



Intent Statement for Physical Education

Vision:

At Winslow Church of England School, our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Intent:

At Winslow C of E School, we want all pupils to achieve the National Curriculum and more by the time they leave. Physical Education at Winslow also aims to promote positive attitudes towards life and society and enable children to see the importance of a healthy lifestyle, thus enabling them to make informed choices about participating in physical activity throughout the entirety of their lives.

At Winslow C of E we use our PE curriculum to promote social and emotional skills to develop an appreciation of the wider world for all our pupils. We want all pupils to have a broad experience of sports and extra curricular activities especially when they don't have the opportunities outside of school. We carefully plan our curriculum to ensure that all our pupils including those with SEND have equal access.

Our intentions in PE teaching offers further opportunities for children to:

- To develop the children's knowledge and understanding of fitness and health
- Allow them to acquire and develop their skills
- Encourage them to select and apply skills, tactics and compositional ideas
- Encourage them to evaluate and improve their own and each other's performance.

Through focus on these four Key Aspects children are able to perform with increasing competence and confidence in a range of physical activities, including dance, games, gymnastics, swimming and water safety, athletics and outdoor adventurous activities.

Implementation

Physical Education lessons are taught in Winslow Church of England School by specialist PE coaches from The Future Games (TFG) and class teachers. Together, we have created a bespoke curriculum meeting the requirements as set out in the National Curriculum and the needs of the school. The lessons ensure a range of sport skills are covered and build sequentially over time to ensure progression of skills for all. This ensures challenge and support is given to all children. Each class has two hours of high-quality PE delivered by the specialist as well as class teachers. Sports coaches are also used to increase engagement and enrichment at lunchtimes alongside our Sports Council, who encourage and lead playground games for our younger pupils.

A typical PE lesson at Winslow look like:

- Begins with a warm up or starter activity to settle the children into a learning mood or increase heart rate.
- A learning objective is shared.
- Modelled skills and teaching points shared as well as vocabulary.
- Opportunities for discussion: paired, class or group to ensure balance of pupil and teacher talk.
- Differentiated tasks or activities to support or extend the learning
- Questioning and mini-plenaries to reshape and hone skills
- An effective plenary to move the learning forward by consolidating the learning objective, reflecting on the learning, or introducing the next concept
- All staff are enthusiastic and share enjoyment for physical education.

By the end of each key stage, all pupils at Winslow are expected to know, apply and understand the skills and knowledge as specified in the relevant programme of study.

Early Years Foundation Stage

In the Early Years, pupils should develop fundamental gross motor skills and begin to develop their movement skills including agility, balance and coordination. They should begin to engage in cooperative physical activities.

Pupils should be taught to:

- negotiate space and obstacles safely with consideration for themselves and others
- demonstrate strength, balance and coordination when playing
- move energetically such as running, jumping, dancing, hopping, skipping and climbing.

In EYFS Physical Education is 1 hour of games a week and 1 hour of Dance or Gymnastics a week. All children to receive a minimum of 2 Hours High Quality PE each week, fulfilling the National Curriculum and the government Public Service Agreement for PE and School

Sport. Using Real PE and TFG planning, the lessons are based on agility, balance and co-ordination. A story is used to introduce a new skill. All types of equipment are used at an age appropriate level; different sized balls, quoits, beanbags, hoops and cones. Climbing equipment is used in gym, alongside benches, gym tables and mats. The EYFS structure enables all children to be physical throughout the whole day. PE lessons are more structured and skills based.

These early experiences are then built upon as children progress into KS1.

Key Stage 1

In KS1 Physical Education is 1 hour of games a week and 1 hour of Dance or Gymnastics a week. All children to receive a minimum of 2 Hours High Quality PE each week, fulfilling the National Curriculum and the government Public Service Agreement for PE and School Sport. Using The Future Games (TFG) planning, the lessons are sports based with a focus on agility, balance and co-ordination. All types of equipment are used at an age appropriate level; different sized balls, quoits, beanbags, hoops and cones. Climbing equipment is used in gym, alongside benches, gym tables and mats.

