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| Subject | Physical Education (Not including School Sport and Physical Activity) |
| <p>Overview</p> <p>Intent</p> | <p>The National Curriculum outlines Physical and Health based objectives, however the subject is widely recognised as contributing to a much fuller development of a child’s skills for life. This is championed by a number of organisations illustrated below.</p> <p>National curriculum (Physical/health focus)</p> <ul style="list-style-type: none"> ● develop competence to excel in a broad range of physical activities ● are physically active for sustained periods of time ● engage in competitive sports and activities ● lead healthy, active lives <p>Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf</p> <p>We incorporate the principles of a Youth Sports Trust model formally ‘Skills to Achieve’ and are now called the 3 ME’s.</p> <p>Our objectives cover physical, creative, social and health and wellbeing and form the focus for each piece of learning from differentiated tasks to part of a lesson, a full lesson or a whole block.</p> <p>For further information on the wider principles behind teaching PE please see below:</p> <p>Youth Sports Trust</p> <p>The 3 Me’s Healthy, Social and Creative which link into partner companies schemes of work: https://www.completeperesource.com/about.php</p> <p>Real PE</p> <p>Focuses on Physical, Social, Personal, Health and Fitness, Creative and cognitive https://jasmineactive.com/solutions/real-pe</p> <p>Association for Physical Education (AFPE)</p> <p>https://www.afpe.org.uk/physical-education/wp-content/uploads/Outcomes-Poster-2019-Final.pdf</p> <p>https://www.afpe.org.uk/physical-education/wp-content/uploads/Fundamental-Values-in-PE-April-2016.pdf</p> <p>The PE HUB</p> |

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| | https://thepehub.co.uk/ |
| Planning provision Implementation | <p>How are lessons, schemes of work, units sequenced to help make pupils progress?</p> <p>We have a 2 year rolling programme of study offering a full breath of study for each key stage. The skills developed are designed to be highly transferable across the areas of study and into wider school life. To account for the mixed age range of up to 4 year groups in one class and the differentiation needs, pupils revisit and reinforce concepts throughout the year focusing on physical skills, social skills, creative skills and health and wellbeing.</p> <p>How is PE timetabled, delivered, staffed & resourced?</p> <ul style="list-style-type: none"> ● PE is predominantly taught by class teachers and supported by teaching assistants. Some lessons will be ‘team taught’ alongside the PE cluster coordinator as well as with external providers such as Better Leisure’s swimming coaches and the Helford River Children's Sailing Trust. ● Lessons and blocks of work are planned by each class teacher. ● The student council and a pupil survey are used to gather thoughts from the pupils in their aspirations for learning. When new ideas are raised the programme of study is adjusted and new equipment ordered. ● Pupils’ progress is monitored weekly via formative assessment, guiding each week's planning needs specific to each class. ● A variety of teaching techniques are used from fully teacher led to cover safety and technical components of tasks through to fully pupil led activities to develop social and creative skills. Mini plenaries are used to enable groups to share ideas and reflect before adapting their plans. ● Phrases and concepts are repeated across learning blocks to help these skills transfer between areas of study. ● Tasks are differentiated by task and outcome to enable all pupils to work at a suitable level of challenge to stimulate their interest and engagement. ● Joint planning with teaching assistants takes place for work with specific groups. ● Assessment is recorded when witnesses during any given block formatively over the year give a summative end of year progress indicator in line with schools 10 levels. ● PE is valued as a tool for school wide improvement. Our School values are reinforced through PE and vice versa. |
| Example of sequence of learning | <p>How does PE build on prior knowledge & understanding?</p> <p>PE is taught each week to allow skills (physical, social, creative, health and wellbeing) to be refined and developed over time.</p> |

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| | <p>Lesson 1-</p> <ol style="list-style-type: none"> 1. Pupil led warm up (creativity) knowledge check for movements relevant to given activity 2. Equipment familiarisation, coordination skills (progressions: personal best unpressured, time pressured, against opponent) 3. Group work in small ratios between 2 and 6 (Social skills focus to working together, tolerance, patience, empathy, resilience) 4. Competition (applying the ‘rules and strategies’ of the game) <i>Plenaries and feedback throughout each phase</i> <p>Lesson 2</p> <ol style="list-style-type: none"> 1. Develop routine and expectations for how to prepare for physical activity leading others in a warm up 2. Review technical aspects for fine/gross skills then apply in practice 3. Allow small groups of pupils to design games using the technical skills (social/creativity focus). Review how to work together and resolve problems. <p>Lesson 3</p> <ol style="list-style-type: none"> 1. How to be the leader giving a warm up. 2. Opponent and time based pressure for skills practice applied to specific components of the game. 3. Matches reviewing key fielding elements to team member’s strengths. <p>Lesson 4</p> <ol style="list-style-type: none"> 1. High quality pupil led warm up in groups 2. Competition 1 3. Review 4. Competition 2 (adapted rules) 5. Review |
| <p>Assessment Impact</p> | <p>NATIONAL CURRICULUM: PHYSICAL EDUCATION Analysis of Progression across the Key Stages</p> <p>The following table details the requirements of the National Curriculum as well as the progression in learning across the Key Stages under key headings identified within the new curriculum. The Key Stage statements of ‘what children should achieve’ at each Key Stage are shown in black. Reference to ‘what pupils should be taught’ is shown in red. As can be seen from the table, progression is more evident in some areas than in others. Teachers are encouraged to consider how any ‘gaps’ in progression might be addressed within their PE curricula to try to achieve as much coherence and continuity in</p> |

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| | <p>pupils' learning across the breadth of the subject and the Key Stages as possible.</p> <p>https://www.afpe.org.uk/physical-education/wp-content/uploads/NCfinalprogressionmapoverview-1.pdf</p> |
| CPD | <p>How do we ensure teachers are equipped?</p> <p>Staff complete an annual survey with the PE lead to highlight if they have any CPD needs. CPD is offered across the Southerly Point Trust 6 times per year. Specialist training opportunities are advertised to staff to attend. Schools PE leads meet cluster coordinators twice a year for subject updates and support.</p> |