



PE Curriculum

INTENT

- **Our Vision**

At Stone CE School, it is our intent that our children will achieve their full potential and become independent, 'lifelong learners' who are prepared for the future. Physical education is an integral part of our curriculum that is inclusive and engages all pupils. We aim to provide a high-quality physical education curriculum which inspires all children to succeed and 'reach for their star' and excel in competitive sport and other physically-demanding activities. We believe that children should be given opportunities to become physically confident in a way which supports their health and fitness. We believe that opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect, and we aim to provide children with a broad range of sports and activities to help them achieve this. Swimming is an important life skill, and therefore we aspire for all children to leave primary school being able to swim at least 25 metres.

- **The rationale**

A combination of Amaven planning and the Twinkl scheme of work is used to ensure that we teach a broad and balanced PE curriculum in which children learn and develop a range of sports skills. Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged, as well as promoting positive attitudes towards a healthy lifestyle.

- **Meeting the needs of identified groups i.e. SEN, EAL, disadvantaged children and the most able pupils**

Lesson plans from Amaven clearly include provision for higher attaining children and lower attaining children for each lesson. Lesson plans are adapted by teachers to show the provision for SEN pupils as needed. A subject guide for staff has been produced by the subject leader which gives examples of what a child should be achieving to be considered greater depth in PE. Teachers use this information to help set challenging tasks that would show children are working at greater depth.

- **Reading in this subject**

PE lessons provide children with regular opportunities to develop their vocabulary with links to science and the body. With each new topic children are taught new vocabulary which builds year on year.

IMPLEMENTATION

- **Introducing new learning**

A comprehensive progression of skills document has been drawn up and introduced to show the progression in PE from EYFS to Year 6. This clearly shows what knowledge and skills children need to have gained in previous years to ensure they are ready for the next step in their learning. Because these are passed up with children throughout their time at Stone School, teachers use this document to check for any gaps in previous learning and can address these before then moving the children on to ensure that children are developing their understanding and acquiring the skills they need.

- **Teaching approaches**

At Stone School, children participate in 2 weekly PE sessions, each lasting for an hour. Plans are taken from the schemes and adapted by staff as necessary to suit the needs of their class. A WALT and S2S for each lesson are identified and shared with the children at appropriate times in the lesson. A range of auditory, visual and kinaesthetic approaches are used in lessons to support children as they learn. Peer and teacher demonstrations can be used to show children new skills before they attempt them. Lessons involve children practicing and applying skills individually, in pairs or in small groups, depending on the task and the skill being taught. Children learn teamwork and collaboration skills and learn how to be a good sport if they do not win. Some tasks are differentiated by outcome meaning that all children are able to achieve in a lesson and feel a sense of pride and accomplishment in their achievements.

- **Schemes/resources**

A combination of the Amaven planning and the Twinkl scheme of work is used to ensure we teach a broad and balanced curriculum. The subject leader monitors the resources available to teach the subject and ensures that these are kept stocked up and in good working order. There is a range of equipment available to teach PE including balls of different sizes, tennis rackets, hockey sticks, hoops, beanbags, cones etc.

- **Educational visits and enrichment activities to develop cultural capital**

Throughout the year all classes participate in multiskills festivals where they compete against other schools. A wide range of after school sports clubs are provided all year round, both by school staff and by external providers including football, multiskills, hockey, netball and tennis. Sports coaches lead games and activities for the children at lunchtimes to help teach them new skills.

- **Ensuring good progress and attainment**

Each term, teachers assess children using the Amaven assessment tool. This produces an overview for each class and a whole school report which is monitored by teachers and the subject leader. A separate breakdown for different groups of children is also available. This data is monitored across the year by the subject leader and reported to senior staff.

IMPACT

- **Expected outcomes**

That children have made good progress from their starting points, evidenced by teacher assessment. That assessment data shows that children are achieving to the same standards as in core subjects evidenced by teacher assessment

- **How outcomes for pupils are measured**

Interviews with the children take place once a year to ascertain the children's thoughts and feelings about PE as well as to get their perspective on what they have learnt. Assessment data is reviewed termly to ensure progress and individual children and groups of children can be tracked as needed depending on the results of the data.

- **Other outcomes**

Through our PE curriculum, we believe that we will encourage our children to want to continue to lead happy and healthy lives, where they take responsibility for their health and fitness choices. We aim to develop the confidence of our children to attempt sports and games and teach them resilience if they do not win. We aim to encourage children to see physical activity as a way to maintain good mental health and wellbeing and for them to use sport as a way to promote their involvement in the community.