



P.E.



INTENT

At Leverhulme Primary School, we will deliver a PE curriculum that allows all children to maximise their physical development and ability across the full range of activities that make up P.E. in a primary school, challenging them to improve to be the best they can be. Children will learn more about how their body works and understand how it changes when we exercise (being body aware). Develop the social, emotional, spiritual and moral aspects of their character (growing minds) and take part in every lesson so that they can experience success when challenged at the correct level. (Being inclusive, differentiating challenges and expectations) We believe that a high-quality PE curriculum inspires children to succeed and excel in physically demanding activities and competitive sports, which in turn, will help them to build important life skills such as resilience, tenacity and determination.

We wish to support our pupils' health and fitness and provide them with opportunities to become physically confident. It is our aim to inspire our pupils to be involved in competitive sport and other activities to help build character and embed values such as good sportsmanship and respect.

In a lesson, we want as many children as possible to be as active for as long as is possible and will plan activities that enable this goal to be realised. We will give advice on how a child can improve their ability by using key technical terms that are explained in action.

Our core aim is to inspire children to be active and achieve, enabling them to develop a long lasting connection with physical activity that helps them and stays with them as they grow older.

IMPLEMENTATION

Our PE curriculum is created through a whole school overview where skills, knowledge and vocabulary are broken down into progressive learning objectives, that provide continuity from the Early Years through to Year 6, each year group building on previous learning and skills taught. PE at Leverhulme Primary School provides challenging and enjoyable learning through a range of sporting activities including Invasion Games, Fielding and striking, dance, gymnastics, athletics and Swimming.

At Leverhulme children participate in a minimum of one PE session a week, and two sessions per week wherever possible, covering different sporting activities every half term, with some half terms covering two sporting activities, one being an indoor focus and the other an outdoor sport. Throughout the year, this lesson will be supplemented with a Swimming session for Key stage 2 children. The Long-Term PE Curriculum Overview sets out the PE Units/Activities which are to be taught each half term throughout the year and ensures that the requirements cover a range of skills and sports.

We use and adapt a Scheme of Learning from Primary PE Passport to ensure planning, content and delivery is age appropriate. This scheme ensures lessons, year on year, are progressive. The emphasis of our PE curriculum is inclusion for all children regardless of sporting ability.

We promote both participation and competition through P.E and sport. We ensure all children experience competition at some level, individually or in a team, within lessons. We have an annual inclusive Sports Day, with the emphasis on participation and achievement for all. Children learn in a safe environment and have a foundation for lifelong physical activity.

Whole School Overview

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Gymnastics Orienteering	Dance	Invasion Games	Net & Wall Game Skills	Athletics	Striking & Fielding
Year 2	Dance Orienteering	Gymnastics	Invasion Games	Net & Wall Game Skills	Athletics	Striking & Fielding
Year 3	Gymnastics Orienteering	Dance	Tag Rugby	Handball	Athletics	Rounders
Year 4	Gymnastics Orienteering	Dance	Tennis	Tag Rugby	Athletics	Cricket
Year 5	Dance	Gymnastics Orienteering	Basketball	Football	Athletics	Cricket
Year 6	Basketball	Gymnastics Orienteering	Dance	Tennis	Athletics	Rounders

PLANNING AND CURRICULUM

In sessions taught by Leverhulme staff, where appropriate, we use the PE Passport website to help support our sessions.

We ensure that the curriculum has progression across year groups by revisiting and augmenting previous learning before adding new skills and knowledge to further develop the individual.

This ensures that by the end of each key stage, pupils are expected to know, understand, and apply the matters, skills, and processes specified in the appropriate programme of study.

Subject Content – Early Years

Pupils should demonstrate good control and coordination in small and large movements. Children should be developing fundamental skills with confidence, safely negotiating space and trying new activities in the process.

Pupils should be taught to:

Master basic movements including:

- Running
- Jumping
- Hopping
- Crawling
- Throwing and catching

Develop balance and agility, negotiate space, adjust speed, and change direction.

Work as part of a group or class, and understand and follow the rules and boundaries.

Move confidently and in time to music.

Subject Content - Key Stage 1

Pupils should develop fundamental movement skills, become progressively capable and confident, and access various opportunities to extend their agility, balance and coordination, individually and with their peers. Engaging in competitive and co-operative physical activities in a range of increasingly challenging situations is vital to their development.

Pupils should be taught to:

Master basic movements and apply these in a range of activities including:

- Running
- Jumping
- Throwing
- Catching
- Developing balance, agility and coordination.

Participate in team games and develop simple tactics for attacking and defending.

Perform dances using simple movement patterns.

Subject Content - Key Stage 2

Pupils should continue to apply and develop various skills, learning how to use them differently, and make actions and sequences out of movement.

Pupils should enjoy communicating, collaborating and competing with others, and develop an understanding of how to recognise, evaluate, and improve their techniques.

Pupils should be taught to:

Run, jump, throw and catch in isolation and together.

