**Jennett’s Park PE Curriculum**

**Intent**

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| **Educating for Wisdom, Knowledge and Skills** | To help grow resourceful, resilient and reflective pupil who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives. |
| **Educating for Hope and Aspiration** | To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds |
| **Educating for Community and Living Well Together** | To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish. |
| **Educating for Dignity and Respect** | That pupil might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions. |

At our school we are wanting all pupils to master the fundamental skills of movement. Physical Education will play an essential part in students’ lives. It is important to recognise the rise in obesity and a lack of outdoor time that children have and allowing them to be equipped with ideas and an understanding of a healthy balanced lifestyle. Staff embed the Get Set 4 PE curriculum throughout the whole school to ensure consistency and enable children to build on and learn new skills. The aim is to have all pupils engaged in Physical Education and have a good understanding of how to continue with a healthy lifestyle and recognise the challenges that may be faced by Upper Key Stage 2.

We aim 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

The P.E. curriculum at Jennett’s Park CE Primary is progressive, builds on prior learning and enables children to develop knowledge and skills that are transferable to other areas of the curriculum and is underpinned by the school’s owl learning behaviours and rainbow values. Engaging in sport and P.E. helps our pupils to maintain both physical and mental fitness and develop their spiritual, moral, social and cultural development. Careful consideration is taken to ensure all pupils can access the curriculum in a whole class setting, as well as using personalised learning strategies in line with our inclusion policy.

Through the P.E. curriculum, pupils will develop their knowledge and skills through the following domains of knowledge:

* Athletics (running, jumping, throwing, catching)
* Dance and movement (movement, sequences, communicating ideas, rhythm, performance)
* Gymnastics (balance, shape, travelling, sequences, flexibility, strength, control)
* Team Games (competitive games, attacking and defending, passing, fielding, dribbling, shooting)
* Outdoor Adventurous Activities (orientation, problem solving, navigation, maps, compasses, teamwork, communication)
* Swimming (water safety, different strokes, confidence)

**By the end of EYFS, children will:**

Have a good understanding of the importance of physical activity, having had opportunities to be active with one another and develop their co-ordination, control and movement.

**By the end of KS1, children will:**

Build on learning in EYFS by developing their fundamental movement skills to become increasingly competent and confident with basic movements, including running, jumping, throwing and catching. Children will also be able to take part in competitive and cooperative physical activities.

**By the end of KS2, children will:**

Be able to apply a broader range of skills, linking them to different actions and sequences of movement. Children will be able to evaluate and recognise their own successes across a wide range of skills and activities, including swimming and water safety. They will take part in competitive games, develop techniques and learn how to perform dances, as well as outdoor and adventurous activities. The P.E. curriculum ensures our pupils have experiences and opportunities to help them develop an appreciation and respect for sport and physical activity.

**Implementation**

Our planning follows the Get set 4 PE scheme of work. This allows consistency across the whole school and each year group, the children are constantly building on their fundamental skills. Get Set 4 PE allows the children to focus on their personal best as well as challenges, this is a way that the children can have competition against themselves. Using the scheme ensures that the children go over skills and activities but progress and show development as well as progression. As a school we attend external sporting events to also work on competition against others in a range of sports. Swimming is completed by the Year 5 cohort each year.

All our children will also have the opportunity to develop knowledge, skills and confidence in:

* Leadership (communication, tactics, refereeing, explaining rules, coaching)
* Evaluation (reflecting, analysing, improving, communicating)
* Responsibility (Being fit and active, leading a healthy lifestyle)

As pupils progress through each unit of work, the following key concepts will be explored and revisited to develop pupils’ knowledge, skills and competence in physical education, which link to our school's owl learning behaviours:

* **Competence:** The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical activity.
* **Movement (self):** travelling, rolling balancing, sliding, jogging, running, jumping, dodging, spinning, skipping

**Movement (object control):** bouncing, throwing, catching, kicking, striking

* **Balance**: control, stability
* **Agility:** changing and controlling direction and position
* **Coordination:** using senses together, dribbling, hand-eye co-ordination, completing movements in dance
* **Speed:** moving body or parts of body at controlled pace
* **Tactics:** strategy, plans
* **Attacking and defending:** 5 principles (width in attack, width in defence, depth in attack, depth in defence, delay in defence)
* **Performance**: Using physical competence and knowledge to gain a better understanding of physical activity.
* **Technique:** Skill, ability, capability, proficiency, expertise, style
* **Performance:** conduct, accomplishment, achievement, completion, fulfilment, implementation, execution, presenting, improving, refining
* **Spatial awareness**: awareness, understanding of self and objects within a space, changes in position
* **Physical literacy:** performing with confidence, performing actions accurately
* **Rules**: regulation, directions, commands, guidelines, safety, referee, decision making
* **Creativity:** Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.
* **Applying tactics**: strategy, games, planning, sequencing, creating
* **Competition:** rivalry, contesting, opposition, match, game, round, heat, event
* **Co-operation:** collaboration, working together, combined effort, teamwork, partnership, coordination
* **Communication:** instructions, discussion, interaction, encouragement, clarity.
* **Healthy, active lifestyles:** Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
* **Safety:** Ourselves, others, dangers, risks, long term effects of exercise, keeping heathy, rescue, confidence, limitations, rules
* **Health and fitness:** mental, physical and social well-being, types of exercise (aerobic, circuit, yoga/Pilates)>
* **Evaluation and analysis:** Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
* **Evaluation:** assessment, appraisal, judgement, analysis, improving
* **Determination:** self-improvement, resilience, personal best

Experiences and opportunities to develop fundamental movement skills encourage children to live active lifestyles and to become happy, healthy children. Consideration is given to extending children’s learning and how it will be demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion. All children have access to the P.E. curriculum through activities, resources and equipment being tailored appropriately for children with SEND. Children learn through similar activities, with final outcomes modified to suit all needs. In addition, subject specific vocabulary is presented upon the whole-school P.E. display board, allowing frequent reinforcement throughout the year.

To enhance our provision, the sports premium funding is used to ensure our pupils have access to high quality sports and P.E. The school works with local governing body who provide experienced and expert sports coaches so that our staff can develop their knowledge and understanding of teaching high quality and ambitious P.E. lessons. We also offer a range of extra-curricular clubs and regularly take part in sport events and competitions.

Outcomes of P.E. units are regularly monitored to ensure that they reflect a good understanding of the curriculum area. Assessment opportunities are identified within each lesson to review children’s understanding and interpretation of their learning.

**Impact**

We encourage our children to enjoy and value the curriculum we deliver. We want learners to discuss, reflect and appreciate the impact of PE on their learning, development and wellbeing. It is important that the children understand the balance of being active to ensure they continue to lead a healthy lifestyle. We encourage regular discussions between both staff and pupils to embed and understand this. The way pupils' showcase, share and celebrate their work will best show the impact of our curriculum. We also look for evidence through reviewing pupil’s knowledge and skills physically. Progress of our PE curriculum is demonstrated through outcomes.