

Our Physical Education Curriculum

Newcomen Primary School

'If you don't take care of your body, where will you live?'

Anon



NEWCOMEN

scientia potentia est

Newcomen Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers and visitors to share this commitment.

All children are provided with equal opportunities and equal access to the Physical Education curriculum. At Newcomen Primary, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio – economic background. This document is a statement of our Intent for, and the Implementation and Impact of the teaching and learning of Physical Education at Newcomen Primary School. This document is written to work alongside and implement our Sport Premium Action Plan.

Intent

At Newcomen Primary School, we feel passionate about children as individuals becoming the best possible version of themselves; we have the highest of expectations for all of our future citizens of the world.

Learning is based around two key elements - participation and performance. At Newcomen we believe that this this can only be achieved through the following clear targets and standards:

- High quality teaching and learning
- High expectations in achievement levels and high standards of behaviour
- Good curriculum organisation and planning with a well-defined system of assessment, recording and reporting which is shared with the students
- An extensive extra-curricular programme which offers equality of opportunity
- Demonstration and promotion of healthy active lifestyles
- Communicating a strong enthusiasm for our subject

We intend to provide all students with the following:

- The opportunity to participate in Physical Education and Sport and for each individual to achieve their potential
- Encouragement to form an intrinsic enjoyment of the arts, sport and physical education
- Promotion of individuality and creativity
- Promotion of participation and attainment within the whole spectrum of curricular and extra- curricular physical activity
- Assistance to develop into adults with a lifetime commitment to sport and physical activity

Cultural Capital

PE enables our children to become healthy, independent and responsible members of society. As part of our thematic and structured weekly assemblies, we provide students with a wider appreciation for sport and physical activity in the news, current affairs, and in history. We encourage students to attend extra-curricular club to broaden their experiences in sport and physical activities and have a number of links established with external sports clubs and facilities to encourage participation outside of school. At Newcomen we highlight key sporting events such as the football World Cup and the Olympics and use these events to immerse ourselves in the hosts' cultures.



Diversity

KS1/KS2– Lessons are co-educational and students are expected to take part in mixed gendered teams/ groups in all activities. We make a conscious effort to challenge misconceptions and stereotypes in sport and physical activity through discussion and demonstration. We also practice equality of opportunity and offer girl only after school clubs where appropriate.

Vocabulary

KS1-4 - This is embedded in the day-to-day teaching across the primary phase in the following ways;

Highlighting key words and phrases both verbally throughout lessons, and in display on whiteboards, wall display materials and resources.

Use of subject specific terminology is modelled correctly e.g. Stating that badminton is played with a racket not a bat.

Early Years

Physical Education is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development.

How this is achieved in EYFS PE KS1:

- Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Balance
- Yoga Bugs
- 5 a Day
- Ability

- Daily access to outdoor area. Outdoors area allow children to have regular use of large equipment e.g tyres, planks and crates.
- Balance equipment
- The use of caterpillar corner to developing climbing on large apparatus.
- Use of large apparatus in the hall.
- Bikes and scooters
- Outdoor play in a large space.
- Spatial awareness games.
- Games and activities to refine fundamental movement skills: rolling, crawling, walking, jumping, skipping and climbing.
- Activities to develop overall body strength, coordination and balance.
- Ball skills – throwing, catching, kicking, passing, batting and aiming.



Implementation

At Newcomen Primary School, the teaching of Physical Education follows the statutory guidance and consists of high quality and age-related teaching and is intrinsic in everything we do. The way in which we embrace the teaching of Physical Education in school aligns itself with our whole school curriculum intent devised together with our children, staff, parents and governors.

Physical Education develops the pupils' knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. It promotes an understanding in children of their bodies in action and involves thinking about, selecting and applying skills. Physical Education lessons and extra-curricular provision provide pupils with the opportunity to:

- Develop and explore physical skills with increasing control and coordination
- Work, play and perform with others
- Perform skills and apply rules and conventions
- Recognise and apply tactics in competitive situations
- Recognise the changes in the body during exercise
- Develop their enjoyment of physical activity through imagination and enjoyment
- Evaluate their success and identify how they can improve their own, and/ or others' performance.

In EYFS, the focus is towards development of motor skills, the importance of physical development and their all-round health, social and emotional well-being. Gross motor skills such as negotiating space and obstacles safely, demonstrating strength, balance and coordination when playing, and moving energetically (such as running, jumping, dancing and skipping) are prioritised. During key stage 1, pupils would be expected to develop their abilities and knowledge of fundamental physical literacy skills such as agility, balance and coordination, in preparation for future key stages. During key stage 2, we would expect pupils' to develop their abilities and knowledge of key concepts and processes through the following areas:

- Outwitting opponents (games)
- Accurate replication of actions, phrases and sequences (gymnastics)
- Exploring and communicating ideas, concepts and emotions (dance)
- Performing at maximum levels in relation to speed, height, distance, strength or accuracy (athletics)
- Identifying and solving problems to overcome challenges of an adventurous nature (lifesaving, personal survival and swimming)

Teaching and Learning Styles. The Physical Education curriculum is taught formally through 1 hour of high-quality PE delivered by phase specialists in EYFS, and by both a PE and phase specialists in KS1-2. A variety of teaching and learning styles are used in order to discover and embed knowledge.

Throughout KS1, one hour a week is dedicated to game-like activities. In these lessons, pupils are taught the fundamental movement skills e.g. running, hopping, throwing. These skills are then adapted to changing environments and game-like situations where the pupils apply the skills they have learnt.

