



Statement of intent for Physical Education

Our school Vision September 2023

'Packmoor Ormiston Academy offers pupils the opportunity to be physical literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.'

We are committed to creating a positive, safe and nurturing environment, where all members of the school and wider community will be respected and valued. We will support and encourage one another to grow and flourish to be the very best we can be.

Intent

At Packmoor Ormiston Academy the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. Within dance it will allow children to explore their personal and spiritual identity.

Implementation

Each child receives 2 hours of PE a week with class teachers or specialist PE teachers. We plan their sessions to cover a broad and full range of skills and activities. Children in key stage 2 attend swimming lessons in a local pool and learn to swim 25 metres competently and confidently in a range of strokes. Children also have the chance to be active in wide range of clubs and participate in many 'school games' competitions over the academic year.

Physical education offer

We want our children to be **HAPPY MOVING** giving each child a unique positive movement experience throughout their learning journey.

Following these four pillars

Physical me (Energetic)

Developing competence with fun rich and varied programme of sports and physical activities that are relevant and meaningful to the children

Social me (Respect and Teamwork)

Securing strong social aspects to flourish in competitive sports

Emotional me (Self- belief)

Securing strong emotional aspects of health and well-being building confidence and self-motivation

Thinking me (Determination)

Building a knowledge and understanding of physical activity, developing a love of healthy active living that lasts a life time

Linking to the national curriculum 4 aims

- 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

EYFS

As part of the EYFS statutory framework pupils are taught:

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Key stage 1

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are 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

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding

of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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

Each year group in Key Stage 2 will attend swimming lessons for one term, usually in Year 5.

Curriculum Impact

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At Packmoor Ormiston Academy we use summative assessment to determine children's understanding and inform teachers planning. Each part of the PE curriculum is reviewed on a termly basis by the subject leader.

SMSC in PE

Social Development-through a willingness to participate in and respond positively to artistic and sporting activities

Spiritual Development-through imagination and creativity in learning and a willingness to reflect

Moral Development- through understanding of rules, a sense of right or wrong and showing respect

Cultural Development- through an understanding and celebration of diversity and how sport is influenced by local culture.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in activity areas, regardless of race, gender and ability. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.

- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

PROGRESS STATEMENT

Early Years Foundation Stage

As part of the indoor and outdoor continuous provision, children are physically active throughout their day in the Foundation Stage. In addition, children all access an age-appropriate PE curriculum that is taught explicitly and enables them to make progress in fundamental movement skills (balancing, running, jumping, making movements), ball skills, early games, gymnastics and dance.

Key Stage 1

Key Stage 1 Children's progress continues to develop throughout Key Stage 1 with a skill and knowledge-based PE curriculum that builds on what children have begun to learn in EYFS. Further challenge in fundamental movement skills is the beginning of this process for each year group as it is crucial to children's success in PE and Sport. Children are also taught ball skills, sending and receiving, target games, invasion games, net and wall skills and striking and fielding all with a skills and knowledge focus. This prepares children for the wide range of sports available to them in the Key Stage 2 PE Curriculum. The children also participate in gymnastics and dance units of learning. As a pre-cursor to the Outdoor Adventurous Activity units, children in Key Stage 1 will complete their year with a focus on Team Building through physical activity.

Key stage 2

Key Stage 2 Children continue to make progress in the skills and knowledge they have learnt in Key Stage 1 and begin to apply them into a range of sporting opportunities. Children extend their skills

alongside learning new, more complex and challenging physical skills. They are exposed to new sports during their time in Key Stage 2 including Tag Rugby, Golf, Basketball, Volleyball, Orienteering in addition to Football, Cricket, Athletics, Dance and Gymnastics. Children will be challenged to use their social, emotional and thinking skills to develop positive team relationships, the ability to assess individual and peer progress and to be able to develop strategies to use in competition. All children in Year 5 have swimming lessons in a block swimming placement and are taught by qualified swimming instructors. They make progress up to and exceeding the requirement to swim 25 metres by the end of Year 6.