

# Bonneygrove Primary School Curriculum Guidance



**PE**

## INTENT

At Bonneygrove Primary School we endeavour to ensure all pupils live an active and healthy lifestyle. We aim to foster a love and enjoyment of being active so that pupils continue this practice in their future lives. We know that through a positive physical education experience pupils will develop social skills, build confidence and nurture their mental well-being.

We are fortunate to have wonderful grounds at Bonneygrove and use them effectively in our physical education curriculum and extra-curricular activities whilst also finding opportunities to be active in other areas of the curriculum. Children at our school are from a diverse range of backgrounds and are therefore given exposure to a wide range of sports and physical activities aided by a links to community clubs.

At Bonneygrove Primary School, we weave our school values through the curriculum, one of which is honesty. We encourage pupils to develop a healthy attitude towards competition, particularly building on the skills of resilience, determination and collaboration. We value and celebrate creativity, individual achievements and team successes.

We provide opportunities for children to have swimming lessons so that children become confident in the water, knowing how to keep safe and meet the National Curriculum requirements of swimming 25m by the end of Year 6.

## Pupil Voice

**'PE is important as you have to exercise to get fit. I like learning different skills at clubs too.'**

**Tyler, Year 2**

**'If you didn't have sports, you wouldn't be healthy.'**

**Casper, Year 2**

**'PE is a lesson where you do lots of exercise and physical activities, such as sports. It helps you get fitter and builds your muscles. I like PE at Bonneygrove Primary School as there is a range of activities you get to try. I go to Football Club with Miss Tilley, where we train to improve our skills and play matches.'**

**Darcy, Year 6**

**'PE at Bonneygrove Primary School is enjoyable and we always get moving about!'**

**Robin, Year 6**

## IMPLEMENTATION

At Bonneygrove Primary School we use a variety of teaching and learning styles in order to meet the needs of the pupils and cover the content of the national curriculum. Bonneygrove Primary School teachers model relevant skills themselves, through high quality videos or pupil demonstrations. We are fortunate to have a specialist sports coach, which further develops pupil's fundamental skills and supports the enhancement of teacher knowledge.

We have a tailored curriculum at Bonneygrove Primary School, which allows pupils to progress upon the skills they learn each year. The core elements are health and fitness, acquiring and developing skills, competing and performing, and analysing and evaluating.

Inter and intra school sport are a strength of the school and we have achieved medals and trophies in recent years, inspiring future groups of pupils. Furthermore, pupils have opportunities to compete and perform in lessons, with individual performances being drawn attention to as a model for good practice. Whilst individual talents and triumphs are highlighted, all children are encouraged to 'have a go' and achieve their personal best.

Health, fitness and well-being are integral at Bonneygrove Primary School. Staff and pupils are encouraged to share sporting successes and achievements. We have a range of outdoor equipment that pupils use at break and lunch times including a trim trail and outdoor gym set. We take pride in using our outdoor space both in lessons and for extra-curricular activities. The school currently have football, netball, basketball, rugby, cricket, athletics, table tennis and multi-sports taking place at various times throughout the year for a range of age groups.

Through our varied curriculum and inclusive approach, children take part in invasion games, net and wall games, dance, gymnastics and athletics. We promote the development of children's imagination, curiosity and creativity through these activities and make links to current sporting events and well-known global and local icons. Pupils are able to acquire new skills and develop their current ones. Teachers set a clear learning objective for the lesson and are able to differentiate their teaching using the STEP principle.

Children are encouraged to evaluate their own work as well as that of others. Learning stops are used to highlight good practice and discuss pupil's next steps in their learning.

At Bonneygrove, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

The above needs will be addressed through quality first teaching, effective differentiation, use of resources (primary and secondary), individual interventions, small group interventions, specialist provision and other supporting agencies.

