

# Coleshill Church of England Primary School

Inspiring our children to flourish and enjoy 'Life  
in all its fullness' (John 10:10)



## PE Curriculum Policy September 2020

Date adopted by Governing Body:

Reviewer:

# Coleshill Church of England Primary School

## OUR VISION

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

## OUR VALUES

### HONESTY

**With God's love, we are truthful so we can be trusted and grow in wisdom.**

***"Speak the truth in love." (Ephesians 4: 15)***

We want our children to be honest with their words (telling the truth not lies), honest with themselves (have I really given my best?) and honest with their actions.

### KINDNESS

**With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.**

***"Clothe yourselves with kindness, humility, gentleness and patience." (Colossians 3: 12)***

We want children at Coleshill to understand that kindness should be offered to all, not just our friends or those who are equally kind to us.

### PERSEVERANCE

**With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.**

***"Perseverance (produces) character and character, hope." (Romans 5: 4)***

We want children at Coleshill to develop perseverance so that when things get hard they will keep going. If they get stuck they will find another way to solve a problem and for them to understand that to fail isn't the end, it's just the First Attempt In Learning.

### RESPECT

**With God's love, we care for others, ourselves and our school, so we listen and use good manners.**

***"In humility, value others above yourselves." (Philippians 2: 3)***

We want children at Coleshill to show respect for everyone and everything around them; looking after the things we have and treating others the way we would like to be treated.

## **SELF-CONTROL**

**With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.**

***“The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.” (Galatians 5: 22)***

We want children at Coleshill to be able to resist the negative temptations around them and make good decisions; to laugh when it's time to laugh but to work and give their all when it's time to learn.

# **CURRICULUM INTENT STATEMENT**

At Coleshill C of E Primary School our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Coleshill Church of England Primary school preparing every child for their future. Our curriculum aims to support our children to excel in our school values and provide them with opportunities to practice and develop these.

Our data shows that boys underperform in relation to girls, and that lower attaining boys make slower progress. Pupil Premium children also make slower progress in comparison to non-pupil premium. Our curriculum therefore needs to be engaging and inspiring for all children and include topics to motivate boys in particular. We want to develop our students' 'self-worth through experiences of success and celebration across a wide range of skills and talents'. Our Curriculum provides a clear progression and distribution of foundation skills through a range of exciting topics.

Please visit the PE page on our website :

Here you will find documents related to this policy, which include:

- Curriculum Intent, Implementation and Impact
- Skills Progression
- Knowledge Progression
- Vocabulary
- Spiritual, Moral, Social and Cultural

## **Legislation and guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of Governing Boards set out in the Department for Education's Governance Handbook.

## **Curriculum Intent**

At Coleshill C of E Primary School we aim to develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel individual's abilities in competitive sports and other physically-demanding activities.

We provide pupils with opportunities to become physically confident in a way which supports their health and fitness. Our children have opportunities to compete in sport and other activities that build character and help to embed our school values respect and perseverance.

At Coleshill C of E Primary School, PE is an imperative element of the curriculum, which develops a need for healthy lifestyles, positive growth mind-set and the resilience to persevere with a range of activities. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

## Curriculum Implementation

At Coleshill C of E Primary School, PE provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure.

Our sequence of learning taught through the Get Set 4 PE scheme, sets out the PE units which are to be taught annually and ensure that the requirements of the National Curriculum are fully met.

Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Our Physical Fitness lunch time games are also available each day.

Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development, but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.

We are soon to launch Coleshill Young Leaders in which a small group of Year 6 children will become our Coleshill Sports Leaders. They will develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities

Children in Year 3 swim once a week at Kingsbury School every week after October half term. Year 4 children swim at Kingsbury School once a week for the first half term of the year.

## Planning, Differentiation and Lesson Organisation

PE at Coleshill C of E Primary School is taught through the Get Set 4 PE scheme. Teachers use this scheme to support their planning whilst also adapting the lessons to support the needs of their class.

