

Subject on a page:

# Physical Education

At Heathfield, we believe that not only does exercise improve a child's overall health and fitness, it helps to improve their mental health and cognitive development as well as increase stamina for learning. By doing physical exercise, children are more likely to concentrate and maintain focus in lessons. As well as strengthening muscle and bones, exercise builds confidence, inspires positivity and improves social skills.



## Intent—We aim to...

All pupils should receive a high quality PE education. PE should reduce inequalities and provide all pupils with the knowledge to be able to participate.

Pupils are allowed to flourish at every stage of their education, through developing competence and motivation.

Pupils develop an understanding of the health benefits of physical activity and the skills to keep them safe.

Pupils compete against others in an appropriate way, understanding how to be an effective team player.

Pupils have the opportunity through PE and sport to build character and help to embed values such as fairness and respect.



## Implementation—How do we achieve our aims?

The aim of our PE curriculum is to develop children's basic physical competencies, build confidence in their ability and skills (across and a range of sports/activities) and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. At Heathfield, the PE lessons that are delivered encourage children to compete against themselves and others whilst being challenged to improve their social and emotional skills. We use the Getset4PE scheme of work, this ensures the objectives that are taught are aligned with the National Curriculum.

### Fundamental Movement Skills

It is vital that the youngest pupils in the school develop their Fundamental movement skills. Children at the expected level of development In EYFS will be able to negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Any pupils who find this difficult are carefully monitored and supported so they then catch up with their peers.

### Our Curriculum

The curriculum is designed carefully so that pupils develop the necessary skills & competences to allow them to participate in all sports & activities. In KS1, Pupils develop fundamental movement skills, become increasingly confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. As they progress into KS2, pupils continue to apply and develop a broader range of skills, learning how to use them in different ways. 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.

### Motor Competences

Motor skill competence is mastery of physical skills and movement patterns that enable enjoyable participation in physical activities. The curriculum is designed to support the development of these competences from EYFs up to Year 6. Pupils in EYFS start this early on with 'Balanceability' sessions. Additional sessions are provided to pupils struggling to gain these competences, e.g. additional support with riding a pedal bike.

### Vocabulary Progression

Vocabulary progression is deliberately and carefully planned throughout school, starting at EYFS. Correct terminology is introduced, rehearsed and repeated so that it becomes part of long term memory and pupils are able to use it independently and confidently to describe what they are doing. Teachers understand where pupils have met the vocabulary previously so they are able to support their retrieval.



## Implementation (continued)

### Competition

One of our main aims is to ensure all children engage in competitive sports and activities throughout their time at Heathfield. This can be during school P.E. lessons but also in organized intra and inter school events. Our Sports Practitioner has a strong network of local schools where Heathfield regularly take part in competitions and fixtures. This ensures that all children are able to take part in competitive league tournaments as well as one off tournaments. We have a boys and a girls football team, both of these are well attended and remain very active.

### Inclusivity

The content of the curriculum is not reduced for children with SEND, rather the manner in which they access the curriculum and produce work related to it, is amended to suit their needs. Any adaptations concentrate on how the content is taught, rather than the content. High expectations exist for all pupils at their own level of understanding.

### Modelling & Demonstrating

Due to the nature of the subject, teachers and pupils will model and demonstrate any physical activity that is required in order to break down skills and scaffold learning, so the children know what is expected of them. This is to ensure all children know how to move safely and is also a way of assessing the children's understanding. This is also a good opportunity for any more able PE pupils to share their knowledge and skills with their peers.



## Impact: How will we know we achieved our aims?

Pupils are competent in a variety of sports through quality teaching that is engaging and fun

We expect the children to know more and remember more, demonstrating good progress from their starting points.

Pupils can use the correct terminology with confidence to describe what they and their peers are doing.

Pupils have developed skills such as resilience, self-discipline and the ability to be a good team player.

Pupils understand the importance of regular physical activity & how to be fit & healthy throughout their life.

### High Quality PLD

Staff INSET is led by the PE lead who regularly carries out staff audits to identify areas of staff knowledge and confidence. For areas of weakness, the PE lead will work with those members of staff, team teaching, mentoring and observing as well as supporting with planning. The school also has a Sports Practitioner, he is used to support less experienced staff with developing their PE delivery. He often models and demonstrates use of equipment and movement so that children are accurate and

### Assessment

Through our teaching we monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform our teaching. During lessons, feedback is instant and children are praised and rewarded for effort, focus and reflection. Children are encouraged to work independently, in pairs or small groups. Feedback is used to highlight success and to navigate the children into achieving the learning objectives. Assessment is carried out and used to aid planning to ensure that all children progress. This allows staff to see where weaknesses lie and where pupils need to be stretched further.

