

Physical Education Curriculum

“Physical Education is for every youngster -- to help them learn about themselves, learn about their bodies, learn ways to become physically active but not necessarily to compete.”
George Graham

Intent – What takes place before teaching in the classroom?

At St. Anthony's the intention is to engage and inspire children to develop a lifelong love and interest in being active and participating in sport and PE. We aim for them to take those interests in physical activity and to carry them throughout their lives. We aim to support all children to increase their self-confidence, creativity, knowledge and understanding, spatial awareness, self-awareness and sense of achievement by enabling each child to grow at their own level and pace.

The broad and enriching curriculum aims to encourage pupils in all key stages. It aims to develop and strengthen various life skills such as listening, concentration, creativity, kinaesthetic sensitivity, aesthetic sensitivity, perseverance, patience, self-awareness, personal organisation, spatial awareness, skill execution, leadership, teamwork and to begin evaluating their own and others performances. The curriculum also aims to inform pupils that there is a relationship between their own physical and mental outlook. The relationship between these two can influence their behaviours across aspects of their educational and personal lives. We develop physical responsiveness through active participation in listening, communicating and applying ideas, executing skills and techniques, observing and evaluating performances across a wide range of sporting activities.

We are committed to delivering the Physical Education curriculum in a non-judgmental way creating an exciting and energetic environment for all. The curriculum aims to provide children with ample opportunities to participate, observe and evaluate in a range of sporting activities. We aim to deliver sporting activities, skill techniques and rules in age-appropriate ways as we recognise that children's physical and mental aspects of the body develop at varying times.

We aim to expand pupils' personal understanding of the value and importance of being active in the wider community and aspire for them to apply their sporting skills, knowledge and experiences into physical activities of varying forms. The curriculum explores and celebrates sporting activities from various countries around the world helping to widen children's understanding that the world is an exciting and stimulating place.

The Physical Education curriculum is influenced by various aspects such as National Curriculum, Occupational Therapists, Physiotherapists and the pupils on role physical capabilities. These aspects assist in teaching and providing opportunities for children to obtain confident experiences which can have a positive impact on their physical and mental approaches to being active throughout life.

We also aim to enhance pupils' competence in other life skills such as independent changing, organisation of personal belongings, communication, numeracy and emotions experienced when in a winning or losing situation.

The Senior Leadership Team will:

- Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects
- Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and professional development.
- Provide sufficient funding to ensure that implementation is high quality.

The Health Curriculum Leader will work closely with the subject teachers to:

- Understand and articulate the expectations of the Health Department to the Head teacher and Governing Body.
- Support teaching and support staff.
- Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as sportsmen and sportswomen.

- Ensure an appropriate progression of Physical Education skills and knowledge is in place over time so that pupils are supported to be the best athletes they can be, and challenge teachers to support struggling learners and extend more competent ones.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

Implementation - What does this look like in the classroom?

Teaching and Learning

- **EYFS:** All pupils receive a weekly PE lesson, some classes receive two due to a variety of factors such as varying staff leading sessions, school timetable and the sports facilities timetabling. PE lessons consist of varying practical activities and a swimming pool session. Movement and gross motor skills are included in other subject areas and at play times to highlight how important core skills are to a child's continuous physical development. Occupational Therapy tasks and Physiotherapy exercises are also part of the child's daily structure to strengthen vital skills such as manual hand dexterity.
- **KS2:** The delivery of Physical Education and Swimming in KS2 is achieved on a rotational basis. Classes rotate between PE and other activities (ie horse riding, drama, and classroom) due to staffing available, the number of KS2 classes and safety numbers that the sports hall/swimming pool can accommodate at any one time. The Physical Education lessons consist of varying practical activities and a swimming pool session. Occupational Therapy tasks and Physiotherapy exercises are also part of the child's daily structure to strengthen vital skills such as manual hand dexterity through tasks such as independent changing and hand eye co-ordination.
- **Secondary Physical Education provision:** This is overseen by qualified teachers, associate teachers and special support assistants who specialise within the subject and have relevant PE qualifications. KS3 and KS4 pupils have two hour practical lesson a week. Depending on the class's needs and ability pupils either remain studying one activity for a half term or explore two activities throughout the half term period. This equips pupils with a positive amount of time to make calm and steady progress and development with skills in varying areas of their PE curriculum (ie independent changing-changing room routines, familiarisation to varying sensory surroundings & acoustics and participation in individual & team activities). Occupational Therapy tasks and Physiotherapy exercises are also entwined within practical sessions to strengthen vital skills such as manual hand dexterity, muscular strengthen and co-ordination.
- **Transition from KS3-KS4:** Throughout KS3 and KS4 pupils explore a variety of physical activities such as Swimming, Climbing, Trampolining, Boccia, New Age Kurling, Basketball and more. They learn skills, techniques, rules, occupational therapy tasks (i.e. independent changing and hand eye co-ordination) and how to adapt with working as an individual or as part of a team. Some pupils in KS4 are introduced to the OCR Physical Education Entry Level exam, ASDAN Sport module booklets or ASDAN transition challenge. These accreditations can be executed over a two-year time frame.
- **KS4:** The Key Stage 4 curriculum has been developed to support St Anthony's pupils with their individual learning and development. Some pupils execute skills for the OCR Physical Education Entry Level exam whilst others continue to enhance a variety of key skills such as confidence, muscular strengthen and co-ordination to assist them with ASDAN sport module booklets or ASDAN transition challenge. For those pupils the focus is not necessarily to obtain an accreditation but to work and achieve on vital physical life skills aided by the expertise of Occupational Therapists and Physiotherapists.
- The Physical Education Department has detailed planning which links with our curriculum progression document and assessment opportunities. These documents are adapted as the cohort and needs of pupils change. The Curriculum Progression, Long Term Plan and Medium-Term Plan documents are an overview showing how we plan for progression in Physical Education and develop competence and ability in a range of skills.
- Physical Education lessons are exciting, engaging and pupils are challenged by the curriculum they are provided with.
- Lessons take account of Rosenshine's Principles - 17 Principles of Effective Instruction. (see separate document).