Play competitive games, modified where appropriate, and apply basic principles to attack and defend.

Develop flexibility, strength, technique, control and balance.

Perform dances using various movements.

Take part in outdoor and adventurous activities, both individually and as a team.

Compare their individual performances with previous ones to demonstrate improvement so they can achieve to the best of their ability.

Swimming and water safety

Our school provides the minimal requirement for swimming instruction in key stage 2.

In particular, we aim to teach all pupils to:

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Use a range of strokes effectively.

Perform safe self-rescue in different water-based situations.

LESSON STRUCTURE AND DELIVERY

All sessions should follow a structure that includes a warm up prior to activity and a warm down (where appropriate) at the end of the session.

We believe that, as much as is possible, as many children as possible should be included in activities (minimising queues to engage in activity and the numbers 'watching, not doing') and teaching should be delivered 'in action' rather than to static learners before activity takes place.

Planning structures progression, though thought should be given prior to the lesson being delivered about how the activity may be made more difficult or easy to challenge all children at the appropriate level.

Additional adults should be planned for so that they have a purpose within any session and maximise their impact on the children's learning.

EXTRA CURRICULAR

At Leverhulme, we look to provide opportunities to allow children to take their learning further in P.E with a series of options outside of the normal school day. Pre and after school activities are made available which are delivered by school personnel (sometimes alongside external providers). These add to the skillset of the children who attend and provide personal development opportunities for adults to gain

confidence and expertise in their own pedagogy by supporting those who are competent in their delivery and are leading the session.

Opportunities are offered to children across the P.E. Curriculum to provide a variety of options for children regardless of their age.

Children who are identified as showing promise in individual aspects of the curriculum are encouraged to take their interest further by linking up with external clubs and facilities.

HEALTH AND SAFETY

All adults involved in the teaching and supervising of PE must adhere to the school's health and safety policy and guidelines. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity. No jewellery is to be worn for any physical activity. At Leverhulme, pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum. In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned and First aid boxes will always be accessible during PE lessons.

Swimming lessons will always be taught by a specialist-swimming teacher.

RESOURCES

We have a wide range of resources to support the teaching of PE across the school. Our PE cupboard contains a range of resources, to allow the teaching and delivery of a broad and balanced PE curriculum. If teachers find themselves in need of any resources or equipment, they should speak to the PE Team.

ASSESSMENT & TRACKING

Assessment is an important tool used in all subjects across the curriculum. Like reading, writing and maths, pre and post assessments are used to find gaps before children start a unit of work and to look at how much they know at the end of the unit. From this, any gaps are identified and these would be plugged through starter activities, during teaching, in additional sessions or when a subject is closely linked somewhere else in the curriculum.

Foundation subjects are assessed through post-assessments throughout the year (see details of how this is specifically done in Art below) and a final teacher assessment/judgement at the end of Summer 2, where the subject is assessed as a whole using information collated throughout the year to make an overall judgement. This is done for every non-core assessment. Children are recorded as 'JA' or 'At' for their year group.

- **JA** – demonstrating that they have been taught the curriculum and have demonstrated some of the features of this year group's expectations, including some, skills, knowledge and vocabulary.
- **At** - demonstrating most (or indeed all) of the features of this year group's expectations for the subject, including, skills, knowledge and vocabulary.

The assessment for non-core is recorded on Sonar, following the steps below.

- Log into Sonar
- Select 'assessments'
- Select 'primary summative'
- Select Year Group and Class
- Change 'core subjects' to 'foundation subjects'
- Select subject and choose JA (Just At) Or At (Securely At)

Furthermore, an analysis form is completed for non-core subjects (see Teaching and Learning Handbook). Staff complete the % of children working at 'JA' and at 'At', as well as, notes on strengths and next steps. This information can be related to individuals, groups of pupils or whole class themes. The analysis form is passed up to the next teacher to inform future planning and to build on prior knowledge.

Specifically to PE, formative assessment is carried out during live PE lessons using the PE Passport app. The app allows teachers and teaching assistants to take videos and photos of children demonstrating specific skills. These videos and photos can be tagged to children and form a bank of evidence over the different units of PE. At the end of the unit, teachers use these assessments to support their overall judgement. Teacher assessment of the skills developed are assessed alongside key, PE subject knowledge.

IMPACT

At Leverhulme, our PE curriculum is planned to be inclusive and demonstrate a progression of skills and allows children the opportunity to acquire and develop fundamental knowledge, understanding, skills and techniques and apply these to a wide variety of different sports and activities. PE lessons are planned to be fun, enjoyable and challenging and children support children to achieve to the best of their ability, in a supportive, safe and stimulating environment. Through PE children can develop an understanding of how to lead a healthy lifestyle and understand the importance of regular exercise and activity for their physical and mental wellbeing.

In PE, we also measure impact by:

- Photographic and video evidence of children's practical work.
- Pupil voice, which includes discussion with children regarding their learning, and evaluations of key vocabulary being used.