

PARKSIDE COMMUNITY FOUNDATION PRIMARY SCHOOL

PE CURRICULUM STATEMENT

INTENT

At Parkside Community Foundation Primary School we intend to deliver high-quality teaching and learning opportunities that inspire pupils to embark on a successful journey towards physical literacy as well as enabling them to develop the personal and social skills to thrive across all school settings. We intend to equip our pupils with the knowledge, skills and understanding to make informed choices about living a healthy, active lifestyle.

IMPLEMENTATION

All classes are timetabled for two hourly lessons of PE each week taught by class teachers and a PE specialist. The PE curriculum at Parkside Community Foundation Primary School provides challenging and enjoyable learning through a diverse curriculum offer that embeds physical, personal, social and creative development at its heart.

The curriculum overview ensures that pupils progress through each key stage at an appropriate level. The fundamental movement skills that are practiced and refined in EYFS/Key Stage 1 will enable pupils to succeed in a more complex and challenging range of activities in Key Stage 2.

The school values will also be used to underpin the personal and social development of pupils, drive attainment and support positive behaviour.

The PE offer is supplemented with extra-curricular opportunities for pupils to take part in sports specific clubs and competitive school sports events.

IMPACT

We hope that the pupils at Parkside Community Foundation Primary School will, through the joy of movement, develop the competence and confidence to remain physically active in the future and that their personal and social development will have positive implications for their learning in the classroom.



PARKSIDE COMMUNITY FOUNDATION PRIMARY SCHOOL

PESSPA POLICY

(PE SCHOOL SPORT AND PHYSICAL ACTIVITY)

DEFINITIONS (AfPE)

PE: is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

SCHOOL SPORT: is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.

PHYSICAL ACTIVITY is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, both in and out of school, outdoor and adventurous activities and active travel (e.g. walking, cycling, rollerblading, scooting).

Rationale

PESSPA provides a unique learning opportunity. It develops pupils' physical competence and confidence, pupils' understanding of physical development and their body in action. Physical education provides the platform from which pupils are able to discover how to use their body efficiently as well as providing the confidence to continue leading an active, fit and healthy lifestyle into adulthood. School Sport is a tool through which pupils can demonstrate their physical competence in a competitive setting and develop their knowledge and understanding of rules, fair play winning and losing. Physical activity opportunities are seen as an invaluable opportunity for pupils to be active in their own way and it helps them to explore the boundaries of safe play and mutual cooperation. In all areas of PESSPA, pupils learn to think creatively and to work both individually and collaboratively to make decisions and solve problems. Pupils are encouraged to explore their attitudes to cooperation, perseverance and self-improvement as well as drawing upon the school's values of Resilience, Effort, Aspiration, Courtesy and Honesty to support their personal development. PESSPA, experienced in a safe and supportive environment using a variety of teaching and learning styles, makes a significant contribution to a pupil's physical, emotional and social wellbeing.

Aims

Through PESSPA, Parkside Community Foundation Primary School aims to equip all pupils, regardless of gender, race, cultural background or SEND, with the skills they need by giving them opportunities to

- Develop physical competence to achieve in a wide range of physical activities, including personal challenge and competitive sport.
- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- Improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
- Be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.

- Develop personal qualities based upon the school values of RESILIENCE, EFFORT, ASPIRATION, COURTESY and HONESTY
- Develop the ability to work independently and respond appropriately and sympathetically to others.
- Understand safe practice and develop a sense of responsibility for their own and others' safety and well-being.

Key Skills

PESSPA offers an additional dimension to the whole school curriculum and the wider life of the school. PE has particular links with personal, social, health and citizenship education and key skills (including literacy, numeracy, ICT, language and communication skills and working with others).

In EYFS, pupils will concentrate on the physical development markers as identified in EYFS Statutory framework. The acquisition of fundamental movement skills will be taught in KS1 and will be delivered through varied and balanced curriculum content that enables all pupils to make progress towards the end of Key Stage expectations as set out by the school. In KS2, pupils will again have opportunities to apply their skills in a variety of physical contexts and will once again be able to make progress towards the end of key stage expectations. Alongside their journey towards physical literacy, pupils will also be presented with opportunities to focus on the process of personal and social development.

Learning Outcomes in PE

The outcomes are derived from the aims, will guide the planning process and will form the basis for assessment of the pupils and evaluation of the policy. In line with the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance, pupils will have access to a broad and balanced PE curriculum through which they will have opportunities to develop their physical competence, knowledge and understanding. Pupils will also have the opportunity to develop personal qualities that can positively influence outcomes across all school settings.

