**INTENT**

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| **Purpose of Study** |
| A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. |
| **Intent from Subject** |
| The curriculum at Roby Park is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children’s spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.  At Roby Park, P.E. & physical activity plays an important role in developing children as a whole. Our PE & physical activity offer contributes to healthy, active lifestyles, improving emotional wellbeing, reduces negative behaviours, increases attendance and develops key skills such as leadership, confidence, social and team building skills.  At Roby Park, it is our intention to develop the whole child via the three pillars of Physical, Social and Emotional Wellbeing. As part of our PE provision, we ensure the delivery of high quality physical activity through lessons, clubs, lunchtime intra-school sports, external inter school sports competitions and Personal Best challenges.  We develop social and emotional wellbeing in PE through the core values taught in the physical activities - honesty, teamwork, passion, determination, self-belief and respect. |
| **Aims from National Curriculum** |
| The national curriculum for physical education aims to ensure that all pupils:   * Develop competence to excel in a broad range of physical activities * Are physically active for sustained periods of time * Engage in competitive sports and activities * Lead healthy, active lives   By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. |

**IMPLEMENTATION**

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| **Teaching & Learning** |
| **Organisation and Curriculum Coverage**  At Roby Park, we want PE lessons to be fun and inspiring, engaging the children with movement and competition whether intra-school, inter-school or personal best. We want the children to feel capable, reflective and confident, developing their own appreciation for healthy lifestyles through the opportunities we provide as a school.  We intend for children to gain knowledge of and skills in the following;   * gymnastics (floor and apparatus work) * basic fundamental games skills * dance * net and wall games * striking and fielding games * invasion games * outdoor and adventurous activities * athletics * swimming and water safety (\*)   All children are actively encouraged and given the opportunity to learn to use the skills required to participate in all of the above to the best of their ability. Lessons with coaches and specialists and visits to outside providers are all an integral part of the provision.  P.E. is taught at Roby Park as an area of learning in its own right as well as integrated where possible with other curriculum areas. Physical opportunities in school include 30 minutes daily sports coaching at lunch time, daily intra-school and personal best competition at lunchtime and hourly PE lessons every week.  We teach lessons so that children:   * Have fun and experience success in sport * Have the opportunity to participate in P.E at their own level of development * Secure and build on a range of skills * Develop good sporting attitudes * Understand basic rules * Experience positive competition * Learn in a safe environment * Have a foundation for lifelong physical activity, leaving primary school as physically active   **EYFS**  In EYFS, there are daily blocked opportunities for outdoor Physical Development through the Continuous Provision.  At Roby Park, we teach using a Liverpool SSCO scheme which provides a balanced and progressive plan for staff to follow with the support of our Coach.  .   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **A1** | **A2** | **Spr1** | **Spr2** | **Su1** | **Su2** | | **Reception** | Games | Dance | Gymnastics (F) | Games | Gymnastics (A) | Games | | **Year 1** | Games | Dance | Net/Wall Games | Gymnastics (F) | Games | Gymnastics (A) | | **Year 2** | Games | Dance | Net/Wall Games | Gymnastics (F) | Net/Wall Games | Gymnastics (A) | | **Year 3** | Basketball  Dodgeball | Gymnastics (F) | Hockey  Handball | Dance  Gymnastics (A) | Athletics  Rounders | OAA  Volleyball | | **Year 4** | Basketball  Dodgeball | Indoor Athletics Gymnastics (A) | Hockey  Handball | Dance  Gymnastics (F) | Athletics  Cricket | OAA  Tennis | | **Year 5** | Hockey  Handball | Indoor Athletics Gymnastics (A) | Dance  Gymnastics (F) | Football  Dodgeball | Rounders  Volleyball | OAA  Athletics | | **Year 6** | Hockey  Handball | Indoor Athletics Gymnastics (A) | Dance  Gymnastics (F) | Football  Dodgeball | Cricket  Tennis | OAA  Athletics |   \*swimming is additional and on a rota across the year  **Key**   |  |  | | --- | --- | | Fundamental Games |  | | Net/Wall Games |  | | Invasion Games |  | | Striking and Fielding |  | | Gymnastics (floor, small and large apparatus) |  | | Dance |  | | Athletics (indoor, track and field) |  | | Outdoor and Adventurous activities |  |   At Roby Park Primary School, we allocate a minimum of 1 hour to PE each week in order to teach the PE knowledge and skills in a developmental and age-appropriate way. In addition to this, each class receives an additional 30 minute coaching session at lunch time. There are a variety of playground zones designated to physical activity such as personal bests and intra-school sports that classes are timetabled to across the week. This brings up the total PE teaching to a minimum of 2 hours per week with daily physical activity time equalling the recommended 30 minutes in school.  The explicit lessons are reinforced and enhanced in many ways:   * After- school clubs * Inter-school competitions * Specialist lessons * Sports days * Visit and visitors * Sports assemblies * Healthy choices week * PHSE and Science links * WOW days * Through relationships child to child, adult to child and adult to adult across the school.   