Here at Bonneygrove, we ensure children with SEND have every opportunity to succeed and recognise that additional support may be required to ensure they progress and attain in line with their peers. We do this by utilising various strategies- e.g

SEND area of need	Barrier to learning	Strategies
<ul style="list-style-type: none"> <li>• Communication and interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement – overstimulating</li> <li>• Sharing space and equipment with others</li> <li>• Too many rules/</li> <li>• Instructions</li> <li>• Interpreting as unfair</li> <li>• Waiting + frustration</li> <li>• Fairness</li> <li>• Understanding of instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Visual representation</li> <li>• Knowledge/graphic organisers</li> <li>• Focus on a particular interest if this motivates them</li> <li>• Headphones</li> <li>• Calming music</li> <li>• Own equipment</li> <li>• Own space</li> <li>• Rest breaks</li> <li>• Ear defenders if needed</li> <li>• Be aware of sensory issues – do not force to touch certain items</li> <li>• Step by step instructions</li> <li>• Visuals</li> <li>• Pre-teaching of skills</li> </ul>

<ul style="list-style-type: none"> <li>• Cognition and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Recall of prior learning</li> <li>• Recall of instructions (Understanding rules)</li> <li>• Recall of instructions</li> <li>• Memorising routines</li> <li>• Use of specific language</li> </ul> <p>Delay between instruction and task results in forgetting</p>	<ul style="list-style-type: none"> <li>• Knowledge/graphic organisers</li> <li>• Dual coding</li> <li>• Pre and reteaching</li> <li>• Visuals</li> <li>• Repetition</li> </ul>
<ul style="list-style-type: none"> <li>• Social, emotional, and health difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in taking turns and sharing</li> <li>• Difficulty with not winning/ Succeeding</li> </ul> <p>Difficulty with boundaries</p>	<ul style="list-style-type: none"> <li>• Clear end points</li> <li>• Clear expectations</li> <li>• Modelling and explanations clarity</li> <li>• Celebrate successes</li> <li>• Display board</li> </ul>
<ul style="list-style-type: none"> <li>• Sensory and/or physical needs</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in hearing instructions from teacher/peers</li> <li>• Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear</li> <li>• Difficulty in seeing target</li> <li>• Difficulty in seeing object (ball, shuttlecock etc)</li> </ul> <p>Difficulty navigating space</p> <ul style="list-style-type: none"> <li>• Throwing and catching</li> <li>• Holding bat, racquet, stick</li> <li>• Foot control</li> <li>• Balance</li> <li>• Spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Pictorial representations</li> <li>• Video</li> <li>• Vocab lists and explanations</li> <li>• Position within the class</li> <li>• Place near the teacher for support</li> <li>• Enlarged resources</li> <li>• Knowledge organisers</li> <li>• Technology if needed</li> <li>• Training for staff</li> <li>• Colour aids</li> <li>• Knowledge/graphic organisers</li> <li>• Alternative ways of recording</li> <li>• Simplification of diagrams</li> <li>• Practise skills</li> <li>• Step by step instructions or modelled with an adult</li> <li>• Supportive partner</li> <li>• Specialised equipment e.g., lighter/ lower bounce ball</li> </ul>

## IMPACT

At Bonneygrove Primary School we encourage children to participate in a variety of sports through quality teaching that is engaging and fun. Children learn to take responsibility for their own health and fitness, many of whom 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.

## PE Policy

### Role of the subject Leader- Mr Cook

- *Support teachers to implement the P.E curriculum map effectively and providing them with*
- *support to master the content knowledge and content pedagogical knowledge required to*
- *teach P.E well. Furthermore, support and advise colleagues in the planning, delivery and assessment of P.E.*
- *Inform colleagues of changes that occur regarding teaching and policy.*
- *Provide resources for use by staff that is accessible.*
- *Keep up to date with current developments through attending courses and disseminate*
- *this information to staff through INSET and informal meetings.*
- *Be responsible for auditing resources available for use in all PE activities.*
- *Report any broken or 'defective' equipment to the Headteacher.*
- *Order/replace any consumables, materials or resources required for the safe delivery of the*
- *PE curriculum.*
- *Use, share and increase awareness in the teaching of P.E.*
- *Monitor the quality, development and delivery of P.E throughout the school.*
- *Produce a scheme of work with lesson ideas to support its implementation.*
- *Ensure that children have the opportunity to become involved in extracurricular clubs to*
- *further develop skills and talents.*
- *Monitor completion of risk assessments by staff each term.*

