



Otley All Saints C.E Primary School

'Learning, Love and Laughter Every Day'

P.E

Curriculum Statement: *"A high-quality education in sport and physical education is imperative to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes attitudes towards a healthy lifestyle thus enabling them to make informed choices about physical activity throughout their lives."*

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| <p style="text-align: center;">Intent</p> | <p>At Otley All Saints C.E Primary School, we aim to provide a broad and balanced PE curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Our PE curriculum enables children to become independent, responsible and well-rounded through their participation in a range of sporting activities and development of their individual talents. We aim to ensure we provide a broad and balanced curriculum which includes comprehensive coverage of the National Curriculum for Physical Education in EYFS, KS1 and KS2. Where possible, links will be made to current topics, which will engage pupils and make their learning relevant. We also want our children to see PE not just as physical education but they also receive a holistic approach to PE in that they are learning skills but they are also developing their personal, social and emotional skills, along with resilience and sportsmanship.</p> <p>It is also fundamental that we support all children of differentiating abilities to feel like they have a sense of achievement in their PE lessons. Our balance of learning sports alongside the development of fundamental skills learnt in real PE supports all our children and with the understanding that sports are the vehicles through which our learning happens.</p> <p>With our vast surroundings of the school field and The Chevin, we want our children to gain a love and understanding of orienteering as a form of OAA (outdoor adventurous activity). Through the implementation of OAA, this helps to develop team building within cohorts.</p> <p>By the end of Y6, we want our children to be able to have developed core fundamental movement skills and motor competencies that they can continue to use and apply within future physical education. We also want our children to be excellent role models and leaders in enhancing theirs and others experiences in physical education and promote a love of sport. Sportsmanship is also vital in our beliefs as they move onto the next step of their education and that they continue to have a love of sport as they move into adulthood. We also want our children to have solid foundations and knowledge of skills involved with a range of sports that they will also do at secondary school.</p> |
| <p style="text-align: center;">Implementation</p> | <p>A balance of individual, team, cooperative and competitive activities aims to cater for individual pupil's needs and abilities. In addition to the importance placed on P.E. lessons, we also promote our wider curriculum offer which includes the opportunities for pupils to take part in extra-curricular sports and activity clubs and competitions. Daily physical activity and health-enhancing activities also play a crucial role in our offer to pupils, which includes active lessons, active break, cross-curricular orienteering and a range of extra-curricular activities before, during and after the school day. Our choice of sports range from typical high-profile sports played in the UK, along with other sports such as baseball and basketball that are more prevalent in other countries such as America. We ensure that all children feel included in all their learning within PE. This can be done in a variety of ways, depending very much on the needs of our children. We also use the STEP principle in teaching to adapt lessons accordingly and ensure they are fully inclusive. We also maintain clear communication and positive social interactions. Teaching assistants are also there to support children accordingly in developing their skills and their resilience and to foster a love of PE.</p> <p><u>Daily Physical Activity/Active Learning</u> We aim to embed at least 30 minutes of physical activity throughout the school day in addition to our P.E. lessons. This is done through active lessons and 'brain breaks' and different points throughout the school day through the initiatives such as mindfulness, yoga, Supermovers, iMoves and Go Noodle activities. We also provide the children with opportunities to be physically active at break and lunchtimes. We encourage the use of our activity trails, and our zoned areas in the playground at lunchtimes. Our Y6 sports leaders also run games for groups of children across the key stages.</p> <p><u>Extra Curricular Activities</u> We offer a range of clubs before school, during lunchtimes and after school. These range from traditional sports such as football and basketball to other non-competitive sports such as breakfast dance and multi-skills. Clubs are offered to all children and a range is provided to help target less active children, such as dodgeball, and encourages them to become more active and aware of how they can keep themselves healthy.</p> <p>To support transition to secondary school, a visiting PE teacher from Prince Henry's delivers a unit of sport to each class. Not only does this strengthen links between All Saints and Prince Henry's, it helps to develop relationships with secondary staff and helps the children to learn a sport, broken down into the key components and skills. This develops their love of sport, which will prepare them for secondary school. The secondary teacher delivers the last unit in summer term to Year 6 to support their imminent transition to Prince Henry's. Additional focus on key sports in Year 6 helps the children to develop knowledge and understanding in sports that they may do more of at secondary school and application of skills learnt in real PE.</p> <p>We aim to develop leaders at All Saints and every year we train a group of children to be sports leaders. They do their training in the autumn term of Year 6 and then help to organise events such as Sports Day and intra sport</p> |