A typical unit would be delivered in the following way;   * Launch lesson which establishes or identifies the whole area of learning followed by weekly lessons. * Weekly Values Award to reward classwork and achievements * Assessment of coverage by class teacher via Teacher Assessment, should be ongoing and check pupil achievement against the objectives completed by the end of the unit. * End of unit competition, match or other event as a celebration of skills, knowledge and attributes gained and all evidence for monitoring on Seesaw.   During the half term, if pupils participate in any whole school physical events, this should also be celebrated and evidenced on Seesaw.  The PE healthy living ethos comes through all areas of the curriculum. SMSC and the use of the Calm Me time to support mindfulness and mental wellbeing should be a visible part of PE lessons.  Different sports and dance can be easily linked to social, cultural, spiritual and moral learning via contextualisation, e.g. linking Athletics to the Olympics and Ancient Greece or the country where the games are being held, linking Dances to their era or country of origin etc. Staff should seek to praise pupils when they observe displays of positive behaviour that link to their learning in PE Values and to the Roby Park Learning Heroes.  Class teachers deliver the weekly lessons to their own classes with the support of the school Coach through a team teaching approach and receive regular CPD and support to ensure high quality learning.  **Planning**  All planning should be readily available in planning folders. PE Medium Term scheme plans should be dated, printed and annotated, planning specifically for pupils in the class. Annotations should include evaluations of lessons to inform assessment.  Plans should be available from the beginning of the week, should anyone need to take your class.  **Resources**  P.E. equipment is stored safely in the P.E. cupboard. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE subject leader and Coach to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered. All equipment should be brought back in to school and stored away properly after break times, PE lessons and extra-curricular clubs.  **PE Kits**  Children will wear their PE kit to school on their allocated PE day. Their PE days are:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Mon** | **Tues** | **Weds** | **Thurs** | **Fri** | | Reception | Y1 & Y3 | Y2 & Y5 | Y4 & Y6 | Nursery |   Class teachers must be vigilant in ensuring children come to school in the correct PE kit at all times and communicate issues face to face or via telephone with parents.  Staff have school polo shorts which are to be worn on their PE days along with trainers and jogging bottoms/leggings.  **KSSP**  As part of the KSSP, Roby Park engage in a significant number of competitions across the CAH, enabling children of all abilities to participate. Competitions cover a vast range of sports.  The Sports Coach will assist in preparing children for competing and staff who attend will celebrate achievement on Social Media and Seesaw.  **Planning**  All planning should be readily available in planning folders. PE lessons should be planned on the PE MTP planning grid. |
| **Cross Curricular Links** |
| PE is a far reaching subject. It will cross into a variety of areas over the course of the school year, allowing for an enhanced and rich curriculum.  Staff should seek wherever possible to create a strong link around physical activity and health to the areas they teach. For example, healthy eating and exercise, drugs and medicines etc.in PHSE and Science lessons. Lessons should also be given a context to help pupils understand how the learning fits into their knowledge and understanding of the world they live in and to engage them in the learning.  Staff also create a heat map for activity in lessons other than PE to ensure pupils are active to some degree in all of their lessons.  PE should become an integral part of the whole school identity resulting in a vibrant and physically active atmosphere with PE as a memory maker. |
| **Inclusion** |
| At Roby Park, we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL than not being inclusive. |
| **Equal Opportunities** |
| At Roby Park, we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Activities, along with support from staff and resources, are used to enable all learners to access the curriculum. |
| **British Values** |
| Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are all integral parts of the PE teaching across all units and should be referred to when creating a context to the learning. When using examples, it is essential that a variety of role model examples are used in order to promote equality and diversity.  It is also an integral part of the PE ethos across the school delivered through various events and competitions. The PE Values are used to support the principles of British Values via the pillars of Physical, Social and Emotional wellbeing. |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. We offer a wide range of experiences and challenges that enrich our core curriculum. This allows our pupils to learn outside the classroom and develop the skills for the world beyond the primary education. Below are some examples of how we achieve this through:   * Theme weeks – STEAM week, World Religion Week, Growing Up Week * WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting * Celebration afternoons to celebrate and exhibit our learning with the wider community * Invite visitor’s in – local artists, historians * Educational visits, workshops and residential trips – art galleries and museums * Fundraising and awareness days – Harvest/food banks, Macmillan Coffee Mornings, Yellow Day, Sports Relief, Comic Relief, CiN, Cycle4Sepsis, Christmas Jumper Day * Enterprise week – Y5/6 Fiver Challenge * ‘Keep safe’ curriculum – Bikeability, Friendship Week, Road Safety, Bonfire Night safety, Internet Safety, Gang Awareness, Say No to Knives workshops * Wider opportunities – Languages Day, Musical Instruments, Extra-curricular club offer * Sporting events – inter and intra competitions with the collaborative schools and KSSP * Collaborative events with local schools * Festivals, celebrations and performances – Musical concerts, Peace Proms, Pantomimes, Christmas productions, Easter celebrations, class assemblies   In addition to this, School has a Cultural Capital Planner that all subjects contribute to which ensures a rich and diverse curriculum offer for all pupils to access.  