

PE Curriculum Statement

1. Curriculum intent

At Gearies Physical Education is a valued part of our broad and balanced curriculum. The subject allows the children to be engaged in good high intensity physical activity at least twice a week. It also gives children a chance to learn and adapt new skills, and develop a healthy competitive attitude to sport and life. We look to go much further than the basic standards set out in the National Curriculum and challenge our children to use their own ideas on how to adapt technique and play.

In early years PE focuses on basic physical development, movement, balance, coordination, and sequencing skills/activities. This takes place throughout the school day and is part of all learning activities.

In Key Stage 1 we look to build upon these skills and start to work towards applying them to competitive situations. Children will learn to apply fundamental skills like throwing and catching in isolation, and as part of a small team. They will extend their range of movements from basic running, jumping, hopping and skipping to a variety of different skills on multiple levels through athletics, gymnastics and dance.

In Key Stage 2 the children further develop these skills and start to embed them in a more sporting context. Dance and gymnastics look to stretch their creative skills, developing increasingly complex sequences of movements and engaging their ability to use differing styles, techniques and attitudes. Athletics works to improve their understanding of their own body, physiology and developing best technique to be competitive with running, jumping and throwing events. Games lessons focus on implanting the basic skills they have learned into a competitive context and then extending that with an understanding of planning and tactical play. Outdoors adventurous activities lessons focus on helping children develop team and organisation skills through orienteering, problem solving and map reading games.

2. How is our vision ambitious

As PE specialists, we pride ourselves in the quality of preparation, planning, teaching and assessment that we can offer to the children. The school aim is to have 85% of children working at national standard for PE. We aim to go above and beyond that, and are usually successful in our target. We are also constantly looking to increase and develop our provision for competitive sport, and opportunities for sporting success through intra and interschool competitions. This has shown in some of the sporting competitions we have both entered and won in previous years. As well as curriculum PE, and competitive sport, we continue to improve the variety of physical activities we offer to our focus groups and children who do not actively engage in other sporting activities.

3. Curriculum Enhancement

As part of our effort to be known as a "sporty school", Gearies provide a wide variety of opportunities for the children to take part in sporting activities. The school offers access to teams for Netball, Football, and Tag Rugby. We also offer high level training sessions for children in both Key Stage 1 & 2 to practice and use the skills and tactics required for a huge variety of competitive sports. These children, plus others in the school are then given the opportunity to represent the school in local and borough competitions throughout the year. Both the school and outside agencies offer clubs before school, lunchtime and after

school in a wide variety of sporting activities. We also provide specific sessions to allow all our focus learners opportunities to attend competitive sports groups. Year 5 children are encouraged to attend the annual Stubbers residential that provide opportunities for risk taking, team building and resilience. Swimming lessons are taught to year 4, and follow up lessons in year 6 for those children that have not met the national standard. We are also planning to finally get our 'sports leaders' programme up and running. This has been a target for the last 2 years, but has been held up due to the pandemic. We are looking to recruit, train, and use children from year 5 and 6 to leading physical or sporting activities in the playground at lunchtime, with support from year 3. This extra engagement of organised activities should add to the improvements of health, wellbeing, and physical literacy across the school. As well as developing the confidence, knowledge and responsibility of the sports leaders themselves.

This year we had the addition of many activities, exercises, projects and borough competitions that we provided on our school PE blog. This gave children an extra opportunity keep active and competitive while at home either outside of school or during school closures/class isolation.

4. The curriculum implementation

PE is taught at least twice a week by the class teacher and/or by the school's specialist PE instructors. Lessons follow the requirements of the National Curriculum and our own scheme as part of our broad and balanced curriculum.

In addition to regular class PE, last year we added some online support lessons during the national lockdown. These were also available to any individual classes that were sent home to isolate for individual cases. This was and is all available through the school PE blog for children as well as their parents.

5. The impact of the curriculum on our children

PE gives children the opportunity to be active every day. Physical activity has many health benefits, for both the mind and body. As well as the obvious knowledge and skills learned during PE lessons, PE can also help children feel happier, as physical activity has been proven to increase and improve the mood and mental wellbeing of children when they are physically active. Being more physically active will also help with the ever-increasing obesity issue that affects our schools, by helping and encouraging them to be more active and physically fit. It has been shown that through exercise, muscles and bones are strengthened which will have an impact on their growth, as well as giving them a healthy foundation to take them into later life. By participating in PE and sport children learn the importance of exercise as a lifelong habit. In reaction to being more active, children will relax and sleep better allowing the body to repair and regenerate. Research shows that physical activity supports children's emotional well-being and their ability to be a more active learner in all other aspects of school, and class based learning. Taking part in physical activity, PE and sport makes our children more rounded people both physically, mentally and socially, developing life skills that will last with them forever.