## Sequence of Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1						
Nursery 2						
Reception		Introduction to PE: Unit 1	Fundamentals: Unit 1	Dance: Unit 1	Ball Skills: Unit 1	Games: Unit 1
Year 1	Fundamentals Team building	Ball skills Dance	Net and Wall Gymnastics	Striking and fielding Fitness	Target Games (fitness cont)	Target Games cont. Athletics

<b>Year 2</b>	Tennis-Coach Team building	Tennis-Coach Dance	Fundamentals Gymnastics	Ball Skills Yoga	Invasion (yoga cont)	Invasion cont. Athletics
<b>Year 3</b>	Tennis Gymnastics	Netball Dance	Tag Rugby Swimming	Rounders Swimming	Athletics Swimming	Athletics cont Swimming
<b>Year 4</b>	Basketball Swimming	Tennis Swimming	Hockey Gymnastics	Cricket- C2S Dance	Football Fitness	Football cont Athletics
<b>Year 5</b>	Hockey Fitness	Tennis Dance	Netball Gymnastics	Cricket Yoga 3/4	Tag Rugby (yoga cont)	Tag Rugby cont Athletics
<b>Year 6</b>	Basketball Dodgeball	Tennis Dance	OAA Gymnastics	Football Yoga 5/6	Rounders (yoga cont)	Ronders cont Athletics

## Resources

Subject leaders are responsible for ensuring that resources are available for teachers to plan and teach inspiring lessons.

Teachers, however, are responsible for organising and ensuring availability of resources they require in advance of teaching.

Understanding the needs of individuals in their class is also the responsibility of the teacher and they are required to source additional resources through the support of the SENDCO.

## Reading through the Curriculum

The PE curriculum contributes to the school's broader reading provision as there are a wide variety of reading based activities planned, which includes:

- Following the Get Set 4 PE instruction cards for personal skills learning
- Fact files for different focuses in PE. For example, in Year 2 children read a rainforest fact file before creating a dance based on the rainforest.
- Completing the termly review questionnaire

## Transferable Knowledge and Links to other Curriculum Areas

Our PE curriculum is linked to a range of other curriculum subjects so that pupils can 'transfer knowledge' as well as use and apply their understanding and skills to new learning. See below for a breakdown for each year group and PE focus.

## **Reception**

Unit	Literacy	Maths	Understanding the world	Personal, social and emotional development
<b>Introduction to PE: Unit 1</b>	Listening and following instructions Expressing ideas Communicating with others Learning vocabulary	Counting numbers in games Travelling in different directions		Working with a partner Understanding how to move safely around others and in different spaces
<b>Fundamentals: Unit 1</b>	Listening and following instructions Expressing ideas Communicating with	Counting numbers in games Counting numbers of cones and jumps		Working in small groups Learning to take turns Understanding how to move safely around others

	others	Travelling in different directions Identifying colours		and in different spaces
<b>Dance: Unit 1</b>	Listening and following instructions Expressing ideas Communicating with others Learning vocabulary	Using counts of 8 Travelling in different directions	Learning about morning routine Different methods of transport	Opportunities to perform the class as an individual and in a group Commenting on performances Sharing thoughts and feelings
<b>Ball Skills: Unit 1</b>	Listening and following instructions Expressing ideas Communicating with others Learning vocabulary- space, body parts, target, aim, teams	Counting how many passes made Being ready on a count down Travelling Recognising speed of a ball	Exploring equipment Exploring how the body moves Learning names and characteristics of various minibeasts	Commenting on their own and other performances
<b>Games: Unit 1</b>	Listening and following instructions Communicating with others Learning vocabulary- target, aiming	Counting points Measuring distances with steps away from a target Using directions for travel	Learning about different modes of transport Understanding traffic lights and their meaning	Working with a partner and in small groups Understanding how to move safely around others and in different spaces