As mentioned above, staff are expected to enhance and enrich across the curriculum wherever possible through the promotion of a healthy and active lifestyle. PE is also used very effectively to support behaviour during break times, transition times such as tidying up or lining pupils up and can be a useful tool to give brain and sensory breaks in lessons to ensure pupils are active and able to concentrate. |
| **Community Links** |
| At Roby Park, we intend to develop the desire to live a healthy lifestyle, as well as an understanding and acceptance of the validity and importance of all types of exercise.  Our aim is to improve and increase the quality and quantity of PE & physical activity for all children, to show how PE & physical activity can enhance children’s attainment and achievement and create pathways for them to continue to be active beyond school for at least 30 minutes per day.  We will be developing our links to outside agencies, clubs and collaborating with other schools which will help to generate positive interaction in the community and will encourage parents and carers to participate in exercise with their children via promotion on Social Media. We also invite parents/carers and local community to attend whole school sports events and where appropriate, competitive events.  School intends to also extend club offers to adults in the community where this can be arranged to give parents and carers a convenient geographical location in which to exercise. |
| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health.  At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

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| **Impact** |
| The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children’s outcomes.  Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.  Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning**.** |
| **Assessment** |
| Pupil achievement is evidenced through the Values Award, End of Unit competition or celebration, Seesaw and Progress Maps. Pupils will also reflect on their own learning and teachers will use teacher assessment tools to evidence coverage and attainment. PE will have a high profile around the school through the display of the Values logos and via a PE board dedicated to recognition of achievement and celebration of learning.  Feedback to pupils about their own progress in PE aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion between child and teacher or coach. Formative assessment is also used to guide the progress of individual pupils in PE. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching and teacher assessment used to support data input into Insight. Pupils will also self and peer assess using values and skills. When planning and assessing, teachers must ensure coverage of objectives through the use of the progression maps.  Suitable tasks for PE assessment include:   * Small group discussions in the context of a practical task. * Specific tasks for individual pupils. * Individual discussions in which children are encouraged to appraise their own work and progress. * Peer and Self-assessment.   Records of progress in PE are recorded through video and photographs which are stored on Seesaw, showing evidence of the children’s learning. Further evidence can be taken from Values Logs, lunchtime coaching and Sports Events, teacher assessment notes and progression maps. Assessments are recorded half termly on Insight by the class teacher in collaboration with the Sports Coach.  Swimming assessments **must** be completed at the start and end of the swimming unit by the members of staff in attendance at the lessons in collaboration with the Swimming Instructor. The data should then be added to either Insight or a central register in order to be reported as part of the school Sports Premium data on the website.  Half termly assessments of objectives taught will be updated on Insight for foundation subjects. Steps that children are working at will be recorded at the end of each term. Teachers will record children’s performance against the age related objectives for the curriculum and decide whether children are working towards, at or above age related expectations. Assessments are used to inform planning and close gaps, in order to accelerate progress. Subject leaders will analyse termly data and address areas for curriculum development. |
| **Monitoring and Evaluation** |
| Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:   * Ensure there is clear progression throughout the school * Creation of termly data reports * Reporting to SLT & Governors * Pupil voice * Work samples * Learning exploration blinks * Developing cultural capital opportunities and events * Identify any training needs and offer extra support and guidance to staff when it is appropriate * Ensure that there are suitable resources to help with the teaching and learning of their subject * Review the impact of sports premium spend |
| **Review Date** |
| **Policy Agreed:** July 2021  **Policy Review:** July 2022 |