In KS2 pupils develop and continually apply these skills into recognised games, e.g. netball, tennis and rounders. They are taught to play within the rules and work together to create tactics and strategies in order to outwit their opponents. There is also a focus on movement skills and this is taught through a variety of gymnastics, dance and swimming and athletics. All pupils in Key Stage 2 will swim in three of their academic years.

Physical Education Curriculum Planning PE is a foundation subject in the National Curriculum, and it is taught using the key concepts and processes. The planning is carried out in three phases: - long-term, which overviews the whole year, - medium term, which overviews each unit (each half term), and - short term, which focuses on the specific content of daily lessons. The units of work are planned to build on prior learning of the children and as PE specialists the department are able to adapt their lesson planning accordingly.

English	<p>It is a requirement of all teachers to pursue the development of pupils' language and they should be taught to express themselves clearly in speech. This should be considered in all areas of the subject.</p> <p>This can be achieved in:</p> <ul style="list-style-type: none"> • Skill development by talking and describing good technique. • Application of skill- planning a response to a task and deciding upon appropriate tactics, strategies and compositional ideas. • Evaluating- judging performance and giving appropriate feedback. • Health-related- development of technical vocabulary.
Mathematics	<p>Number of group sizes, recalling mathematical facts, calculating, understanding proportions, calculations of areas, volumes and perimeters, understand and use measures of time, speed, acceleration etc. Pattern, movement and symmetry in gymnastics and dance.</p>
Science	<p>Diet, health, what happens to the body during exercise.</p>
Information Technology	<p>The use of photos, videos as stimuli, video footage of performance for immediate feedback.</p>
Religious Education	<p>Spirituality, fair play, ethics, code of conduct in games, swimming and athletics and culture in dance.</p>
Personal, Social and Health Education	<p>Teamwork, health and hygiene, citizenship, fair play, role of authority e.g. referees and umpires.</p>
History	<p>Origins of sport and development of education.</p>
Geography	<p>Map skills.</p>
Art	<p>Form, shape, props.</p>
Music	<p>Interpretation, rhythm, phrasing.</p>
Social, Moral, Spiritual and Cultural	<p>Working with others, in groups or partners. Playing within the rules, fair play, discussing ideas and performance. Respect for other pupils' level of ability and encourages cooperation. Pupils have and learn a better understanding of themselves and each other. Celebration of athletes throughout the year, with particular acknowledgement to events in the sporting and social calendars (eg. the Olympics, Football World Cup, and Black History Month)</p>

Assessment, Recording and Reporting

Assessment is central to effective teaching and learning in physical education at Newcomen. We have the same high expectations of the quality of pupils work as we do in every other subject. Lessons are progressive and planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessments are used to identify where pupils need extra support or intervention.



Teachers understand the process of, and reasons for, assessing learning in PE. Children have opportunities to reflect on their learning, show progress and staff can quickly identify future learning needs.

Assessing learning in Physical Education must therefore use a combination of teacher assessment and pupil self and peer assessment. Assessment for learning allows us to assess the children in two ways: Formative- Mainly achieved by observations of the pupils during lessons, which will then develop progress by changing tasks to enable pupils so that they can achieve or extend to challenge. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Summative- At the end of each unit there is an assessment co. Records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.



Resources

At Newcomen, we have access to a wide range of facilities, equipment and resources. This ensures that the pupils who need to be extended are and those who may need differentiated equipment are enabled. The facilities used include: • school hall • Hudson Wing • Swimming pool (external) • Classroom spaces • Mugga • school fields.

All equipment is kept in storage only accessible by the teacher and can only be taken out with adult supervision. The pupils are expected to lift, handle and carry equipment safely, set up and put away as part of their lesson.

Health and safety has a significant implication in this subject and it is expected that all pupils consider their own safety, and the safety of others, at all times. Pupils are expected to

change to appropriate PE clothes for their lessons, particularly their footwear. Children are not allowed to wear any jewellery for the lessons (apart from earrings which must be taped up prior to the lesson commencing) .Other types of jewellery should be removed for their lesson and then put back on when changing back into uniform. Extra-curricular activities - The school provides a range of PE-related activities for children at lunch time and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

Staff Development

All staff members are kept up to date with any changes to the subject through weekly whole school briefings and continual professional and leadership training to ensure accurate subject knowledge and effective delivery of an ambitious and stimulating curriculum for all our children.

All teaching and support staff attend training delivered by subject leader and the school sports partnership to embed the Physical Education scheme of work and ensure progression, consistency and fidelity to the scheme.

Monitoring and Evaluation

The Head Teacher, members of SLT and the subject leader monitor PSHE and Physical Education. Team leaders have opportunities to spend quality time in PE lessons to speak with the children and ensure whole school consistency.

New members of staff are coached and mentored by subject leader and through the School Sports Partnership.

Home School Partnership

As a school, we pride ourselves on the positive and genuine relationships we have with our parents, carers and families. It is important that parents are well informed of what Physical Education involves and how it will be delivered in school.

Our weekly Celebration Assemblies and Newcomen Newsflash celebrates children's achievements, both in and outside of school. This raises self-esteem and informs parents of children's achievements in school.

Impact

At Newcomen, we are committed to ensuring that all pupils are immersed in a high quality PE education. We measure impact through **5 key indicators:**

1. The engagement of all pupils in regular physical activity – pupils are more active within school and build on these physical opportunities outside of school. Children are trained in age appropriate travel (Pedestrian Training Y3, Bikeability Y5/Y6) so that children can walk or cycle to school safely.
2. The profile of PESSPA being raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