Explore, acquire and develop physical and cognitive skills and competencies:

- Pupils demonstrate a range of skills.
- They are able to consolidate existing skills and gain new ones.
- They show increasing control and co-ordination leading to consistency and quality.

Select and apply their skills, tactics and compositional idea in a variety of physical contexts:

- Pupils are increasingly able to plan and adapt activities both individually and when working with others.
- They are able to use strategies and tactics and improve their understanding of composition in a variety of situations.
- They will begin to develop their understanding of some of the principles underpinning their performance and are able to transfer some basic skills and understanding from one activity to another.
- They are able to apply rules and conventions appropriate for the activity.

Analyse and evaluate their own and others performance to lead to improvement both in physical and cognitive abilities:

- Pupils understand what constitutes an effective performance.
- They are able to suggest improvements and comment constructively on their own and others performance.

Develop their understanding of the importance of physical activity and a fit and healthy lifestyle:

- Understanding the effects of exercise on the body in the short term.
- Understand the importance of preparing appropriately for a variety of activities.
- Selecting and engaging in regular physical activity.
- Understand why physical activity is good for their health and well-being.
- Being aware of opportunities both in school and in local clubs and the community which cater for primary age children.

Develop problem solving skills and interpersonal skills, which will have a much wider application:

- Pupils are able to think imaginatively and demonstrate creativity in their work.
- They are able to work individually and with others to resolve problems.
- They are able to express opinions and begin to appreciate the opinions of others.
- They are developing leadership skills.
- They develop positive attitudes to winning and losing.

Develop, recognise and ensure safe practice:

- Understand the importance of wearing the appropriate clothing for the activity.
- Know the importance of basic hygiene practices with regard to their health and safety in physical education and sport.
- Pupils are aware of others and their space and how they can move and work both personally and in relation to their environment and others.
- They are able to articulate key features of safe practice.

Develop positive attitudes:

- Pupils exhibit such personal qualities as perseverance, respect fair play and resilience
- Develop the capacity to strive to be the best they can be through effort and personal challenge
- They are able to meet appropriate challenges and work through solutions.
- They are increasing in confidence in their approach to physical activity.

Principles of Learning, Teaching & Inclusion

Teachers will adopt a range of teaching styles in order to engage all pupils in the learning. The National Curriculum is the starting point for planning the curriculum to meet the needs of the pupils. In planning the curriculum regard will be given to the following principles:

Setting Suitable Learning Challenges:

- Aim to give every pupil the opportunity to experience success in learning and to achieve high standards.
- Take a flexible approach taking into account any gaps of learning and to meet individual needs.

Responding to Pupils Diverse Learning Needs:

- Teachers will set high expectations and provide all pupils with opportunities to achieve.
- Teachers will be aware that pupils bring with them a range of experiences and take these into account when planning the curriculum.
- Teachers will have the discretion to make a judgement about participation in clothing other than statutory PE kit, where this is a barrier to participation

Swimming

Pupils in Key Stage 2 will attend swimming on a termly basis and work towards the statutory requirements of the National Curriculum for PE. The school has a separate policy for swimming.

Overcoming Potential Barriers to Learning and participation

In PESSPA, the barriers to learning and participation can range from physical capabilities to issues around changing, difficulties with language comprehension, attitude, expectation, body image and parental

engagement. The school will aim to remove these barriers through discussion and negotiation with all stakeholders.

Equal Opportunities

Pupils will be given equal opportunities to access, take part in and succeed in PESSPA. All pupils regardless of race, culture, gender, physical or learning disability, social origins or physical stature are entitled to be included and achieve. Every pupil has an entitlement to a broad and balanced curriculum, equal curriculum time, access to extra curricular activities and use of resources and facilities. The school's policy is to enable all pupils to experience success. Sensitive and informed grouping of pupils will be planned for to enable all pupils to be actively involved and challenged appropriately. Resources and facilities will also support children's age, stage and ability.

Additional Educational Needs

Pupils with additional educational needs will be entitled to the same access to physical education and sport as their peers. In planning lessons, teachers will identify challenges for all pupils, modifying and adapting the task and/or equipment to include all pupils. Additional support will be given where it is needed and liaison with the Inclusion Leader will be sought.

Gifted and Talented

For pupils whose abilities exceed developmental expectations in PE and School Sport, teachers will plan suitably challenging work and seek ways to provide a performance pathway in and beyond school that enables them to achieve their potential.

Continuity and Progression

The curriculum offered in PE will provide a framework for progression taking account of pupil's needs and abilities.