## Year 1

Unit	Literacy	Maths	Science
<b>Fundamentals</b>	Learning vocabulary – balance, direction, land, safely, jump, hop Listening and following instructions Expressing ideas Communicating with others	Counting Measuring distances	Exploring how to balance Exploring how to jump, hop and skip for distance Understanding changes to the body during exercise
<b>Ball Skills</b>	Learning vocabulary – ready position, far, aim, dribbling, throw, score Listening and following instructions Exploring ideas Communicating with others	Counting Keeping the score	Identifying changes in the body during exercise
<b>Net and Wall</b>	Learning vocabulary – accurate, tactics, continuously, target, opponent Listening to and following instructions Expressing ideas	Counting Keeping the score Estimating distances	Discussing how a release point affects where the ball will go Understanding changes to the body during exercise
<b>Striking and Fielding</b>	Learning vocabulary – striking, fielding, target, opponent, batter, bowler Listening to and following instructions Expressing and communicating ideas	Counting Keeping the score Adding points together Estimating distances	Understanding changes to the body during exercise
<b>Target Games</b>	Learning vocabulary – aim, target, underarm, overarm, accuracy, distance Listening to and following instructions. Expressing ideas, how to throw towards a target, when they were successful and why. Communicating with others in pairs and small groups.	Estimating distances. Counting.	Observing changes in the body before, during and after exercise.
<b>Athletics</b>	Introduction of key vocabulary – speed, power, strength, accuracy Communicating ideas with a partner	Counting how many cones they can touch in 20 seconds Counting how many jumps it takes them to get across a set distance Counting how many consecutive throws they can make Counting how many target throws they make Counting how many lengths of the playground completed in 1 minute Estimating distances to make a playing area Measuring how far they throw	Understanding the effect exercise has on the body Understanding how the body reacts to different exercises Understanding which part of the body is used in jumping for height Exploring stance to increase power in their throw
<b>Team building</b>	Learning vocabulary – teamwork, communication, planning Listening to and following instructions Communicating with others Giving simple instructions Expressing ideas	Creating shapes Counting Using directions	

<b>Dance</b>	Learning vocabulary - swaying, floating, gust, swirling, galloping Listening and following instructions Expressing ideas Communicating with others	Using counts to stay in time with music and a partner Use of numbers	Discussing how trees and leaves move
<b>Gymnastics</b>	Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence Listening, understanding and following instructions Communicating ideas Providing feedback on others performances Creating letters with their body to spell words Describing shapes	Counting the number of actions to include Holding balances for 5 seconds Creating shapes with their body	Exploring how to jump and land safely
<b>Fitness</b>	Learning of key vocabulary - Co ordination, agility, stamina, continuous. Reading task cards and following instructions. Communicating with others.	Counting how many repetitions are made. Working to a time length.	Understanding that humans feel differently when performing different exercises. Exploring exercises to develop different areas of fitness.

## Year 2

Unit	Literacy	Maths	Science
<b>Tennis - coach</b>	Learning vocabulary – accurate, tactics, continuously, target, opponent Listening to and following instructions Expressing ideas	Counting Keeping the score Estimating distances	Discussing how a release point affects where the ball will go Understanding changes to the body during exercise
<b>Fundamentals</b>	Learning vocabulary – dodging, sprinting, balancing, momentum Listening and following instructions Expressing ideas Communicating with others	Counting from zero to ten seconds whilst sprinting Using jumps to time a partner	Exploring what helps to make them balance Exploring how to jump, hop and skip for distance Understanding changes to the body during exercise
<b>Ball Skills</b>	Learning vocabulary – distance, overarm, underarm, received, send, accurate, target Listening and following instructions Expressing ideas Communicating with others	Counting Keeping the score	Observing changes in the body and breathing after exercise
<b>Invasion</b>	Learning vocabulary: dodging, defence, attack, possession, interception Listening to and following instructions Expressing ideas of how to lose a defender, what a good space looks like Communicating with a partner to move away from defenders	Counting Keeping score Estimating distances to create goals set distances apart	Exploring dribbling a ball, how to make it bounce high, low Understanding changes to the body during exercise
<b>Team Building</b>	Learning vocabulary – teamwork, communication, planning Listening to and following instructions Expressing ideas to solve a problem Communicating with others in their group or team Using vocab to navigate a blindfolded partner	Creating shapes with their body Adding values together	
<b>Dance</b>	Learning vocabulary- expression, pathway, direction, perform, dynamics Listening and following instructions Expressing ideas through movement Communicating with a partner	Using counts to stay in time with music and a partner Use of numbers	Discussing animals, trees, weather and rivers of the rainforest Discussing how a mirror image works <b>(Also links to Geography)</b>
<b>Yoga</b>	Learning vocabulary – mindfulness, wellbeing, posture, flexibility	Creating shapes with their body. Counting for breathing and poses.	