- Children can respond in a variety of ways. These may include practical demonstrations, verbal discussion or Makaton.
- Aspects such as sporting activities from other countries and how science and technology can assist and enhance performance will be included at relevant points throughout each academic year.

Classroom Organisation

- Pupils work in a whole class, small groups or individually to support them in the understanding, development and execution of skills.
- Differentiation and personalisation are planned for within activities and allowance is made for ability and experience.
- We provide appropriate quality equipment and have explored additional funding options to enable pupils with more severe needs access and experiences to a variety of activities and sensations.
- Wall displays show case PE sporting events that take place throughout the year such as Dance House, After school clubs and The School Games competitions.
- Support staff are deployed effectively throughout lessons to enhance pupils learning.

Extra-Curricular Opportunities

- We run several lunchtime time clubs. Key Stage 1,2,3 and 4 Dance Club on a Friday. Pupils also have accessibility to Football and Basketball spaces on the MUGA at both playtime and Lunchtime.
- We also run various after-school clubs for all key stages that run for 4/5 weeks every half term.
- We celebrate the hard work and commitment of the pupils who attend Dance Clubs through dance shows and festivals. Pupils dancing efforts and creations are shared in assemblies, Festive Soirees and school productions.
- Pupils are provided with opportunities to participate in The School Games. Level 1 competitions for The School Games take place in pupils' lessons across various subjects such as Boccia and New Age Kurling. The winners from Level 1 progress to represent St. Anthony's School against other schools at Level 2. If they become successful at winning Level 2 they move forwards to represent the county at Level 3.
- Pupils also get the opportunity to take part in an yearly Active Sussex event where they can participate in team sports or non-competitive style session this is for pupils in KS3 and 4.

Impact – How is success in Physical Education measured?

Physical Education contributes to broader curriculum aims by educating the emotional, intellectual and physical development of children. The teaching of Physical Education enables personal expression, reflection and emotional development. It also increases self-discipline, confidence, sensitivity and fulfilment as well as helping children to forge and strengthen links between home, school and the wider world.

Our pupils are:

- Engaged because they are excited and challenged by the curriculum which they are provided with.
- Resilient learners who are learning to overcome barriers and understand their personal strengths and areas for development.
- Safe and happy to be active participants in Physical Education lessons (having been given opportunities to explore their own creative development in a supportive and nurturing environment).
- Showing progression of knowledge and understanding, with appropriate vocabulary and technical skills which support and extend learning.
- Becoming confident to ask questions and discuss Physical Education/sports with each other and at home.
- Able to identify their own strengths and areas for development.

Assessment

- Assessment for learning opportunities are built in each lesson and enhanced by our assessment steps.
- The assessment steps allow pupils to discover areas of strength, as well as areas they might like to improve upon.
- Lessons are planned to include baseline assessments (Q&A's sessions, respond to visual demonstrations etc.) to obtain existing knowledge.
- Lessons end with the opportunity to consolidate and reflect upon learning (Q&A's, recap techniques with visual demonstrations from pupils etc.)
- Data is recorded termly onto Earwig (our online recording system used for data collection). This enables staff to identify pupils who need additional support and develop those meeting or exceeding expectations.
- Observation, listening, questioning, discussing, digital recording and involvement in the activities are used to make assessments, allowing progress to be recorded and tracked. This summative assessment enables teachers to know what has been learned and what needs to be learned next.
- Pupils are encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on sports skills, knowledge and personal achievements.
- Assessment shows that pupils develop their sporting skills, techniques and confidence over time because of careful planning, focused delivery and time to practice.
- We monitor the impact of our Physical Education provision through termly assessments, lesson observations, learning walks, performances and work scrutiny.
- In addition to academic achievement, social emotional progress including self-confidence, interaction with and awareness of others and self-reflection may be discussed during Annual Reviews, in EOY reports, parent consultation evenings, open evenings and in postcards home to parents.
- KS4 pupils undertaking the PE OCR EL have their performances recorded and assessed following the OCR exam criteria. Pupils also use these videos for the 'evaluating performance' section of the accreditation. They select a video of either themselves or a peer and analysis it responding to the OCR set questions.
- Pupils undertaking the ASDAN sport modules or ASDAN transition challenge have their performances evidenced. This is in photographic format and is used alongside worksheets to demonstrate that tasks have been achieved.