**Curry Rivel Church of England Primary School**



**Curriculum Overview: Physical Education**

*Our curriculum approach to Physical Education reflects our ethos statement ‘Caring, Curious and Confident’*

*In particular, we aim for pupils to develop curiosity in a range of activities, as well as providing opportunities to work co-operatively with others and become confident and caring members of a team. We hope to encourage our children to develop a love of physical activity and movement.*

**Intent**

At Curry Rivel, understand that PE is unique and includes its own substantive knowledge, disciplinary knowledge and skills. We are a six-class school and nursery, with mixed age classes. Due to demographic changes and unpredictable in-year admission numbers, our class structure is not guaranteed to be the same year after year. However, we believe all children should have access to high quality Physical Education (PE) regardless of their path through the school, and that PE should be an integrated part of the whole school curriculum and community. Therefore, we have carefully sequenced a Physical Education long term plan which ensures that whatever journey a pupil takes through the classes, the National Curriculum content is covered. Our school recognises the benefits that high quality PE provision and school sport can give to all our pupils. Through the effective delivery of PE, we aim to encourage active, healthy lifestyles, and develop our pupils’ confidence, resilience and team spirit. Our PE curriculum helps the physical literacy of all pupils to flourish, providing them with the fundamental skills, knowledge and understanding to excel in a wide range of physical activities. At Curry Rivel, our vision is to provide high quality physical education for children of all abilities. Our curriculum is a ‘spiral,’ in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity. These concepts are:

* **Movement**
* **Teamwork**
* **Healthy Living**
* **Individual Performance**
* **Tactics & Strategy**

**‘Substantive’ knowledge’**is carefully ‘curated’ and ‘Substantive’ knowledge’ is carefully ‘curated’ and we use ‘Knowledge Organisers’ to present this core knowledge. Skills are progressive through the use of the Physical Education Skills Progression Overview. We are also deepening our understanding of disciplinary knowledge for each subject so that concepts connected to a unit of work are revisited across the age ranges. By revisiting the concepts and expanding upon them, we are able to embed knowledge and create connections with prior understanding, therefore making the learning ‘sticky’.

**Implementation**

The class teacher, following a long-term programme created by the subject leader that covers national curriculum objectives, teaches Physical Education weekly. Across their time at Curry Rivel, children will experience and engage in a wide range of competitive, creative physical activities, games and sport, both as individuals and as part of a team or group. Pupils will experience an inclusive, varied physical education curriculum, with a range of sports and activities provided for all ages and abilities. Pupils also take part in the Daily Mile, half-termly Inter-House competitions as well are regular ‘move-it’ active breaks during lesson time.

* We use ‘The PE Hub’ as a source of high quality planning for our teachers.
* Each class is taught Physical Education weekly by their class teacher.
* Each child takes part in ‘The Daily Mile.’
* Every half-term, the children participate in an Inter-House competition.

High expectations and ‘Cultural Capital’ is gained by:

* Using high quality literature and texts across the curriculum.
* Inspiring the children through videos of top sportspeople.
* Valuing ‘oracy’ and teaching high-level vocabulary.
* Using ‘authentic’ high quality resources.
* Live demonstrations and visits from professional athletes.
* Making links to ‘Primary Futures’ which shows children how what they are learning at school can lead to an interesting, exciting future, job or career.

Teachers use ‘Assessment for Learning’ strategies including ‘fast feedback’ and the ‘Teacher Assessment Record’ to check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.

In Physical Education we develop sticky knowledge by:

* Building opportunities for retrieval practice within the topic E.g Through low stakes mini-quizzes, use of flash cards, multiple choice questions or short ‘Q and A’ activities.
* Using ‘Flashbacks’ to retrieve knowledge and skills from last week, last term and last year.
* Using knowledge organisers.
* Integrating new knowledge into larger key concepts

**Impact**

The children gain self-confidence through their involvement in physical activity, and show a willingness to improve and succeed to the highest levels in relation to their own abilities and potential. Physical Education offers the children the means by which to develop a positive attitude towards competition and fair play, and to understand the importance of PE and sport in a healthy, active lifestyle.

In Physical Education, we want learners to develop detailed knowledge and skills and as a result, achieve well and grow in confidence. This will be reflected in the progress the children show in their end of unit assessments, and the greater levels of participation in Physical activity. We want children to be able to talk confidently about what they have learned, how they have improved and how this is connected to other units of work they have been taught.

The Subject Leader uses a range of tools to evaluate the PE curriculum including end of unit assessments, staff and pupil interviews. They will ask:

* + Is the curriculum working- what do assessments tell me? Are children progressing?
  + What impact is the curriculum having? If children are not progressing, is my subject sequenced correctly? Are layers of learning there? Are we revisiting things enough? Is teacher subject knowledge good enough? Are we meeting the needs of SEND pupils?
  + What can/cannot children do? What have they learned/not learned? How do I know?
  + What is this telling me about the organisation and sequence of the PE curriculum?

**Progression in PE**

In EYFS:

* Physical development: 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, including pencils for writing.
* 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. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

In Key Stage 1:

* 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

In Key Stage 2:

* 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

**Recording**

PE lessons at Curry Rivel do not involve written notes or work evidence. Teacher assessment is ongoing and lessons differentiated accordingly. Work, lessons, successes and events will also be documented through pictures, displays, school websites, and social media.

**Assessment**

The children are continually assessed on their increasing knowledge and skills. Teachers challenge children based on skills progression and knowledge demonstration, and adapt their weekly planning according to the previous lesson’s outcome.

**Originally written and reviewed by Jack Bridgeman July 2021**