	Listening to and following instructions. Communicating with others. Reading resource cards.	Matching a partner.	
<b>Gymnastics</b>	Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence Listening, understanding and following instructions Communicating ideas Providing feedback on others performances Describing shapes	Counting the number of actions to include Counting number of actions to include in the aerobic warm up and counting to 10 seconds Holding balances for 5 seconds Creating shapes with their body	Exploring animals and how they move Learning how to tense their muscles to stay balanced

### Year 3

Unit	Literacy	Maths	Science
<b>Tennis</b>	Learning of key vocabulary –Opponent, consecutive, forehand, backhand, outwit Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful	Adding numbers in 'Rally 2,4,6,8'	
<b>Netball</b>	Learning of key vocabulary - Interception, possession, defence, attack, conceding Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and team	Adding scores in the tournament to get a final placing Creating goals set distances apart Estimating distances away from a partner	
<b>Tag Rugby</b>	Learning of key vocabulary - Interception, opponent, defend, attack, consecutive, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group	Keeping the score in matches and the number of tags made Estimating distances	
<b>Rounders</b>	Learning of key vocabulary -fielders, batters, striking, bowling, consecutive Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them successful	Keeping the score using full and half rounders Estimating distances	
<b>Athletics</b>	Learning of key vocabulary - Power, speed, strength, vertical, progressive Communicating ideas Reading task cards	Adding metres thrown to get a total Recording data Analysing data Timing partner in events Measuring distances with cones Estimating speeds to match their partner's pace	Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Estimating distances with cones and concluding the longest jump Exploring the impact of strength and speed on distance produced Exploring transferring weight to create power in throws
<b>Gymnastics</b>	Learning of key vocabulary - Extension, body tension, momentum, rotate Understand and follow instructions Structuring and providing feedback to others	Creating symmetrical shapes in their jumps Creating matching and contrasting shapes	
<b>Dance</b>	Learning of key vocabulary - stimulus, dynamics, formations, canon, unison, shape, relationships Understand and follow instructions, linking actions to counts Communication with a partner and group Communicating and exploring ideas to create a dance phrase	Counting to stay in time with music and a group Using distances to create accurate formations	Exploring and demonstrating their understanding of magnetic forces through movement Exploring and demonstrating their understanding of the seasons through movement (Also links with History and Music- see scheme of work)
<b>Swimming</b>	Learning of key vocabulary Understanding and following instructions	Travelling in different directions	

### Year 4



Unit	Literacy	Maths	Science
Basketball	Learning of key vocabulary - Interception, protective, opponent, defend, attack, travelling, possess Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group	Addition and counting Estimating distances	
Tennis	Learning of key vocabulary –Opponent, consecutive, forehand, backhand, outwit Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful	Adding numbers in 'Rally for points	
Hockey	Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Communication with a partner and group.	Adding scores in the tournament to get a final placing. Creating goals set distances apart. Estimating distances away from a partner.	
Cricket	Learning of key vocabulary - Fielders, batters, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them successful Spelling the word 'WICKET' in a scoring game	Counting the number of objects thrown on each side of the court Keeping the score Degrees of release in throws and bowling Creating goals set distances apart	Exploring overarm throwing and discussing their findings relating to technique and accuracy
Football	Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group	Adding scores in the tournament to get a final placing Creating goals set distances apart	
Gymnastics	Learning of key vocabulary - Extension, body tension, momentum, inversion, pathways Understand and safely follow instructions Structuring and providing feedback to others	Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands and bridges	
Dance	Learning of key vocabulary - stimulus, dynamics, formations, canon, unison, relationships Understand and follow instructions Communication with a partner and group to express an idea	Counting to stay in time with music and a group Using distances to create accurate formations	Exploring states of matter and expressing an understanding through movement <b>(Also with links to music)</b>
Fitness	Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous Reading task cards and following instructions	Recording data on a record sheet Analysing data to discover areas that show the most improvement Timing a partner in fitness challenges	Understanding that humans have different components of fitness Exploring exercises to develop different areas of fitness

