



Watlington Community Primary School

Rationale for Physical Education

Curriculum Intent

We aim to provide our pupils with the knowledge and skills that will enable them to access and enjoy an ambitious PE curriculum.

Our main purpose in delivering a high-quality PE curriculum is to enable our pupils to understand how to keep physically healthy, eat healthy, maintain a healthy lifestyle and to help them understand the importance and benefits of this. This includes giving our pupils the opportunity to be physically active during the school day as well as offering extra-curricular activities, this includes, but is not limited to the use of gym equipment.

By designing a PE curriculum that is carefully planned and sequenced, it is our intention that all pupils will be able to develop competency in PE and will believe that PE is for them and that they can be successful within this subject. The knowledge and skills taught is based on the 2014 National Curriculum for PE. We aspire for our pupils to leave school with the necessary knowledge and skills to be successful in secondary school and beyond by understanding how PE can support their development physically, socially, culturally and emotionally. It's important that our children understand how sport can support their overall well-being and mental health.

During EYFS and Key Stage 1, children will be taught the main fundamental movement skills, which will be built upon in Key Stage 2 as they start to be applied to specific sports. Our PE curriculum is organised in such a way that the movement skills are constantly revisited, enabling our pupils to develop fluency in the skills needed to be successful in PE.

We adopt the Ofsted reviews 3 pillars of progression, which include motor competence; rules, strategies and tactics and healthy participation. Motor competence incorporates those fine and gross motor skills, which are pivotal in the foundation stage and continue to develop as children progress through the school.

Implementation and Pedagogy

The PE curriculum is comprehensive, broad and balanced. The types of sport included within the curriculum map are chosen purposely because of the knowledge and skills they provide our pupils. For example, dance provides the children with an opportunity to learn about how to move to a beat, there are varied movement patterns within dance as well as links to different cultures. Gymnastics focuses heavily on the more challenging Fundamental Movement Skills (FMS) such as balance as well as enabling children to improve their co-ordination and control in movements.

The implementation of the curriculum is influenced by the recommendations from the Ofsted PE Research review.



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The curriculum works on a spiral principle, whereby pupils revisit concepts, with increasing levels of complexity and do not move on until skills and knowledge are secure. In PE, the FMS need to be constantly revisited to build fluency and children need to be taught how rules, strategies and tactics can be applied to specific sports. It's not enough for children to be taught a general rule that can be applied to all sports as rules, strategies and tactics can vary from sport to sport. However, starting a new sport, which involves different movements and tactics, pupils can use previous knowledge of rules, strategies and tactics from sports they have played to make comparisons in order to gain a greater understanding and further extend their knowledge and skills in this area. Similarly, it is also important that the vocabulary they are introduced to is revisited in the context of a different sport.

PE lessons are timetabled so that all year groups receive two hours of PE as well as timetabling the daily mile to provide children with more opportunities to be physically active. Our long term curriculum map allows for mixed age classes and ensures coverage without over-repetition of certain sports.

Demonstrations are used in PE so that all pupils know what success look like. It will equip the children with the kind of movement patterns they are going to require to be successful, they will get a chance to practise the task as well as receive feedback to improve on what they are learning. Practice is pivotal in PE and children will not be expected to move on to more complex application of skills into specific sports until they have mastered the prerequisite knowledge and skills that will enable them to be successful.

We will also be using the STEP (space, time, task, equipment and people) principle to ensure that the level of difficulty in PE reflects what the pupils show they have already mastered and then what they need to do next. For example, a large playing area when developing the skills of throwing and catching can mean that pupils are too far apart and are not in control of the ball. By making the playing area smaller, children can be more successful when developing their throwing and catching skills.

The role of the teacher is to ensure that a well-planned, progressive sequence of lessons is delivered to the children, taking into account prior knowledge and skills. It is expected that teachers follow the schools approach to teaching PE by providing three types of learning objective (Primary Learning Objective, Secondary Learning Objective and Tertiary Learning Objective) as well as utilising the STEP principle to challenge/support pupils to be successful. However, the activities chosen and teaching styles adopted are not prescribed. All lessons should incorporate retrieval practice to help ensure that existing knowledge is internalised. This may be through class discussion at the beginning of the lesson, recapping what has been learnt before. This will also include recapping on the meaning of important vocabulary that will be prevalent during a sequence of lessons. Teachers will also be expected to deliver a warm up, main session and a cool down in every lesson. The PE lead will be completing termly monitoring sessions. Teachers will also receive termly surveys in order for the PE lead to find out how they can support them further with CPD. It is also important that teachers ensure that any equipment is set up safely and that the pupils in their care are using the equipment safely and in the correct manner. The PE lead provides



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teachers with termly surveys for the pupils in order to find out how physically active they are and any particular sports/clubs they would like to see being implemented in the school.

We are currently offering some after school sports clubs to our pupils. In order to encourage uptake the pupils and parents are provided with a survey each term where they can select the sports they would like to see being offered. The sport with the highest number of votes is then selected for a term on a Wednesday after school. We have sourced a sports coach from Alive Leisure Kings Lynn. We also offer dance for our pupils on a Monday. We have sourced a dance teacher from our local community (Watlington Dance School). Our school sports coach also delivers football to our pupils every Tuesday after school.

We have continued to make good use of the PE funding that has been allocated to us. Each year, we use a portion of the grant to purchase packages from the West Norfolk School Sport Partnership. In order to raise the profile of PESSPA across our school, we spend a portion of our money on a subscription of Imoves in order to support our teachers in delivering a high quality PE curriculum as well as short burst activities. Teachers do not have to solely use the planning and activities from Imoves. We aim to purchase 3 packages such as young leaders, healthy body/healthy minds and the active kid's festival each year. We aim to select packages that target pupils from all keys stages so that our pupils are developing their PE skills, considering the impact on their health and fitness and are evaluating their own performances. We also ensure that these extra-curricular opportunities are offered to our PP pupils.

