support the learning in PE, the safeguarding principles are applied. All forms of technology are checked regularly, and children know how to safely report any unwanted sites or images that may appear despite the filters and precautions taken. We have ensured our child protection policies cover the use of technology by adults and children within the school. Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

Inclusivity, Equality and Special Educational Needs

Great Horwood CE School is committed to promoting inclusivity and equality of opportunity for all pupils. When planning and teaching physical education staff will make reasonable adjustments to promote equality of opportunity for all pupils based on them as individuals.

Lesson plans outline how learning is scaffolded in many ways to ensure equality of access to all children, enabling them to be inclusive to whole class, quality first teaching. For children from disadvantaged backgrounds, with special educational needs or who have English as an additional language, tasks may be broken down into smaller components, providing them with achievable goals. Learning builds upon small components and reinforces pupils understanding of content previously taught. As a result of this, all children will be enabled to achieve their full potential.

Specific support could include;

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards)
- providing alternative resources e.g. different size balls, smaller or larger rackets, softer small balls which are easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties.
- modifying tasks (e.g. working on the same objectives but with an alternative of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder)
- Adult support so pupils can access sports day, tournaments, and enrichment sports clubs
- Creating safe spaces where pupils can practice their sports skills



- Use of visitors (sports coaches, paralympic sports people, role models or family experts to develop cultural capital
- Pre-teaching of new vocabulary
- See also 'SEN Policy'.

SMSC

Physical education promotes all aspects of our SMSC curriculum.

Spiritual

PE supports spiritual development by increasing knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through dance and sports such as gymnastics, pupils are creative, expressing feelings and emotions in their performances. Allowing pupils reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers. Examples include:

- Exploring and creatively producing gymnastic and aerobics routines
- Creating and developing own attacking and defensive set plays and tactics
- Reflecting and critiquing their own and others performances
- Using discovery style to allow pupils to have their own thoughts, ideas and concerns
- Questioning pupils throughout lessons – WHY, WHAT, WHERE and HOW.

Moral

PE supports moral development by encouraging pupils to live a healthy lifestyle and promoting healthy living. Pupils develop the ability to tell the difference between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils supports the importance of abiding by rules.

Examples include:

- Promoting fair play and team work in lessons
- Encouraging good sportsmanship throughout
- Respecting equipment both when using it and when storing it
- Reward when using the Great Horwood School Values or sports Games Values
- Reward resilience to keep going and to not give up.
- Listening and accepting teacher and peer feedback
- Promoting trust with peers through team games and team building activities.

Social

PE supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, cooperation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.

Examples include:



- Creating a sense of community in lessons and clubs
- Interacting with other classes through the sports leader games at lunchtimes and after school club
- Encouraging pupils to recognise and respect social differences and similarities
- Celebrating success both in and out of school with commendations and merit certificates
- Encouraging extra-curricular activities
- Promoting teamwork throughout lessons

Cultural

PE supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other cultures and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture may affect which sports different nations excel at and how cultural traditions can affect which sports men and women participate in.

Examples include:

- Gaining an understanding of different sports and their foundations
- Use of international examples of different athletes and their achievements
- Cultural engagement through elite performers both at school and in their own sporting environment.

