



# **Culverstone Green Primary School**

## **Physical Education Curriculum overview**

### **Our Vision**

Our vision is that every child will fulfil their potential, be prepared for the next stage of their life and become responsible citizens.

### **Our Ethos**

Putting the needs of every child at the heart of everything we think, say and do.

### **Our Values**

Respect, Equality, Resilience, Courage, Awareness and Collaboration

## **Intent:**

At Culverstone Green Primary School, our vision is that every child will fulfil their potential, be prepared for the next stage of their life, growing as responsible citizens and lifelong learners. Physical Education develops the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved. We also understand the importance of developing a Physical Educational vocabulary and terminology that will support them in later life.

We inspire children to discover life skills that will positively impact on their future. We deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We 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.

We provide a progressive curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life, as well as fulfilling the requirements of the National Curriculum for Physical Education including:

- developing competence to excel in a broad range of physical activities
- being physically active for sustained periods of time
- engaging in competitive sports and activities
- leading healthy, active lives

We embed this securely and consistently across the school, supported by cross curricular links and reference where appropriate, as well as challenging and developing a love for learning and participation.

All of this gives the children context to their learning and will understand the value of Physical Education now, and in their future.

## **Implementation:**

We do this by:

Utilising House Captains in both Year 3 and 6. This will continue the uptake of sport in the school. This will also allow the children to articulate the qualities and skills that they feel they are able to offer the role and discover life skills that will positively impact on their future. This will allow the facilitation of sports events and promote a pupil voice in the running of Physical Education in the school.

Establishing termly questionnaires which can be used to evidence the impact of children's participation and enjoyment/learning in Physical Education, with a focus on cooperation and collaboration etc.

Facilitating sports clubs and increased participation in clubs, in particularly promoting the inclusion of disadvantaged and SEND groups. Evidencing the impact on sports participation in school. This includes those who take part in competitions representing the school.

Encouraging further participation in clubs outside of school. Looking to evidence the impact on sports clubs outside of school through sharing links to clubs on the school website as well as on the PE board in school.

Creating a PE board to celebrate success internally and externally and update children on changes. This will show the children that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved. It will also help the children feel a sense of achievement. As well as this, I have been raising the profile of sports through celebration of success and achievement in celebration assemblies each week.

Catering for swimming lessons to enable children to develop their swimming skills. This encompasses Years 3 – 6. (6 lessons for Years 3 and 4, 10+ lessons for Year 5 and 6).

Providing equipment to be available for a variety of sports ensuring that the equipment is in line with current HSE/BSI requirements as well as inspiring the children to discover life skills that will positively impact on their future and to experience a broad range of sports and outdoor activities.

Monitoring progression across the years to see its effectiveness. Improving and develop the skills map to facilitate progression and a wide ranging curriculum. As well as tailoring the progression map to provide for disadvantaged and SEND groups. This will mean that the children are provided with a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life as well as fulfilling the requirements of the National Curriculum.

Through placing a focus on the impact Physical Education is having on EYFS and how this reflects on later learning and progression as well as incorporating EYFS into a progression document.

Prioritising inexperienced staff for PE CPD, ensuring that teachers deliver high-quality teaching and inspire the children to succeed in physical activities. This is supported through external CPD provision, team teaching or planning support.

Promoting the cultural capital experiences such as trips and inviting in sportsmen and women to inspire and lead the children. Expanding to online talks/webinars as well as PE days where they focus on important athletes etc.

Promoting internal competitions so as to allow children to learn how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. This will also improve the children's participation in competitive sport across the whole school, embedding a cross-curricular approach where appropriate.

Identifying areas where other subjects compliment Physical Education and encouraging further participation with the class through active learning. Children will then have a greater understanding of the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing now and for their future.

Providing and monitoring assessment tools relating to weekly PE lessons. Encouraging and facilitating video and picture evidence through CPD to identify progression and improvement. Using subject walks, Medium term plans and observations to monitor and support staff where appropriate.

Utilising the PESSPA spend to promote the five key indicators from the DFE. <https://www.afpe.org.uk/physical-education/wp-content/uploads/5-Key-Indicators.pdf> (Refer to Sports Premium Document on School Website.)

Exploring further opportunities to incorporate Physical Education in school, which may come up through the year.

## **Impact:**

The impact of our Physical Education curriculum is that children discover life skills that will positively impact on their future. Children understand that it is a skill used on a daily basis and is an essential part of everyday life.

The children have a positive view of Physical Education due to learning in an environment where Physical Education is promoted as being an exciting and enjoyable subject in which they can challenge, explore and develop their skills. They are able to be self-critical and support others in the improvement of their performance. They understand Physical fitness is an important part of leading a healthier lifestyle and that it teaches self-discipline. The children will understand that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved.

Children are confident to 'have a go' and participate in a wide range of sports; including clubs, competitions and inter-school/house competitions.

The children understand how to cooperate and collaborate with others, as part of a team, and understand fairness and equity of play to embed life-long values.

The children have a genuine pupil voice in the school through the House Captains and pupil surveys.

Our PE lessons and assessment evidence work/participation of a high standard of which children clearly take pride; the range of activities demonstrate good coverage of skills, knowledge and vocabulary.

Our lessons support children to strive to be the best they can be, ensuring a high proportion of children are on track or above. Our school standards are high, we moderate our lessons both internally and externally and children are achieving well.