## Year 5

Unit	Literacy	Maths	Science
Hockey	Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Discussing tactics and communicating these with a partner and group.	Adding scores in the tournament to get a final placing. Creating goals and playing areas of set distances. Estimating distances away from a partner.	
Tennis	Learning of key vocabulary – Opponent, consecutive, forehand, backhand, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and umpiring Communicating tactics and discussing what made them and their team	Creating areas sets distances apart	

	successful		
Netball	Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and team	Using half a netball court or specific thirds of the court Adding scores in the tournament to get a final placing Creating goals set distances apart	
Cricket	Learning of key vocabulary - Fielders, continuous, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them and others successful	Setting wickets at 2m intervals Creating areas 7m x 7m Degrees of release in throws and bowling	
Tag Rugby	Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and team	Adding scores in the tournament to get a final placing Estimating distances	
Athletics	Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards Structuring feedback for peers	Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones	Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws
Fitness	Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous Reading task cards and following instructions	Recording data on a record sheet Analysing data to discover areas that show the most improvement Using stopwatches to time a partner in fitness challenges Placing cones set distances apart	Understanding that humans have different components of fitness Exploring exercises to develop different areas of fitness Learning about muscles and what they are used for
Dance	Learning of key vocabulary- stimulus, dynamics, formations, choreograph, relationship, contrasting Understand and follow instructions Communication with a partner and group to express an idea Forming opinions and structuring verbal feedback	Counting to stay in time with music and a group Using distances to create accurate formations	(Also link to music)
Gymnastics	Learning of key vocabulary - Inversion, symmetrical, asymmetrical, aesthetics, synchronisation Understand and safely follow instructions Structuring and providing feedback to others Reading and understanding resource cards	Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands, bridges and cartwheels Mirroring and matching movements Creating symmetrical and asymmetrical shapes	
Yoga	Learning vocabulary - meditation, mindfulness, wellbeing. Communicating ideas, thoughts and feelings. Communicating with others.		

## Year 6

Unit	Literacy	Maths	Science
Basketball	Learning of key vocabulary - interception, protective, opponent, defending, attacking, possession Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and group	Creating goals set distances apart Estimating halfway distances between thrower and receiver for bounce passes Adding points to discover final placing in the tournament	
Tennis	Learning key vocabulary – opponent, consecutive, forehand, backhand, technique, accuracy Understand and follow instructions	Estimating distances Discussing how the position of a player can decrease the space	

