



P.E. CURRICULUM POLICY

September 2022

Approved by Full Governors on
To be reviewed on or before
Signed.....Chair of Governors
Signed.....Headteacher

SCHOOL AIMS

The aims of Eccleston Lane Ends and how to achieve these aims has been long established. They form part of ELE's **CURRICULUM INTENT**. The breadth and depth of the curriculum offer is underpinned by our school values (as well as fundamental British values). The curriculum has been designed to meet the needs of all of our learners and is bespoke to both the locality of our community as well as meeting national curriculum and EYFS requirements. The curriculum has been designed to ensure learning progression is carefully planned and as a result, pupils develop, master and retain key knowledge, skills and understanding through a range of subjects which connect learning together.

Our aims are that:-

- Instil our **B**ritish Values including diversity
- Develop **R**esilience & Resourcefulness
- Inspire critical thinking and **I**ndependence
- **C**reate articulate learners
- Build upon **K**nowledge & skills
- **S**upport well-being & health

We will achieve these aims by:-

- promoting positive attitudes such as cooperation, honesty, determination, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school and the wider community
- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

PHYSICAL EDUCATION INTENT

At Eccleston Lane Ends Primary School Primary School, we are ATHLETES! We want our children to love physical education and sport. We want them to have no limits to what their ambitions are and grow up wanting to be the best version of themselves.

At Eccleston Lane Ends Primary School, we recognise the importance that PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. We aim to deliver high-quality teaching and learning opportunities that enable all children to succeed; enjoy their learning; be resilient and consistently strive to always give their best effort and achieve their potential and personal best. Children participate in competitive sports and through this, we teach children how to cooperate and collaborate effectively as part of a team and compete appropriately against others, adhering to the principles of fairness, sportsmanship and respect, values we hope to embed for future life.

CURRICULUM IMPLEMENTATION

PE at Eccleston Lane Ends Primary School provides challenging and enjoyable learning through a range of sporting activities including; Invasion Games, Net & Wall Games, Strike and Field Games, Gymnastics, Dance, Outdoor & Adventure Activities and Swimming.

- Children participate in two PE lessons each week, covering two sporting activities every half term.
- The Long Term PE Curriculum Overview sets out the PE Units/Activities which are to be taught each half term throughout the year and ensures that the requirements of the National Curriculum are fully met.
- We use and adapt a Scheme of Learning from Get Set 4 P.E. to ensure planning, content and delivery is age-appropriate. This scheme ensures lessons, year on year, are progressive.
- The emphasis of our PE curriculum is inclusion for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND.
- Children in Years 4 and 6 attend swimming lessons for one two-week period each year.
- We promote both participation and competition through P.E and sport. We ensure all children experience competition at some level, individually or in a team, within lessons.
- We have a Sports House system and all children participate in Intra House Sports competitions.
- Children in EYFS, KS1 and KS2 and SEND children also have opportunities to participate in the local St Helens School Sports Partnership Inter-School sports competitions
- Children participate in workshops/whole school events, sourced by School and delivered by Outside Providers, covering a variety of sports throughout the year. For example Quidditch and Judo, providing the children with an opportunity to experience new activities, learn new skills, improve their fitness and to try something new.
- All children in KS1 and KS2 have the opportunity to participate in extra-curricular sports activities throughout the year.
- We offer a Residential OAA experience for children in Year 6 each year.
- We have an annual inclusive House Sports Day, with the emphasis on participation and achievement for all.
- All children participate in daily sessions of "The Daily Mile" to promote health, fitness, mental wellbeing and personal challenge and resilience. Children compare

their performances with previous ones and strive to improve their personal best. Competing with others fosters a sense of team spirit and cooperation amongst our children.

CURRICULUM IMPACT

At Eccleston Lane Ends Primary School, we ensure that our PE curriculum is inclusive and progressive and allows all children the opportunity to acquire and develop fundamental knowledge, understanding, skills and techniques and apply these to a wide variety of different sports and activities. PE lessons are fun, enjoyable and challenging and all children can achieve, to the best of their ability, in a supportive, safe and stimulating environment. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise and activity for their physical and mental wellbeing.

