

# Curriculum Statement for Physical Education



## Belonging, Being, Becoming

**Our principle aims, following the National Curriculum in England for physical education are for pupils to:**

- For all pupils to develop competence to excel in a broad range of physical activities.
- For all pupils to be physically active for sustained periods of time.
- For all pupils to engage in competitive sports and activities.
- For all pupils to lead healthy, active lives

The **core of our PE curriculum** is the National Curriculum for England, which is supplemented by the Power of PE and Get set for PE. It is also supported by Telford and Wrekin Schools Sports Partnership who provide us with a range of sporting activities and opportunities outside of our school. With the support of TWSSP, we currently hold the platinum award for the school games.

**The curriculum has been specifically sequenced in a logical progression** to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and



remember more. End points are clearly identified for each year group within each of the three strands through a whole school computing progression map.

**All children have access to a high-quality, ambitious physical education curriculum** that is both challenging and

enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

Our expectation at Sir Alexander Fleming Nursery and Primary School is that all pupils will be given the opportunity to progress in key areas of physical education, learning skills that build as they move through the school. These objectives are broken down into the key areas within our PE curriculum: dance, gymnastics, athletics, games, outdoor adventurous activities, swimming and



leadership in PE. The sequence of lessons throughout a unit develops the pupil's declarative and procedural knowledge for motor competence; rules strategies and tactics; and healthy participation. Our curriculum overview outlines which areas are being taught in which year groups, ensuring there is a clear progression in all key skills.

**Every year group has a yearly curriculum map** that outlines the key areas of Physical Education which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each key area.

**Detailed medium-term planning** supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new declarative and procedural knowledge. Within this document, key objectives, questions, and vocabulary are also outlined. Progression documents for each area of PE are used to support the medium-term plan, to ensure that

staff are delivering a consistent and challenging curriculum that builds on previously taught knowledge and skills.

**At Sir Alexander Fleming, we have five curriculum drivers** that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



**Inclusion** – All pupils participate in physical education. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

PE lessons are structured consistently throughout school. Each lesson will begin with a warmup where pupils will take part in an activity that will increase their heart rate to prepare the body for movement. Children will develop a good understanding of the importance of warming up and the reasons why throughout their time at SAF. Once the children have warmed up, the new learning will be introduced, and children will talk about what skills are being taught in the lesson. There will be an emphasis on language and vocabulary during the teaching part of the lesson where children will ask and answer questions, developing their declarative knowledge. Once they have understood the learning objective of the lesson, they will take part in a practical activity. This practical learning will be the main part of the lesson where the children will spend most of their time practicing the skills they have been taught with the support of their teacher and the guidance of their peers. This is where they build on their procedural knowledge. Within the lesson, teachers will provide timely, positive feedback to support learning and encourage pupils' confidence. Once the children have completed their activity or task, the class will re-join together to assess what they have learnt. We encourage the children to identify what went well for them in a lesson and what they think they need to improve on using key vocabulary and technical terms that have been taught in a lesson. The children then complete a cool down activity to help their body return to a resting state after physical activity. This can include stretching to help prevent sore muscles and lower their heart rate. A lesson will conclude with a self-assessment where the children will record how successful they felt they were.

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key skills and concepts are embedded in their long-term memory so they can apply them fluently across a variety of sports and physical activities.

**Wellbeing** - We place emphasis on a curriculum that develops the whole child. Through our core values we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In physical education children are enabled to become creative, confident learners of technology who can solve problems, work collaboratively and think logically.





Physical education and physical activity both contribute to pupils' wellbeing in a variety of ways. We give children the opportunity to experience a variety of sports, active learning, and active breaks throughout the day to help them develop a love of sport and physical activity.

**Oracy** – Our curriculum aims to develop learners who can think critically, reason together and have

the vocabulary to express their knowledge and understanding. In Physical Education oracy is developed through the use of key vocabulary and questioning during lessons. A key area of the pupils' learning is to be able to assess and evaluate their own performances and those of their peers. Developing language and vocabulary during PE lessons enables the children to be able to successfully achieve this area of their learning. In addition to this, by using and referring to Physical Literacy in our teaching, we are giving our pupils the opportunity to also develop their engagement, competence, and confidence in their learning.

