



Curriculum Intent – Physical Education

Our Vision

Lady Royd Primary School's vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

Our ASPIRE values provide a strong focus on the personal development of every child; encouraging accountability, self-confidence, perseverance, integrity, respect and empathy for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

The aims of the curriculum

- Provide a broad and balanced educational experience that meets the needs of the pupils, introducing them to the best that has been thought and said and preparing them to be well-educated 21st century citizens.
- Take account of the previous learning of pupils and their readiness for new experiences
- Stretch the most able whilst providing enrichment for all pupils.
- Provide personalised support for pupils with additional needs.
- Ensure that the curriculum in place at any given time provides an appropriate and relevant educational experience and that no pupils are disadvantaged by its provisions.

Intent

Our mission statement is based around the two key elements - participation and performance.

“Realising potential through participation and performance.”

The PE department believes this can only be achieved through the following clear targets and standards:

- High quality teaching and learning
- High expectations in achievement levels
- High standards of behaviour
- Good curriculum organisation and planning
- Well defined system of assessment, recording and reporting which is shared with the students
- A varied extra-curricular programme which offers equality of opportunity
- Demonstration and promotion of healthy active lifestyles
- Communicating a strong enthusiasm for our subject

We intend to provide all students with the following:

- The opportunity to participate in Physical Education, Sport and physical activity
- The opportunities for each individual to achieve their potential
- Encouragement to form an intrinsic enjoyment of the arts, sport and physical education



- Promotion of individuality and creativity
- Promotion of participation and attainment within the whole spectrum of curricular and extra- curricular physical activity
- Assistance to develop into adults with a lifetime commitment to sport and physical activity

Implementation

Physical Education develops the pupils' knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. It promotes an understanding in children of their bodies in action and involves thinking about, selecting and applying skills. Physical Education lessons and extra-curricular provision provide pupils with the opportunity to -

Develop and explore physical skills with increasing control and coordination

Work, play and perform with others

Perform skills and apply rules and conventions

Recognise and apply tactics in competitive situations

Recognise the changes in the body during exercise

Develop their enjoyment of physical activity through imagination and enjoyment

Evaluate their success and identify how they can improve their own, and/ or others' performance

In EYFS, the focus is towards development of motor skills, the importance of physical development and their all-round health, social and emotional well-being. Gross motor skills such as negotiating space and obstacles safely, demonstrating strength, balance and coordination when playing, and moving energetically (such as running, jumping, dancing and skipping) are prioritised.

During key stage 1, pupils would be expected to develop their abilities and knowledge of fundamental physical literacy skills such as agility, balance and coordination, in preparation for future key stages. During key stages 2-4, the Physical Education department would expect pupils' to develop their abilities and knowledge of key concepts and processes through the following areas:

- Outwitting opponents (games)
- Accurate replication of actions, phrases and sequences (gymnastics)
- Exploring and communicating ideas, concepts and emotions (dance)
- Performing at maximum levels in relation to speed, height, distance, strength or accuracy (athletics)
- Identifying and solving problems to overcome challenges of an adventurous nature (lifesaving, personal survival and swimming)

Teaching and Learning Styles

The Physical Education curriculum is taught formally through 2 hours of high quality PE. A variety of teaching and learning styles are used in order to discover and embed knowledge.

Throughout Key Stages 1&2, one hour a week is dedicated to game-like activities. In Key Stage 1 this is delivered through our multi-skills programme. In these lessons, pupils are taught the fundamental movement skills e.g. running, hopping, throwing. These skills are then adapted to changing environments and game-like situations where the pupils apply the skills they have learnt. In Key Stage 2, pupils develop and continually apply these skills into recognised



games, e.g. netball, table tennis and rounders. They are taught to play within the rules and work together to create tactics and strategies in order to outwit their opponents. The second hour each week is focused on movement skills and this is taught through a variety of gymnastics, dance, OAA (outdoor and adventurous activities), swimming and athletics. All pupils in Key Stage 2 swim for three activity blocks a year (approx. 15 weeks).

All children experience a mixture of whole class teaching, guided group or paired work, and independent activities, with each lesson concluding in a plenary session to review progress and learning. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask all children to work from the same starting point before moving on to develop their own ideas based on the task set.

The variation of sports available to the children prepares them excellently as they progress into year 7.

Physical Education Curriculum Planning

PE is a foundation subject in the National Curriculum and it is taught using the key concepts and processes.

The planning is carried out in three phases:

- long-term, which overviews the whole year,
- medium term, which overviews each unit (each half term), and
- short term, which focuses on the specific content of daily lessons.

The units of work are planned to build on prior learning of the children and as PE specialists the department are able to adapt their lesson planning accordingly.

Contribution of PE to teaching in other curriculum areas

The skills that children develop in PE are linked to, and applied in, most subjects of our curriculum.

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| English | It is a requirement of all teachers to pursue the development of pupils' language and they should be taught to express themselves clearly in speech. This should be considered in all areas of the subject. This can be achieved in: Skill development by talking and describing good technique. Application of skill- planning a response to a task and deciding upon appropriate tactics, strategies and compositional ideas. Evaluating- judging performance and giving appropriate feedback. Health-related- development of technical vocabulary. |
| Mathematics | Number of group sizes, recalling mathematical facts, calculating, understanding proportions, calculations of areas, volumes and perimeters, understand and use measures of time, speed, acceleration etc. Pattern, movement and symmetry in gymnastics and dance. |
| Science | Diet, health, what happens to the body during exercise. |



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| Information Technology | The use of photos, videos as stimuli, video footage of performance for immediate feedback. |
| Religious Education | Spirituality, fair play, ethics, code of conduct in games, swimming and athletics and culture in dance. |
| Personal, Social and Health Education | Team work, health and hygiene, citizenship, fair play, role of authority e.g. referees and umpires. |
| History | Origins of sport and development of education. |
| Geography | Map skills. |
| Art | Form, shape, props. |
| Music | Interpretation, rhythm, phrasing. |
| Social, Moral, Spiritual and Cultural | Working with others, in groups or partners. Playing within the rules, fair play, discussing ideas and performance. Respect for other pupils' level of ability and encourages cooperation. Pupils have and learn a better understanding of themselves and each other. Celebration of athletes throughout the year, with particular acknowledgement to events in the sporting and social calendars (eg. the Olympics, Football World Cup, and Black History Month) |
| British Values | Pupil voice contributions; Abiding by rules; Promotion of fair play and team work; Encouragement of good sportsmanship; Respect with equipment both when using it and when storing it; Following instructions and decisions made by officials; Permitting sport-safe religious dress in PE and swimming lessons; Interact with the community and younger pupils through coaching and leadership opportunities; Celebrating sporting success both in and out of school. |
| Careers | Careers-based displays. Some staff members also have experience in sports careers (e.g. international football, international officiating) and can share these experiences with pupils. |

Impact

Teachers in the department assess the children in two ways:

Formative - Mainly achieved by observations of the pupils during lessons, which will then develop progress by changing tasks to enable pupils so that they can achieve or extend to challenge. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers record the progress made by children against the learning objectives for their lessons.

Summative - At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child. The pupils will also attempt to grade themselves against the 'pupil speak' descriptors, which will give the pupils a more detailed progress check and they will start to understand what they need to be able to perform to improve and progress. Records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Reviewed: May 2024

Reviewed by: JBN



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Next Review: May 2025