	Understand rules and apply them to game situations when playing and umpiring Communicating tactics and discussing when they were successful and areas for improvement		
OAA	Learning of key vocabulary – Communication, obstacle, friendship, planning, navigate Understand and follow instructions Understand rules and apply them to different challenges Expressing ideas and communicating with a partner and group	Solving maths equations in the orienteering lesson	<b>Links with Geography</b> Reading maps to navigate around a course Learning how to orientate a map
Football	Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession, maintain Understand and follow instructions Understand rules and apply them to game situations Discussing and communicating tactics with a partner and group	Adding scores in the tournament to get a final placing Creating goals set distances apart	
Rounders	Learning of key vocabulary -fielders, continuous, striking, tracking, bowling, outwitting Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating ideas with a partner or team	Estimating distances between bases Keeping the score using half and full rounders	
Athletics	Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards Structuring feedback for peers	Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Calculating distances and dividing metres between their group	Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws
Dodgeball	Learning of key vocabulary – Opposition, consecutive, conceding, defending, technique Understand and follow instructions Understand rules and apply them to game situations when playing and refereeing Communicating tactics and discussing what made them and their team successful	Adding points in the tournament to work out their overall placing Creating areas sets distances apart	
Dance	Learning of key vocabulary- stimulus, dynamics, formations, choreograph, relationship, contrasting Understand and follow instructions Communication with a partner and group to express an idea Forming opinions and structuring verbal feedback	Counting to stay in time with music and a group Using distances to create accurate formations	<b>(Links with Music)</b> Expressing an understanding of rhythm through movement Counting music to create movement
Gymnastics	Learning of key vocabulary - inversion, symmetrical, asymmetrical, counter balance, counter tension Understand and safely follow instructions Structuring and providing feedback to others Reading and understanding resource cards	Creating an understanding of inversion through shoulder stands, bridges, cartwheels and headstands Mirroring and matching movements Creating symmetrical and asymmetrical shapes	Developing an understanding of momentum and how it helps to build force and enable rolls Learning the names of muscles in body tension exercises
Yoga	Developing an understanding of momentum and how it helps to build force and enable rolls Learning the names of muscles in body tension exercises		

## Cultural Capital Opportunities

Cultural Capital is the accumulation of knowledge, behaviours, and skills that pupils develop over time to show their cultural awareness, knowledge and competence. To be successful in the context of the local community, the wider world, in their career and the wider world of work.

The PE curriculum offers a range of Cultural Capital opportunities and experiences, which includes:

- Workshops and specialised lessons with Chance 2 Shine Cricket (Year 4)
- Use of images and videos to experience a range of high level performance in sport
- Soon to be launching Year 6 sports leaders to help support lunch time and break time activities
- Experiencing different sporting facilities (KS2 visit to Tamworth Athletics Club to compete against other schools in Warwickshire)

### **Wider Curriculum Opportunities**

All pupils in both KS1 and KS2 take part in our annual 'Sports Day'.

Children in KS2 get the opportunity to compete against other schools within Warwickshire at Tamworth Athletics Club.

Year 6 pupils will soon have the opportunity to be elected as our schools sports leaders. All pupils will have the opportunity to work with and alongside our sports leaders.

### **Assessment**

Assessment in PE is completed through the Get Set 4 PE scheme. Teachers and sports coaches will use their assessment during lessons to make an assessment based on the skills taught at the end of the unit. This is then transferred onto Get Set 4 PE.

< is working towards Age Related Expectations for those skills taught.

= is working at Age Related Expectations for those skills taught.

> is working above Age Related Expectations for those skills taught.

### **Earrings and Jewellery**

Advice from the Association for Physical Education (AfPE) supports our practice within school with all earrings being removed completely; children are no longer allowed to put tape around them. Children who wear earrings will not be able to take part in practical lessons but will be able to take on the role of scorer or evaluator where appropriate.

Please find below details as to why earrings should not be worn;

'The reason not to wear earrings (or any jewellery) is that it can lead to injury for the wearer and for others in the class and it is the teacher's duty of care that must apply here. The reason is both about tearing of the ear lobe, but also the post of the earring going into the neck which is where the brachial nerve is running directly to the brain.'

Teachers are not allowed to remove earrings for children. Whilst we are willing to guide children as to where to store their earrings during the sessions, staff cannot be responsible for any losses.

Parents should encourage their children to learn to remove their own earrings or parents remove them for the whole day when PE is being taught. We also recommend that a good time to get ears pierced is the beginning of the summer holiday so that the ear is sufficiently healed to allow earrings to be removed in September. All other

## **Curriculum Impact**

The impact of the curriculum is measured through learning walks and pupil voice. Pupils will take part in a half termly questionnaire where they will discuss what they liked, what they learnt and if there is anything they thought could have been better about that particular unit in PE. Pupil voice is a reliable resource that subject leaders use to determine the enjoyment and enthusiasm for learning in their subject.

