

National Curriculum

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Curriculum Intent

At Hasland Infant School our PE curriculum aims to support children's physical development and allows them to learn and build on fundamental movement skills from nursery to Year 2. Our intention is for them to enjoy physical activity, develop control, coordination, agility, strength and balance while having fun and encouraging natural talent.

We want them to enjoy an active life style therefore giving them a healthy body, a healthy mind and to become physically confident in a way which supports their health and fitness. Our PE lessons help improve fitness, posture, balance and self-esteem.

By the time they leave Hasland Infant School our intention is that the children will enjoy being physically active. They will be able to create sequences, move their bodies with control, perform simple dance routines and understand how to show mood and feeling. Children will be able to play and understand the rules of team games, developing simple tactics and be able to cooperate effectively with others.

We expect all children to:

- be aware of the importance of a healthy active lifestyle;
- develop and explore physical skills with increasing control and co-ordination;
- work and play with others in a range of group situations;
- develop the way they perform skills and apply rules and conventions for different activities;
- increase their ability to use what they have learnt to improve the quality and control of their performance;
- be taught to recognise and describe how their bodies feel during exercise;
- develop an enjoyment of physical activity through creativity and imagination;
- develop an understanding of how to succeed in a range of physical activities and how to evaluate their own success.
- experience games outside which therefore will encourage them to do the same out of school.
- develop fundamental movement skills

Implementation

Our school uses Long Term and Medium Term planning which defines what we teach. They provide an appropriate balance and distribution of work across each term. Lesson plans have been written from the Long and Medium Term planning and are amended by individual class teachers who adapt these to suit their classes. The lesson plans have been written using a combination of schemes which have been purchased by the school. The school is also embarking upon the REAL PE training and will be following the progression in skills which is suggested. Children will develop core fundamental movement skills in a variety of contexts.

Nursery

Our nursery children are provided with a weekly hall slot for a specific PE session; including those who attend on a part time basis. These sessions work on the children's fundamental movement skills and are a fantastic opportunity for the children to work on their confidence, spacial awareness and team / partner work as well as physical development.

Physical development is one of the areas we spend a great deal of time supporting in Nursery during hall slots, classroom activities and outdoor learning.

The children are assessed as part of Baseline on entry for fine and gross motor skills and children are identified early if they are not hitting development milestones in this area. If children need to work on balance or things like walking up and down steps then we work on this as a targeted intervention within usual provision.

Reception

In reception all children are taught 1 hour of PE exclusively per week while they also receive access to the outdoor environment on a daily basis. Units of work are blocked per term so that the children can progress through the skills in gymnastics, dance and games. During each lesson key knowledge is revisited and the children have time and opportunity to develop skills.

The physical literacy and the development of the fundamental movement skills of the REAL PE program will be highly beneficial to our EYFS children. Elements of the program can be used in the classroom and for targeting specific groups as well as being used in a whole class PE lesson.

Our outdoor environment plays a crucial role in the physical development of our EYFS children. We provide opportunities for the children to access bikes and trikes, tyres for climbing on and balls for throwing and catching.

Our PE lessons, continuous provision and outdoor learning areas enable us to encourage the children to develop confidence and control in the way they move, and the way they handle tools and equipment. 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.

KS1

The school endeavours to provide KS1 with the full entitlement of two hours high quality Physical Education each week. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity e.g. seven weeks on gymnastics. REAL PE will run alongside the unit throughout the year to ensure that the fundamental movement skills and physical literacy elements are being covered throughout the year.

Members of staff have regular CPD and are observed during the year to ensure PE sessions are effectively taught.

REAL PE provides the online learning platform 'Jasmine', which the teachers will use to teach from. This learning platform provides video clips, lesson plans, assessment tools and curriculum maps.

Sports Funding

The school coordinator, leaders and governors ensure that new funding for PE and sport is used well to improve the quality of provision, including regular and sustained participation in PE and sport. We are offering pupil premium children after school club placements which will be paid for out of the sports funding budget. This allows them access to extra physical activity to help build their confidence, team building skills and develop their fundamental movement skills.