activities. They are also timetabled to lead lunchtime activities with KS1 and KS2 children. The children are also in the process of designing and rewarding certificates for not only achievements and personal best but also in recognition of sportsmanship.

Swimming

Swimming lessons take place in Year 3 and Sports Premium is sometimes used to support catch-up swimming for children who are not able to meet the expectations and attainment for swimming.

KS2 OAA (outdoor & adventurous activity)

Through the scheme 'Cross-curricular orienteering', staff choose and build in opportunities within their curriculum that link to learning, either in the core or foundation subjects. Every year, a family orienteering event is run by the PTA based on The Chevin, giving children an opportunity to apply learning of orienteering in school. Our Y6 Sports Leaders also run a lunch time orienteering competition for children to be involved in. Further activities involve scavenger hunts, trails and team building. During the summer term (or sometimes early autumn term), all classes have the opportunity to partake in outdoor activities and team building as part of a Forest Schools day/afternoon, funded by Sports Premium and PTA. In Year 6, the children visit Winmarleigh Hall as part of their week-long residential, which encompasses a range of outdoor activities, team-building and further developing their orienteering skills.

What is Real PE?

real PE is delivered across Year 1 to Year 6, and real Foundations is delivered in EYFS. It is fully aligned to the National Curriculum and OFSTED requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique approach to teaching and learning. Real PE focusses on 3 central philosophies: **creating clear, shared learning journeys; providing quality personalised learning opportunities and shifting responsibility towards the learner.** The 12 fundamental skills focusing on balance, agility and coordination (these skills progress from Reception to Year 1 to Year 2) multi-abilities (colour coded) ; **personal, social, cognitive, creative, physical, health and fitness**

Aims of Real PE

1. To support the development of positive attitudes by young people towards physical activity.
2. To improve pupils' core skills and confidence in PE and sport, enabling greater access to the PE curriculum and sports specific pursuits.
3. To support identification, extension and development of more able and talented.
4. To provide an effective assessment for learning tool.

When designing lessons at All Saints, teachers are able to select a particular ability that they would like their cohort of children to work on. This then personalises the delivery of skills for that cohort of children and gives teachers autonomy to design the lesson to suit the needs of their children.

PE is not just a physical subject. Through the learning objectives, the core values of 'head, hands and heart' underpins children's learning. Lessons are not simply skills based - they have a holistic approach that underpins them, for example, taking the simple skill of a chest pass in basketball/netball is about having the knowledge and understanding of when that pass would be most appropriate (**Head**). Having the physical ability to execute the pass (**Hands**). Being able to communicate that intention perhaps non-verbally to a teammate (**Heart**). Our children therefore are learning a range of holistics approaches and behaviours towards physical education and school sport and not simply a type of pass. Our real PE cogs also help encompass these 3 domains.

| Head | Heart | Hands |
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| <ol style="list-style-type: none"> 1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules | <ol style="list-style-type: none"> 1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence | <ol style="list-style-type: none"> 1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving |

