



STOWER PROVOST COMMUNITY SCHOOL

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: [Engage](#), [Develop](#), [Innovate](#) and [Express](#). The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

PE Curriculum Statement

Ownership	AB
Created	Date 01/03/22
Approved by Governors	01/03/22
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1. Curriculum Statement

INTENT

Stower Provost Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all pupils:

- 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

IMPLEMENTATION

P.E. is taught at Stower Provost Community School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught for at least two sessions per week wherever possible. The key knowledge and skills of each topic are mapped across each class group. This ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Lessons are based on the Prime Sports scheme of work and are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. Extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

IMPACT

The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. The children frequently use the skills they have been taught in lessons when devising their own games at playtime, and choose to practice the games, develop fair rules and relish both competition and teamwork.

2. Teaching and Learning

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Through planning ensures time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

Typical Lesson Structure:

- Lessons begin with a clear focus on the learning intention of the session. Success Criteria is then shared with pupils in order for them to know how they can achieve the learning intention.
- There may be a 'hook' drawing children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare pupils physically for exercise.
- Direct teaching of knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare pupils to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

Movement skills are normally linked to sports. The overview of sports covered each term are:

AUTUMN

Netball

Tag rugby

Football

Lacrosse

SPRING

Golf

Hockey

Basketball

Handball

SUMMER

- Tennis
- Athletics
- Cricket
- Rounders

Year Plan of Activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Movement skills	Movement skills	Movement Skills	Movement Skills	Movement Skills	Movement Skills
	Movement skills	Movement skills	Movement Skills	Swimming	Swimming	Swimming
				Gymnastics		
KS1						
Year 1 & Year 2	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)
	Dance	Gymnastics	Dance	Swimming	Swimming	Swimming
			Gymnastics			
KS2						
Year 3 & Year 4	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)
	Dance	Gymnastics	Swimming	Dance	Swimming	Swimming
			Gymnastics			
Year 5 & Year 6	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)	Games (Ball Skills)
	(Residential) Outdoor and Adventurous	Gymnastics	Swimming	Dance	Swimming	Swimming
	Dance		Gymnastics			

3. Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure they are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at Stower Provost is in accordance with the National Curriculum 2014 attainment target for each key stage. Individual lessons and units of work are planned to align directly and enable progress to these:

KS1

Gymnastic Movements	Basic movements and team games	Dance
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.

KS2

Athletics (Part of Games Skills)	Competitive Games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluate
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.

4. Planning and Resources

P.E. equipment is stored safely in the P.E. shed courtyard. The door is locked and only members of staff have access. The resources are regularly checked by the PE subject lead to check its tidiness and organisation. Staff are advised to inform the PE subject lead of broken, damaged or lost equipment so that replacements can be ordered.

The key knowledge and skills taken from the Prime Sports scheme are mapped on curriculum progress grids.

Primary Sports Funding

The School works as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher.

The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils in years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Stower Provost Community School website under 'PE and Sport Premium', it includes an impact statement.

5. Organisation

Under the 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. Stower Provost Community School does however; acknowledge the DfE recommendation of 2 hours per week. Therefore, pupils have access to two P.E. lessons a week. This is often supplemented through additional physical activities, such as competitive events organised by the School Games Organiser – North District based at Gillingham School.

Swimming provision

At Stower Provost Community School, all children have swimming lessons in the school pool. We aim for this to be supplemented by deep water swimming experience in a local pool where lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

Many of our children will access extra-curricular sports activities to enhance the work that goes on in curriculum time. As a result of the unique learning environment here at the School, we work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision. For example, at various times of the year we offer sports clubs which are free of charge and financially supported through the PEPPSA payment to the school.

6. EYFS

We recognise the importance of Physical Development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

- **Moving and Handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- **Health and self-care:** Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills and acquired knowledge are then be built on when children enter Key Stage 1.

7. KS1 and KS2

Key stage 1:

Children should 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Children 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:

Children should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children 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 and water safety

Pupils are taught 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.

8. Equal Opportunities

At the School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

9. Inclusion

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL. Teachers have access to the free online resource and guidance, including strategies, to inform inclusion in line with best practice in their PE lessons.

Targeting

At Stower Provost, competitive sporting events are entered. These events are organised by the School Games Organiser – North Dorset, based at Gillingham School. The PE subject lead will liaise with staff to ensure that a range of children are selected for events, and opportunities for participation are offered to all who wish to partake.

10. Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches, via the SGO (School Games Organiser).
- Over the course of an academic year, ensure all teachers have the opportunity to observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Oversee, with support from the curriculum lead, the teaching and learning in PE is in line with the progression maps.
- Timetable specialist teachers and coaches (liaising with Head Teacher).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various sporting events (via SGO).
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the Head Teacher and Governors on PE.

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

11. Parents

Parents are encouraged to inform Stower Provost if they have a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events.

Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support.

In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

12. Health and Safety

Health and good safe practice are always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

a) PE Kit

Children are encouraged to wear appropriate PE clothing, and wear PE kit when coming into school on days when there are sporting lessons. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Pupils are encouraged and regularly reminded to bring P.E kits. For swimming pupils will need a swimming costume, swim hat, goggles and a towel.

Parents are informed about PE days via newsletters, website and class welcome documents.

Teachers send polite reminder slips home to remind parents of children who have failed to wear PE kit on sporting days. If safe to do so, pupils will be encouraged to participate even without appropriate sports kit, to minimise the number non-participants. *Please see Appendix 1 for a copy of this slip.*

Children are bare-footed for gymnastics and dance lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

b) Jewellery and Hair

Wearing jewellery other than one pair of plain round studs is not allowed at Stower Provost Community School. Children must not wear any kind of jewellery in PE lessons, including watches and must therefore be able to remove/replace any earrings themselves. The school is

not responsible for the safe keeping of any items of jewellery. Pupils with medium/long hair are reminded to tie it up securely.

c) Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall twice each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

d) Hygiene

Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

e) Staff dress

It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

Policy Agreed:

Policy Review Date: Sept 28

APPENDIX 1

Dear Parent/Carer,



_____ was unable to participate in PE today because they did not wear their PE kit into school and they were not wearing suitable school clothing in order to join in.

PE is on a _____. Please ensure your child comes into school wearing their t-shirt, shorts/jogging bottoms and trainers/plimsolls into school on the days outlined.

Many thanks

Dear Parent/Carer,



_____ was unable to participate in PE today because they did not wear their PE kit into school and they were not wearing suitable school clothing in order to join in.

PE is on a _____ . Please ensure your child comes into school wearing their t-shirt, shorts/jogging bottoms and trainers/plimsolls into school on the days outlined.

Many thanks