Assessment Recording and Reporting

Assessment for Learning

Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. Teachers will also use assessment to inform future planning for groups and individuals. Teacher assessment will be directly related to the learning objectives. Pupils will be actively engaged in self assessment and in setting targets for improvement. Effective feedback from teachers is essential in supporting and developing pupil's knowledge, skills and understanding and consolidating their learning.

Statutory Requirements

There is no requirement to assess and formally record assessments at key stages 1 and 2. However, there is a need to report to parents both orally, and in writing.

PE Kit and Procedures:

- All pupils are expected to have a complete, named PE kit for all their lessons, but this is not to be used a barrier to participation where the pupils' clothing and footwear are deemed safe enough by the class teacher to take part in lessons.

PARKSIDE COMMUNITY FOUNDATION PRIMARY SCHOOL PE KIT

Trainers/black plimsolls, a house colour or plain white T- shirt, black shorts, white socks.

Suitable clothing for cold weather.

Staff are expected to be appropriately dressed to deliver PE lessons and afterschool clubs.

- Earrings should not be worn during PE lessons. Parents and pupils must take responsibility for their removal where possible. However, if earrings cannot be removed, then action must be taken to make participation safe. This may include taping, or adapting the activity to enable pupils to be included. Earrings can only be removed by PARENTS or PUPILS. Taping can only be done by

PARENTS or PUPILS. This school cannot be responsible for the consequences of removing or replacing earrings and parents cannot transfer this responsibility to teachers.

School will not accept responsibility if injury is sustained whilst wearing taped earrings during a PE lesson

Pupils are expected to bring in a letter from home if they are unable to participate in the lesson due to illness or injury.

School Sport

The school aims to provide all pupils with the opportunity to take part in competitive sport through a diverse range of competitions and festivals. Lunchtime and after school clubs will provide a setting for school sport to be developed.

Physical Activity

Pupils will benefit from both structured and non-structured active play times. Additional opportunities will also be provided through planned active learning sessions linked to a variety of curriculum areas.

The school also promotes active travel to and from school.

Role of the PE Specialist

The core purpose of the PE Specialist is to provide specialist knowledge and management for the subject and to secure high quality teaching, improved standards of learning and achievement for all pupils. The PE Specialist must have knowledge, which is in part subject specific and part generic and take responsibility for keeping up to date with developments in PESSPA and other aspects relating to their role.

The PE Specialist:

Will provide strategic planning, direction and development of physical education;

- Ensure that the policies and plans reflect the ethos of the school
- Is responsible for developing a long term curriculum plan based on the needs of the school
- Support other staff to develop and build their confidence in teaching PE
- Will evaluate the effectiveness of the physical education curriculum

Will oversee the teaching of PE and evaluate the standards of learning and achievement;

- Will monitor standards of teaching and learning using a range of strategies including lesson observation, reviewing, planning and talking with staff and pupils alongside the Leadership Team
- Will ensure curriculum coverage, continuity and progression taking into account the needs of all pupils
- Ensure that teachers are clear about the Learning Objectives in lessons and can communicate these to pupils
- Set expectations and targets for pupils in relation to standards of achievement and the quality of teaching
- Develop effective links with parents and the local community in order to extend and enhance the understanding and development of the subject

Will support staff;

- Help to build constructive working relationships when working in PESSPA
- To evaluate and develop their practice
- Lead professional development of the subject and help identify opportunities for continuing professional development to meet the needs of staff and the school
- Will ensure that staff and governors are informed and involved in developments, policies, plans and priorities and the success in meeting these

Will identify and support efficient and effective deployment of support staff and resources;

- Will establish resource needs
- Will have a PE development plan, which will support the school development plan
- Ensure the effective management and organisation of learning resources
- Support the development of the learning environment to create a stimulating for teaching and learning
- Work hard to ensure that there is safe practice and that risks are assessed and managed

Health and Safety

- It is essential to secure safe practice and to ensure that all routine procedures are agreed and consistently adhered to by all staff. These procedures will include organisation within the lesson as well as before and after the lesson when changing and moving to and from the working area; pupils' kit and equipment, resources including storage and safety; pupils' responsibilities and management of safe practice and the withdrawal of pupils.
- It is essential that pupils are taught skills and operate within appropriate ground rules to enable them to participate safely and confidently within PE. Pupils are expected to work in a safe manner and know what this means.
- All staff will plan their work with the safety of pupils in mind and support can be sought from the subject leader to ensure that this is the case and that risks have been assessed and are managed effectively.

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Executive Headteacher _____

Signed by Chair of Governors _____