



Intent, Implementation & Impact for Physical Education (PE)

Intent

Sharow CE Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Sharow, not only through the fundamental skills taught, but through the underpinning values and disciplines PE promotes.

Implementation

PE at Sharow CE Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, strike and field games, dance, swimming (Y3/4) and outdoor & adventure.

The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. To achieve this, our curriculum is designed around Real PE, a multi-skills programme that develops the children's ability in the core skills of agility, balance and coordination through a series of movements and skills. This approach is designed to ensure that all children, regardless of their abilities, can engage in meaningful and progressively challenging skills development that can be applied across to a range of games: rather than just learn rounders specific skills, for instance, the children learn a range of skills that can be applied to any striking and fielding game, developing their ability to engage in any striking and fielding game. There is also opportunity for children to work on dance and gymnastics throughout each year.

Due to the nature of the Real PE skills programme, lessons are extremely adaptable – a session can have children working on a very wide range of skills so all children can be included, and all children can be challenged. This means that regular assessments are vital, and these are made half-termly to allow teachers to plan for upcoming sessions and also to measure the impact of their teaching.

In EYFS, PE is one of the Prime Areas of Learning and underpins the development of other skills such as reading, writing and attention. As such, it is given lots of focus and is encouraged using both the indoor and outdoor provision. Specific areas and resources have been developed for children to learn and practise specific skills including balancing, climbing, jumping, throwing and catching, kicking and moving in a range of ways. They also access a one-hour discrete Real PE lesson each week which focuses on developing a particular skill using a varied range of equipment. Emphasis is put on creating fun and enjoyable sessions for the children which aim to inspire a love of sport and physical activity.

In KS1, children are taught two, one-hour long PE sessions a week teaching a variety of invasion games, dance, gymnastics, as well as a Real PE lesson. Children build on the fundamental skills taught in EYFS and aim to master basic skill movements such as running, throwing, jumping and catching as well as beginning to develop balance, agility and coordination. Children are introduced to team games as well as individual sports. Basic tactics are introduced to the children as well as competitive sports whether that be competing against other children, teams or themselves.

In KS2, children are also taught two, one-hour long PE session a week teaching a variety of invasion games, dance, gymnastics, Swimming (Year Y3/4) and a Real PE lesson. Children will learn how to apply all skills taught throughout their school journey in isolation and combination. They develop an understanding of

how to improve, evaluate themselves and others and recognise their own success. There is a bigger focus in both competition against themselves or other children for example in athletics. Children are also provided with swimming lessons throughout Year 3 and 4 to allow them to meet the objectives outlined in the National Curriculum. PE is adapted when necessary to ensure it is fully inclusive and all children are engaged. Throughout KS1 and KS2, class teachers follow the PE Progression of Skills Document. The aim of this is to see a clear progression of skills throughout their school journey. At the end of the year, there is a Sports Day where parents are invited in to support their children. As well as this, the school is part of the 'Well Schools Partnership' which entitles us to regularly compete against other schools in Ripon and Harrogate, attend events aimed to inspire non-active and SEND pupils, staff CPD and regular support with regards to the spending of Sports Premium.

Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities.

Children participate in workshops during 'sports week' covering a variety of sports throughout the year. For example, archery, outdoor and adventure, balance bikes, again providing the children with an opportunity to develop, improve their fitness and to try something new.

Impact

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

- Developed confidence amongst staff in the teaching and assessing of PE. Evidence of pupils making progress as a result by introducing REAL PE assessment.
- Incorporate more reflection time within PE lessons for pupils to track their own progress.
- Teachers confidently recording the levels of attainment of all pupils in all areas of the PE Curriculum via Real PE assessment.
- Evidence of progression in all areas of PE Curriculum.
- More pupils attending a variety of sporting clubs offered after school and outside of the school day, therefore improving and developing their fitness, skills and knowledge
- The development of all pupils physical, social and cognitive skills through PE (cross curricular links where possible).
- The improvement and development in pupils' teamwork, leadership and communication skills through all PE lessons, playtimes and Sports Leaders.
- The development and ongoing management of a School Sports Notice Board, highlighting and celebrating pupils sporting achievements both inside and outside of school as well as the school's aims in relation to promoting physical activity and healthy lifestyles.
- Increased levels of physical activity at home through REAL PE at Home
- Children that are at risk of physical inactivity, obesity and poor diet are identified as priorities to support.