### Objectives

- *Foster a love for and enjoyment of being active.*
- *Develop 'fitness for life' through promoting the health benefits of regular exercise.*
- *Identify talents*
- *Develop self esteem, confidence and social skills.*
- *Contribute to the physical development of every child.*
- *Give children a way of expressing themselves and an opportunity to be creative.*
- *Develop a range of skills that can be applied in other contexts.*
- *Give children the opportunity to try out activities that they would not otherwise have*
- *access to.*

### Continuity and Progression

#### Early Years Foundation Stage

At Bonneygrove Primary School in the EYFS the area of learning related to Physical education provision is physical development. This area of learning aims to improve the coordination, control, manipulation and movement of children.

#### Key Stages One and Two

At Bonneygrove Primary School the physical education national curriculum objectives for Key Stage One are:

#### Knowledge, skills and understanding

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

#### Acquiring and developing skills

Children should be taught to:

- a) Explore basic skills, actions and ideas with increasing understanding
- b) Remember and repeat simple skills and actions with increasing control and coordination.

#### Selecting and applying skills, tactics and compositional ideas

Children should be taught to:

- a) Explore how to choose and apply skills and actions in sequence and in combination
- b) Vary the way they perform skills by using simple tactics and movement phrases

c) Apply rules and conventions for different activities.

### **Evaluating and improving performance**

Children should be taught to:

- a) Describe what they have done
- b) Observe, describe and copy what others have done
- c) Use what they have learnt to improve the quality and control of their work.

### **Knowledge and understanding of fitness and health**

Children should be taught:

- a) How important it is to be active
- b) To recognise and describe how their bodies feel during different activities. At Bonneygrove Primary School the physical education curriculum maps are derived from national curriculum programmes of study for physical education. The curriculum map provides a structure for planning and states which areas of physical education are to be taught in each year group.

At Bonneygrove all children in Key Stages One and Two take part in:

- *Dance Activities*
- *Games Activities*
- *Gymnastic Activities*

In addition to this, at some time in Key Stage Two children will participate in swimming, athletics and outdoor and adventure activities. Not all aspects of physical education require the same amount of time or the same degree of continuity for progress to be made. Emphasis is placed on gymnastics activities, dance activities and games activities, to provide a foundation of basic movements and understanding.

The curriculum map makes provision for children to experience all areas of activity by the end of key stage Two.

### **Cultural Capital**

Wherever possible Physical Education work will be related to the real world and everyday examples will be used.

### **Cross-curricular skills and links**

Physical Education pervades every aspect of our lives and we will relate it to all areas of the curriculum. We will also ensure that pupils realise the positive contribution of both sportsmen and sportswomen to Physical Education and the contribution from those of other cultures. We will not only emphasise the positive effects of Physical Education on physical and mental well-being but also include problems, which can be barriers to physical education for some.

### **Equality of Opportunity**

All children have equal access to the Physical Education curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Bonneygrove Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the Physical Education Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

### **Health and safety**

At Bonneygrove all teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. All children must be taught how to handle apparatus, resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others. Any other adults working with the children should be made aware of individual needs of the children they are working with where appropriate.

### **Assessment for Learning, recording and reporting**

At Bonneygrove Primary School planning is to be done following the progression of key concepts on our curriculum map. Teachers will be making continual assessments of the children's abilities throughout their school life. Further teacher assessments of the children's P.E. abilities are made whilst selecting for a school team, whether it be for athletics, cricket, cross country, running, football or netball. Concerns or issues which may arise regarding P.E. will be dealt with in consultation with parents / guardians where appropriate.

### Resourcing

Equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Children are encouraged to:

1. Look after resources
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place (Staff to supervise)
4. Be told of any safety procedures relating to the carrying or handling of resources.