EYFS

The Early Years Foundation Stage Curriculum and provision are carefully planned and designed to support children's physical development. We offer daily opportunities for children to engage in physical activity both indoors and outdoors. Our children have access to provision for sustained periods of time and are encouraged to use our large outdoor equipment including the wildlife area, mud kitchen, play equipment and climbing equipment. We access this environment all year round and in all weather conditions to support the development of gross and fine motor control, balance, coordination, confidence and problem-solving skills. We explore yoga and share a range of healthy snacks to develop our understanding of the importance of a balanced and healthy lifestyle.

THE PHYSICAL EDUCATION CURRICULUM

The curriculum ensures the national curriculum is covered in a progressive and appropriate way. The curriculum on offer is unique to Eccleston Lane Ends and meets the needs of all of our learners and community.

Our aims, like the National Curriculum is 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.

Each year group plans to the National Curriculum using GetSet4PE as a guide. This ensures that there is coverage of the key areas of learning for both Key Stage 1 and Key Stage 2 and there is a wide range of sports on offer for the children to experience, enjoy and build upon prior skills.

Curriculum map?

Focus Areas/ Coverage and Cross-Curricular Opportunities

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

ASSESSMENT, RECORDING AND REPORTING

An annual report which includes Physical Education is presented to parents outlining curriculum coverage and attainment.

Tracking at the end of term summarises the age related expectations for each year group and whether pupils are working at, working towards or working at a greater depth. This information informs future planning by the teacher and is passed up to next class teacher.

Key skills, knowledge and understanding for each subject are carefully planned into half termly themes or topics where appropriate.

In Physical Education the following resources are used to aid teachers' professional judgements when assessing pupil progress and attainment at key points during the year:

- Verbal feedback
- Year group subject specific objectives to monitor coverage.
- Judgements from P.E specialists
- Video analysis (e.g. gymnastic sequences allowing peer and self-assessment)
- Video evidence through the use of Seesaw.

HEALTH, SAFETY AND SAFEGUARDING

The school's Health and Safety Policy is reviewed annually along with associated risk assessments. Responsibilities of all stakeholders are included in this document. Special attention is given to any visit related to Physical Education to ensure risks are managed effectively and the safety of all those on a visit is paramount. All teachers make a visual risk assessment prior to teaching particularly if working with unfamiliar equipment.

All practitioners must follow ELEs Behaviour Policy to ensure safety comes first in all lessons.

Everyone is responsible for the safeguarding of children irrespective of their role. The Designated Safeguarding Lead (DSL) is the headteacher, Miss S. Bond. Staff are regularly trained in managing child protection and safeguarding matters. All staff must keep up to date with the latest versions of Keeping Children Safe In Education and Working Together to Safeguard Children when carrying out their work. All staff are committed to following the policies and procedures in all aspects of their work.

ADDITIONAL NEEDS

This policy should be read in conjunction with the SEND Policy.

Identified pupils with special educational needs have a written plan which identifies needs; sets targets for achievement; outlines support or resources to be adapted and is reviewed at least termly.

Teachers should decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining broadly in line with their age.

Adaptations to the Physical Education curriculum may need to be made in order that all children have access to a curriculum that is broad, balanced, progressive and relevant to the needs of each child. CPD opportunities as well as advice from a P.E specialist in school will support staff with this.

The SENCo will support and advise class teachers, learning assistants and subject leaders in how to adapt a suitable curriculum based on sound pedagogical practice.

EQUALITY

This policy should be read in conjunction with the Single Equality Policy.

Eccleston Lane Ends is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of our school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our *school ethos* we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

ROLES AND RESPONSIBILITIES

The Physical Education Leader, Gareth Ellison facilitates the teaching and learning of P.E.

Regular monitoring and self-evaluating activities are carried out by a range of stake holders, including governors, to hold the school to account for the high-quality education of our pupils.

REVIEW AND EVALUATION

All policies are reviewed at least every three years. Some policies are subject to annual review. This policy will be reviewed and revised, if necessary, at the end of the first year of implementation for the Ofsted revised framework July 2022.

REFERENCES TO OTHER POLICIES

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Marking and Presentation Policy
- Homework Policy
- Single Equality Policy
- Health and Safety Policy
- Child Protection/Safeguarding Policy
- Early Years Foundation Stage Policy