Pupils should 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.

Key Stage 2

In KS2 Physical Education is 1 hour of games a week and 1 hour of Dance or Gymnastics a week. All children to receive a minimum of 2 Hours High Quality PE each week, fulfilling the National Curriculum and the government Public Service Agreement for PE and School Sport. The Future Games planning is used for the teaching of games sessions with a focus on sports such as badminton, tennis, netball, basketball, hockey, football, cricket, tag rugby, dodgeball and rounders using a wider range of equipment. The children will learn the skills needed for each sporting activity before ending in game situations. All Year 4 children have swimming lessons at The Swan Pool in Buckingham. Year 6 children will swim in the Summer term.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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.

Swimming and water safety

Pupils should be taught to:

- 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 situations.

PE teaching is good at Winslow when:

- there are opportunities to be active throughout the vast majority of every lesson;
- lessons promote language, listening and communication;
- lessons are differentiated to meet the needs of all children;
- lessons are well resourced
- assessment informs future planning.

PE Enrichment

Our PE curriculum is enhanced through

- our enrichment days supported TFG for example; archery, boccia
- After school clubs that support a range of sporting and games activities both physical and strategic
- Opportunities for sporting leagues and external competitions and festivals
- School games and other intra school competitions
- Active 60

Evidence

- There are no books for PE, pupil progress in lessons and pupil voice are used for evidence

Impact

We measure the impact of our PE curriculum through the following methods:

- observing of pupils in lessons
- listening to pupil feedback from observing others
- listening to pupils' reflections of own abilities
- Interviewing the pupils about their learning (pupil voice).
- Subject tracking. PE specialists report back to class teachers on the competencies achieved within each unit covered

These measures will show that by the time children leave Winslow C of E school they are happy, healthy and are physically active throughout the entirety of their lives having achieved well across the National Curriculum and more.

Assessment

Teachers and PE specialists assess pupils at the end of each lesson against the learning objective. They are given a grading of gold, silver or bronze. This then informs the next lesson taught in the unit. Once the full unit has been taught teachers or PE specialist assess the pupils using the TfG assessment tracker.

Gold =expected, Silver= working towards expected and Bronze = below.

Special Educational Needs and Equality

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. Therefore all pupils including SEND are physically active and achieve their best letting their light shine.

Spiritual, Moral, Social & Cultural Education

The Physical Education curriculum will support each child's SMSC development by:

- Give expression and critical reasoning to personal thoughts, views, beliefs, opinions and feelings
- Develop an understanding of the different ways in which humans express their hopes and fears in a range of texts, e.g. in parable, biography, poetry, myth and legend, song and hymn
- Look at stories which tell of human achievement, "against the odds", which have capacity to inspire and allow pupils to tell and reflect on their own stories
- Reflect on issues raised, e.g. relationships and use a wide variety of texts which can both comfort and challenge children's beliefs about their perspective on life and respect for different people's faiths
- Reflect and engage with issues of belief, truth and social and cultural values raised in the Physical Education curriculum
- Develop a reflective and self-disciplined approach to issues
- Appreciate how values expressed in language and literature can change over time, e.g. attitudes towards women and marriage
- Develop a sensitivity and tolerance towards the views and values of others through role play and improvisation
- Be exposed to a range of social and religious stories which challenge their thinking and beliefs and help to develop a strong and compassionate moral compass
- Have access to a range of texts and experiences which develop their acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Ask questions to ascertain why there are differences in the World.

Equality of opportunity and Inclusion:

At Winslow Church of England School, we are committed to creating a positive climate that will enable everyone to work free from discrimination in order to achieve his or her potential. Opportunities to take part in speaking and listening are open and available to all pupils. All children are allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion or cultural/ethnic background. The content of lessons and the resources available ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and abilities. Provision is made for children with Special Educational Needs so that they can take part in any programme with the other children.

Other Policies linked to this:

- Curriculum Policy
- Behaviour Policy
- SMSC Policy