In the early years, children will learn a variety of different movement styles, coordination skills, cooperation, and how to plan and sequence different actions. As they progress through the school, they will improve and develop these skills with greater understanding and depth. Movements such as running, jumping and hopping should become more

controlled movements, and children should learn to use them discretely and in sequence. Coordination skills such as catching and throwing should show increased control with a variety of equipment, direction and distance. Basic cooperation skills should progress to allow children to play team games competitively against their peers and to start to develop simple tactics in games. In gymnastics and dance, children should learn to use different balanced positions, jumps, rolls and movements to create a sequence that shows quality and control when performing routines. Children improve their interpersonal skills by increasing their own level of motivation and showing pride in their work. It gives children an early exposure to team sports which encourages them to work together using communication skills and problem solving skills. The skills learned in PE improve children's performance, sharpen their knowledge of strategy and tactics, and help them to transfer knowledge from one area of learning to another. The concept of challenge by choice enables appropriate learning at a level that builds confidence. It enables the development of leadership and teamwork skills and encourages children to transfer knowledge to other learning areas. PE provides a range of opportunities for children to challenge and extend themselves in an environment of managed risk. Learning to think critically encourages children to participate in social action for a fairer, more equitable, and just society by, for example, reducing barriers to participation.

6. Our strengths

The biggest strength we have as a school is the roles of PE and Sports Specialists. Our philosophy is that sport, physical activity and competition are a significant part of a well-rounded person and their education. The character development of effort, perseverance, cooperation, desire to succeed, self-evaluation, dedication and respect are transferable to all areas of school and life. This attitude is what helps us inspire the children through this specialised subject. This is clearly visible in our presence throughout the school. We worked hard to maintain this visual presence and effort even during school closures. Our PE blog was extremely successful in offering physical exercise ideas, challenges, virtual PE lessons, and competitive sport during this time. We were in constant contact with the children who interacted with the blog, as well as via class teachers who helped to promote the site in their own online lessons.

7. Our Programme of study

Our programme of study provides quality-learning experiences for each year group. This is followed throughout the year. The contents were written by our subject leaders.

EYFS classes follow the EYFS framework

KS1 classes - lessons in Athletics, Dance, Gymnastics, and Games

KS2 - lessons in Athletics, Dance, Gymnastics, Games, and OAA

8. Assessment arrangements

PE is assessed using the current PE assessment grid. This allows the teacher/ Sports instructor to strategically plan lessons so that they develop with the skills necessary for each topic. They can easily track where children are in their learning, group children by ability for lessons (when appropriate), and then use this for planning their future lessons (simple view of learning). The PE assessment grid also gives a fair overview across the academic year of each child's level. Summative assessments are carried out in February and July each year to

allow the teachers to check attainment to ensure that the children are making good progress in this subject. This is conducted using our Threshold procedures.

9. Aspects we are currently developing

We would like to reintroduce our annual summer sports day, as well as other year group or whole school sporting competitions throughout the year. As we have not been able to hold any in-school competitions for the last 2 years due to Covid. By doing this we **hope the** children will become motivated to succeed and have high self-esteem. This will promote an increased whole school awareness of competitive sport and develop a successful school spirit. It will also demonstrate to the wider community our vision to once again be seen as a 'sporty school'.

We are also looking to add more variety to the sporting and physical opportunities we offer in the school. We would like to take a second year group on days out to promote the 'outdoor adventurous activities' unit in PE. This should have the added benefit of improving resilience, cooperation, communication, organisation and problem solving skills that we feel are a vital part of sport and life. We will be looking for local sporting events we can take children to as spectators to promote competitive sport, and examples of sport at the more elite level.

Internally we are trying to develop and improve the cohesion between the PE team and the Year 1 team, as this is the only year group currently teaching all of their own PE lessons. We feel that a better understanding of the principles and practices of teaching PE will make for a more consistent quality of PE provision.

10. Impacts of recent professional development on standards

Most of the direct aspects of CPD within the PE team were from before the Covid pandemic made organisation, communication and interaction much more difficult. The PE lead completed the NPQML Leadership qualification. This has led to a much improved approach to the teaching of PE as a whole school enterprise, which is key to its growth and success at Gearies.

In school and virtually, we have had many sessions on best practice for teaching, which we feel is a particular strength of the PE team, but the sessions have given us some extra ideas and alternative approaches when challenges may present themselves.

One of the most significant developments this year was the use of virtual learning which we carried out through the school blog. As a team we filmed, and presented a wide variety of sessions, skills and exercises, which could be followed from home. We also provided a range of other sport/PE related tasks and projects, promoted local, national, and international sporting events, and took part in virtual competitions within the borough to support Redbridge in the London Youth Games. Training sessions in the use of Zoom and J2E bloggy, enabled us to best support the children away from school.