In order to broaden our pupil's experiences, we have a sports coach come in weekly to teach our classes. Each class will see the coach approximately every 3 weeks.

In order to ensure our pupils have increased participation in competitive sport, we use a portion of the grant to purchase the competition package. Pupils in our school have the opportunity to participate in competitions outside of school such as netball, dance festivals and cross country events. The package supports all children in becoming successful as there are engage and develop events, where children can turn up and have a go without the pressures of a scoring system as well as compete events, which are scored.

As a school, we have identified that our children need to develop their core muscle strength and as a result, we have and will continue to use the grant to purchase equipment that will support children in developing their core strength as well as the fundamental movement skills.

Opportunities for cross curriculum links

The class teacher is able to see links between PE, PSHE and science when delivering PE and is able to make these links explicit to the children. This enables the pupils to build connections between different subjects and connect schema in their long-term memory, adding new knowledge to existing knowledge and experiences.



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Impact

At Watlington, we use the head, heart, hands assessment model to ensure that children are able to develop both physically and holistically. We use 3 different types of learning objective to ensure that all children are able to make progress within PE. We have the primary objective that focuses on the physical skill, the secondary objective that focuses on the social skills and the tertiary objective that enables all learners to be successful with the task. The class teacher assesses the children against these objectives. Our PE curriculum and assessment model will support our school values of independence, achieving and resilience as children are learning life skills that can be challenging such as winning and losing as well as taking part in activities that can be physically challenging like the movement skills required in Pilates and the resilience needed for sports like athletics.

Each progression document includes weekly learning objectives as well as a column for assessment. In this column, teachers will include children in their class that are working above the expected standard in a lesson and those that are working below the expected standard. They will then use this information to plan how they will challenge/support those pupils in the next lesson. Teachers are able to use this information to support them in making overall judgements and point in time assessments that are recorded in a spreadsheet. Assessment data is made available to all relevant staff within the school and the availability of data will enable the PE lead to monitor progress across cohorts and year groups and plan for next steps accordingly.

The purchase of the development wheel using some of the PE grant and the 3 termly audits provided by the SSCO means that the PE lead has been mentored and supported in identifying areas that the school is doing well in and areas of improvement needed. The PE lead is able to identify whole school development targets based on these meetings.

The purchase of gym equipment has ensured that more children are accessing regular exercise in addition to their normal PE lessons at break and lunchtime.

All children in Key Stage 2 receive 10 weeks of swimming each Year. The swimming coach ensures that all relevant skills and assessment data is covered and shared with the school in line with The National Curriculum.

Sources:

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2022-to-2023/pe-and-sport-premium-conditions-of-grant-2022-to-2023-maintained-schools#purpose-of-the-premium>

<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe>

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>



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Main Priorities

PRIORITY	ACTIONS	WHEN?	WHO?	IMPACT	RAG
SUBJECT PE					
Ensure that each PE lesson is sequenced with retrieval practice, including vocabulary. Each lesson should have a warm up, main session and cool down.	<ul style="list-style-type: none"> • Speak to subject leader and ECT who has recently attended some CPD on delivering effective PE lessons. • Pupils develop an awareness of how PE is being delivered each session and will be able to recall specific vocabulary. • Monitoring of PE lessons to ensure that each lesson is sequenced. • Regularly check the PE cupboard to ensure that equipment is still in good working order. 	July 2024	Subject Leader Teachers	Teachers have been equipped with the expected sequence within each lesson.	
Ensure that children are being exposed to a wide variety of different sports within the PE curriculum.	<ul style="list-style-type: none"> • Survey teachers termly to ensure confidence in delivering these varied sports. • CPD opportunities. • Develop curriculum map to ensure the coverage is varied and progressive. 	July 2024	Subject Leader Teachers	Subject Leader has ensured that the children are being provided with a well mapped-out curriculum, which is varied and progressive. New equipment has been purchased and is being used to deliver the curriculum. Surveys have been sent out to capture pupil and teacher voice.	
Ensure that children are working on improving identified need of core strength.	<ul style="list-style-type: none"> • Specific sports such as circuits, athletics, Pilates and dance will help with this. • Provide more challenging outdoor play equipment. 	July 2024	Subject Leader Teachers	Curriculum map has been designed to also implement sports that will target core strength. New play equipment, which focuses on climbing and building up core strength.	



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Ensure that children are being assessed formerly after each lesson and that the step principles are being used to differentiate within lessons.	<ul style="list-style-type: none"> • Table on Teams for teachers to record those working above and below the expected standard. • Share STEP principle with teachers • Feedback from staff on how assessment is going. • SL to check Teams regularly to see how children are progressing with PE. 	July 2024	Subject Leader Teachers	Staff have started inputting assessment data on Teams to inform their future planning.	
Raise the profile of PE through physical activity outside out of school as well as through offering after school clubs.	<ul style="list-style-type: none"> • Yearly inter-football league • External events such as cross-country, netball and dance. • Sign up to Active Kids Festival, Young Leaders, Healthy Body Healthy Minds and mini medics. • Offer after school clubs. 	July 2024	Subject Leader	<ul style="list-style-type: none"> • Children are being surveyed in order to find out what club they would like to see after-school. • Inter-league football team has been set up. Children are learning to play competitively against other schools. • Children in Key Stage 1, including PP children, have had the opportunity to attend sporting events outside of school. • Children in Key Stage 2 have participated in sporting events (in addition to their PE lessons), both within and outside of school. 	