**Enrichment** - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In PE, enrichment includes giving our pupils the opportunity to take part in a range of sporting competitions outside of school and after school activities.

**Physical activity** – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development.

At Sir Alexander Fleming Nursery and Primary School we build physical activity into the school day to provide children with the 30 minutes of activity they should be receiving outside of their PE lessons. The children across the



whole school take part in The Daily Mile every day with their teachers. We have a team of children called our 'Sports Leaders' that spend their playtimes providing games to play for the rest of the pupils on the playground.

**The EYFS curriculum** includes rich opportunities for children to be physically active and learn the key basic skills that children need to move through the school with. We support pupils' development and enable them to pursue happy, healthy and active lives from an early age. Our children in EYFS take part in their structured PE lesson, as well developing their fine and gross motor skills through a range of indoor and outdoor experiences. The children have access to a range of quality sporting equipment in their sports hall along with a large outdoor space that is used to provide opportunities to be physically active. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their Physical Education understanding both inside and outside. Their PE lessons focus on gymnastics, dance and games to ensure they are taught key skills to develop core strength, stability, balance, spatial awareness, co-ordination and agility.

**Pupils in Key Stage 1** begin to build on these basic skills to develop their fundamental movement skills as they move up from their foundation stage. The children can access a broad range of opportunities to extend their confidence, ability, balance, competence, and coordination both individually and with others. The skills they are taught, allow them to engage and perform individually, cooperatively, and competitively, competing not only against themselves but against others too, helping them to improve their techniques. Planned lessons are delivered by teachers to develop the declarative and procedural knowledge for gymnastics, dance, multi-skills, athletics and invasion games using both the indoor sports hall and outside spaces.

**Pupils in Key Stage 2** continue to develop and practice the skills they have previously learnt in Key Stage 1, building on their prior knowledge to apply them within game situations. They develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. The pupils are taught a range of games throughout

Key Stage 2 and the children learn the skills, rules and tactics needed to successfully take part in a game where they compete against others competitively. The children learn how to play invasion games which include football, tag rugby, basketball, and dodgeball; net and wall games which includes tennis; and striking and fielding games which include cricket and rounders. They develop an understanding of the importance of communicating with others in game situations and learn how to evaluate the work of their own and that of others. This enables them to recognise and identify their own success as well as identifying areas they need to improve on. Planned lessons are delivered by teachers to further develop the declarative and procedural knowledge for gymnastics, dance, athletics, and games using both the indoor sports hall and outside spaces. Pupils in Year 4 and Year 6 also take part in outdoor adventurous activities and swimming. Children in KS2 have accessed a 6 week intensive swimming course using a pop-up pool on our playground. Years 5 and 6 had 2 sessions a week. The aim is for all pupils to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of swimming techniques and strokes.

**Assessment** is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. This supports with identifying gaps in knowledge and understanding, enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort. Assessment tasks are used regularly (recall starters, rapid recall of knowledge, key vocabulary checks) in strengthening memory by providing children with the opportunities to 'struggle' and make a sustained effort in trying to retrieve information, the process of which strengthens their memory. It is through this effort within tasks that strengthens memory recall and creates the strongest connections in their learning. The children also complete a self-evaluation task at the end of their PE lesson to assess how successful they feel they were in their learning today. This provides the opportunity for children to reflect on their learning and set goals for future lessons.

**The impact of our physical education curriculum is that:**

Pupils understand the importance and positive benefits of being physically active.

- Our pupils engage in regular physical activity.
- Our pupils enjoy being physically active.
- Our pupils are being given the opportunity to be physically active outside of PE lessons for at least 30 minutes a day.
- Physical activity is high profile around the school, and it is listed as one of our curriculum drivers.
- Our pupils know what safe and effective movements look like in specific activities and can perform them.
- Our pupils know the rules, strategies and tactics in specific activities and can perform or apply them in a range of games.
- Our pupils have a good understanding of what health and fitness means.
- Our pupils work hard as a team to achieve their goals.
- Our pupils have a positive attitude towards competitions.
- Our teachers are confident and knowledgeable about PE.
- Our teachers are actively encouraging and supporting children to be active during the school day.