The new introduction of the Get Set 4 PE scheme has allowed staff to gain confidence in teaching PE and the resources available support staff to ensure high quality teaching in PE across the whole school.

The following outcomes are a result of our Physical Education curriculum:

- Pupils will develop confident and competent knowledge and understanding, skills through a range of physical activities, experiences and opportunities
- Develop self-esteem through peer assessment, identifying where the skills taught have been applied successfully
- Understand how to succeed in a range of physical activities, and how to evaluate their own success
- Develop an understanding of lifelong healthy living which includes personal, social, emotional and mental health well-being
- Participate in a range of enjoyable, sustained physical activities in lessons and from a well-planned program of opportunities throughout the school day
- Develop an understanding of how they feel during exercise
- Develop a knowledge of a range of professional sports in the wider world
- Meet the National Curriculum requirements for swimming and water safety,
- Developing an enjoyment and pleasure in learning about Physical Education and the world of sport
- Attainment at the end of Year 6 that is at least age related

## **Roles and Responsibilities**

### **Governing Body**

The Governing Body will monitor the effectiveness of this PE Policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disability (SEND) and those pupils in receipt of Pupil Premium Grant (PPG) referred to in DfE documentation as Disadvantaged Pupils (including Looked After Children – LAC)

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### **Headteacher**

The Headteacher is responsible for ensuring that the PE Policy is adhered to, and that:

- All required elements of the Art & Design curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised by School Leaders about the school's performance and pupil outcomes to make informed decisions for the School Improvement Plan and CPD program for all staff
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEN and Disadvantaged Pupils (including Looked After Children – LAC)

### **PE Leader**

The PE Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning, as well as the standards within the PE books. Also, the PE Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the Languages curriculum. Within our professional development procedures, the PE Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school.

The PE Leader also has the responsibility for monitoring the storage, maintenance and management of resources.

### **Teaching Staff**

Other staff will ensure that the school curriculum is implemented in accordance with this PE Policy. All class teachers follow the school's agreed planning for the curriculum provision in PE.

### **Inclusion**

Further information, related to SEND, can be found on our School, Website and includes:

- School Offer for SEND
- Equality and Accessibility Policy
- SEND Policy

- Equality Duty and Objectives

Teachers set high expectations for all pupils. They will use appropriate assessment and work for all pupil groups, which including:

- More able pupils
- Pupils with SEND
- Pupils with low prior attainment
- Pupils with English as an additional language (EAL)
- Disadvantaged Pupils

Teachers will plan lessons so that pupils with SEND are able to access and can study every National Curriculum subject, wherever possible; resources will be carefully planned and additional adults purposefully deployed to support learning in lessons. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

### **Monitoring and Evaluation**

#### **Procedures**

The Governing Body monitors the coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to the school
- Link Governor meetings with PE Subject Leader
- Link Governor discussions with pupils about the PE curriculum as part of wider views about the Quality of Education

Senior Leaders and the PE Leader monitor and evaluate the way that the Art and Design curriculum is taught throughout the school by:

- Discussions with staff about the provision, teaching and assessment and CPD opportunities in the PE curriculum
- PE pupil discussions, which evaluate the impact of CPD, inform next steps for teaching and assessment and planning for CPD provision for all staff
- Scrutiny of pupils' work PE with the PE Leader and Senior Leaders
- Scrutiny of planning, where appropriate (e.g. to evaluate the impact of CPD or the implementation of a revised approach to teaching or use of resources)

#### **Links with other policies**

This PE Policy links to the following policies and procedures:

- Assessment Policy
- SEND Policy
- Pupil Premium
- Sports Premium

This PE Policy will be reviewed by the PE Leader. At every review, it will be shared with the Full Governing Board to be approved. The PE Policy will be reviewed, in line with any:

- Amendments or review of the National Curriculum
- Relevant curriculum updates linked to current educational research, practice or policy
- DfE advice, guidance or recommendations about the PE curriculum
- Review of the school's approach, practice or policy for the PE Curriculum Intent, Implementation and Impact