

Subject Key Summary Points

Subject	PE
Overall curriculum	<p>Boyton Primary has used the latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capability mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</p> <p><u>Our curriculum for physical education aims to ensure that all pupils:</u></p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • demonstrate independent skills and teamwork • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives that make a positive impact on their well-being and mental health • enjoy setting personal goals <p><u>EYFS (Early Years Foundation Stage)</u></p> <p>There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. These are stipulated in the ‘Statutory framework for the early years foundation stage’. Physical Development is a prime area of learning. The prime areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.</p> <p>The most relevant statements for PE are taken from the following areas of learning:</p> <ul style="list-style-type: none"> ○ Personal, Social and Emotional Development ○ Physical Development ○ Expressive Arts and Design
Pedagogy	<p>Our PE curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE, and SKILLS. These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three equally important themes.</p>

	<p>Wisdom.</p> <ul style="list-style-type: none"> • Staff working in teams with SLT (School Led Tutoring) support and overview to agree most relevant content and order of content. • Cornwall Agreed Syllabus expectations • Pupil voice and cultural capital. • NC expectations. • Successful Physical Education End Point. <p>Children’s wisdom is developed in the following ways:</p> <ul style="list-style-type: none"> ◆ Taking part in topical and relevant debates relevant to PE and being physically active. ◆ Using class discussions to explore issues and make decisions. ◆ Through learning how to make positive contributions to topics under discussion. ◆ Making real and informed choices about learning -positive attitude to a problem or challenge. <p>Knowledge</p> <p>Children’s knowledge is developed in the following ways:</p> <ul style="list-style-type: none"> ◆ Listening to and discussing tactics and/or sports events /leading healthy lifestyles. ◆ Meeting with and talking to other individuals to help understand different sports/rules/opportunities beyond the curriculum. ◆ With a mixture of individual, group, whole class and whole school recording and some practical work. <p>Capabilities</p> <p>Children’s capabilities are developed in the following ways:</p> <ul style="list-style-type: none"> ◆ Being given responsibilities for roles within the school community (e.g. Monitors/Playground Leaders/Playground Buddies/ members of Focus Groups). ◆ Meeting with and talking to other individuals in the local community. ◆ Developing the skills and confidence to ask for help and advice. ◆ Listening to support and learn new concepts, skills, and knowledge. ◆ Developing the skills to understand and be in control of their emotions and behaviour. ◆ Challenging themselves to advance in their understanding of the subject being taught. ◆ With a mixture of individual, group, whole class and whole school recording and some practical work. <p>SEND provision: The Disability Discrimination Act (DDA) has substantial implications for everyone involved in planning and teaching the curriculum. This could include:</p> <ul style="list-style-type: none"> • maintaining an inclusive learning environment • multi-sensory approaches, including information and communication technology (ICT) • working with additional adults • managing peer relationships • adult-pupil communication • formative assessment/assessment for learning
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- motivation, and memory/consolidation.

Teachers should help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers need to anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will need to be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different objectives, from their peers. This could include using differentiation of equipment e.g. a larger ball for children who are still developing their gross-motor skills. Teachers shall adjust activities based on an individual assessment, considering factors such as children's level of physical development and any physical barriers that may impact on their ability to fully participate.

Pupils will be taught to:

EYFS: We aim for pupils to be an "Amazing Athlete": Show strength, balance and co-ordination when playing. Move confidently and safely in a variety of different ways, use a range of equipment.

- Gross Motor Skills: Ride a balance bike with control and stop on command
- Throw an object e.g. bean bag, small ball, foam javelin over a 1-meter distance.
- Run, skip and jump on different surfaces confidently (grass, concrete, PE equipment)
- Roll/bend knees when dismounting from inside apparatus or outside provision including ramps, trees, slopes.

KS1: 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 will be taught to:

- 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.

KS2: 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. 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.

	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 situation
Assessment	<p>Formative Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning “Flashbacks.” Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning, and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils’ progress for final summative assessments. It is the responsibility of the class teacher to assess all pupils in their class, this will be triangulated with marking, LSA feedback and pupil self-assessment. <i>Any misconceptions are addressed with immediacy and the impact of targeted teaching reviewed.</i></p> <p>Summative It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the NC criteria and recorded annually on iTrack. Data is also recorded through a spreadsheet at the end of each taught unit using Arena’s ‘Gold, silver and bronze’ criteria. Pupils produce an outcome to demonstrate their unit learning. Reports to parents are given via</p>

	parent meetings and pupils' attainment is reported via an annual report.
Culture	<p>The principal aim of physical education is to inspire 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.</p> <p>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>Enrichment is planned for via different areas of the curriculum e.g., through Wild-Tribe, Sports for Schools visitors, playground leaders, positive playtimes, Inter-school sporting events, club opportunities, Sustrans, Time 2 Move programmes and signposting pupils to extend individual talents.</p>
Systems	<p>The school follows the National Curriculum (2014) Mapped through:</p> <ul style="list-style-type: none"> • <i>Arena PE schemes of work</i> • <i>SSCA PE whole school plan</i> • <i>Coaching plans linked to Arena scheme</i> • <i>National Curriculum.</i> • <i>Successful Physical Education End Points</i>
Policies/key documents	See school website for policy ,overviews and medium term plans.
Perceptions from viewpoints (e.g. pupils/parents/Governors)	<p>The monitoring of the standards of children's work and the quality of learning and teaching P.E (Physical Education). is the shared responsibility of the Head of School and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of P.E, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the curriculum offer in the school</p> <p>View of stakeholders collated via</p> <ul style="list-style-type: none"> • Pupil voice. • Pupil/Teacher / parent questionnaires. • AIO (Academy Improvement Officers) moderations/ work samples. • Visits to enrich/visitors coming in to develop knowledge and share expertise, • Deep dive evidence.