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| <p style="text-align: center;">Impact</p> | <p>Children will leave Otley All Saints' CE Primary School as skilful and intelligent performers. They will acquire and develop skills and perform with increasing physical awareness. They will have the ability to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking. They will set targets for themselves and compete against others and understand what it takes to persevere, succeed and acknowledge others' success. They will take the initiative, lead activities and focus on improving performances and will have the competence to excel in a broad range of physical activities. They will lead healthy and active lives and make positive life choices and have developed positive attitudes to participation in physical activity and embed values such as fairness and respect.</p> <p>A child at Otley All Saints has the following approaches to physical education and sport in our school:</p> | |
| | <ul style="list-style-type: none"> ★ <i>embed values and behaviours</i> ★ <i>use initiative</i> ★ <i>evaluate and improve reflect critically</i> ★ <i>make decisions</i> ★ <i>demonstrate independence</i> ★ <i>take risks and keep safe</i> ★ <i>display knowledge and understanding of concepts</i> ★ <i>know about healthy, active lifestyles</i> ★ <i>build character and values</i> ★ <i>be motivated, engaged and inspired</i> ★ <i>show perseverance</i> ★ <i>have positive attitudes and learning behaviours</i> ★ <i>feel confident to participate and contribute</i> | <ul style="list-style-type: none"> ★ <i>feel involved and included</i> ★ <i>choose healthy and active lifestyles</i> ★ <i>show good sportsmanship</i> ★ <i>access a broad range of physical activity</i> ★ <i>develop core strength, stability and spatial awareness</i> ★ <i>apply skills across a wide range of physical activity</i> ★ <i>have opportunity and access to a wide range of physical activity</i> ★ <i>be physically active for sustained periods of time and be physically competent</i> ★ <i>be faced with increasingly challenging situations</i> ★ <i>engage positively in competitive and cooperative physical activity</i> ★ <i>develop self-esteem</i> |
| <p style="text-align: center;">Inclusion & adaptation</p> | <p>Through discussion and feedback, children talk enthusiastically about their P.E. lessons and can confidently talk about why physical education and sport is important. They enjoy their active lessons and break and lunchtimes and understand how this contributes to a healthy outlook. Pupils can link skills, techniques and ideas and apply them accurately and appropriately. Pupils show good control in their movements and can compare and comment on skills, techniques and ideas that they and others have used. Pupils can use their observations to improve their work and can explain some important safety principles when preparing for exercise. Pupils can explain what effect exercise has on their body and explain why exercise is important.</p> | |
| | <p>An inclusive P.E education curriculum should engage and inspire <i>all</i> learners to master the necessary knowledge and skills. We follow the C-STEP framework to support all children to develop their motor skills, knowledge and health outcomes to ensure all children are able to participate and thrive. To make it accessible for all our children, we make individualised and whole class adaptations to support their needs. We do this in a variety of ways, which includes some of the following:</p> <p>Communication - the communication needs of our children are taken into account and adaptations are made accordingly. An example could be using necessary radio aids to support a child with hearing difficulties or ensuring that all staff are knowledgeable with how to communicate effectively with all learners. Visual diagrams may also be used to provide children with support in understanding and visualising how an activity is to be carried out.</p> <p>Space - the learning environment is carefully considered and adapted to suit the needs of all learners. An example could be modifying the space by increasing and decreasing the area or changing the distance required to score points. Sensory needs of children are also understood and alterations within the environment are made when appropriate.</p> <p>Task - changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. An example could be to modify the task by changing the rules of the activity, the number of times a child is to repeat a task, direction/level/pathway of movement or length of time to complete a task. Active breaks may be used to help children to retain focus and attention when accessing learning.</p> <p>Equipment - using a range of equipment can have a positive impact on our learners. An example could be making adaptations to the size, weight and grip of PE equipment, using a balloon instead of a ball, changing the size of the target or amount or positioning of equipment.</p> <p>People - the support learners receive from key people throughout a P.E lesson can make the biggest impact on their skills, attitudes and progress. An example could be key adults modelling and supporting the development of skills and communication with other children. Other ways of helping to motivate and model skills could include working in smaller groups of mixed ability, which can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching.</p> <p>Our endpoints are aspirational for all children but success may look different. For example, the end point might be that a child can throw with accuracy. For a child with limited mobility, this might involve a ramp to assist the movement of the ball/object or throwing a larger or textured ball or, for a wheelchair user, throwing from a seated position.</p> | |