Health and safety

Children must be dressed appropriately for all PE lessons and must change from their school clothes. Teachers should set a good example by wearing appropriate clothing when teaching PE e.g. trainers, school PE polo shirt and jogging bottoms.

Children should have indoor and outdoor PE kit with them every day, regardless of their regular PE day.

Children wear a white tee shirt and black or navy shorts for indoor P.E. No footwear or plimsolls are allowed for gymnastics and dance and other indoor activities. Children will need an additional Navy sweatshirt and navy or black tracksuit bottoms for outside. Children must wear trainers for games outside.

Children participating in extracurricular clubs must change out of their school uniform and wear their PE kits. All regular PE rules apply through the clubs.

We ask children to remove all jewellery for any physical activity, including watches. Parents should be informed of the class PE timetable so that they can remove earrings for that day. Any items of jewellery removed by the children themselves should be put safely in a draw or tray in the classroom. This is the child's responsibility.

There are some occasions when jewellery cannot be removed. Studs in newly pierced ears are a hazard during physical activity, but infection may result if they are removed. In these cases, the child or parent should tape over the stud to protect the ear (maximum of 6 weeks only). Long hair must be tied back.

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.

All children must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the risks and take steps to control the risks to themselves and others.

Inclusion and SEND

We are in an inclusive school where we focus on the wellbeing and progress of every child. All of our children share an entitlement to high quality Physical Education which is delivered in a vibrant and creative way. We recognise the fact that we have children of differing special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language in all our classes, and so we provide suitable learning opportunities for all children matching the challenge of the activity to the ability of the child. All children in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Some children may need specialist equipment and approaches or to alternative or adapted activities. Any classroom support provided must extend into physical education lessons as appropriate. Teachers and TA's working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE. REAL PE is fully inclusive and gives children the opportunity to develop at their own pace and ability.

The role of the coordinator

The coordinator is fully committed in securing improvements to provision and raising pupils' achievement. The coordinator develops and implements policies and practices for PE which reflect the school's commitment to high standards, setting stretching targets for children and staff. Lesson monitoring happens regularly. Strengths and weaknesses are discussed and training is provided where necessary. The coordinator receives local and national updates on a regular basis through partnerships such as SHAPE. Planning and assessments are monitored and updated when necessary.

Links with the wider community

After school clubs are well established through local providers, which all children can attend. We are in partnership with SHAPE and therefore attend festivals and competitions with other local schools enabling the children to experience competition in a different environment. We support local businesses such as Chesterfield Tennis Club who we welcome in for tennis roadshows. We promote their weekend events inviting all our families to attend. We share 'WOW' moments and invite parents in to watch what the children have been doing in PE, for example performing a dance they have learnt.

Festivals / competitions / Sports days / residential trips

Our school provides regular festivals and competitions for each year group throughout the year. We also hold a school sports day and encourage parents to attend. These events are fun while encouraging physical activity amongst the children. Every year we provide a residential trip for all year 2 children. The trip lasts for 2 days and one night and is a fantastic opportunity for the children to build on their independence, confidence and team work. The activities provided range from orienteering, archery, den building and team games.

Impact

By the time our children leave us they will have achieved and developed the following:

- 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.
- The ability to participate in team games, developing simple tactics for attacking and defending.
- The ability to perform dances using simple movement patterns

Assessment is normally carried out by teachers during the lesson. In nursery and reception, the children are also assessed as part of the Baseline on entry for fine and gross motor skills.

The class teacher will assess at the end of a unit whether the individual has met the expectations of that specific unit. REAL PE allows individuals to be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to further improve. REAL PE offers an integrated assessment system, tracking pupil progress to further skill development and also identifies attainment and achievement.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated; this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever possible staff will consider pupil's outside interests e.g. Lunch-time, after school clubs etc.

Within the end of year school report parents will find out what their child has been doing in PE. This explains the range of activities covered and areas of personal strength and weakness. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.