

“Be courageous, be strong. Do everything in love.”



Intent- we aim to...

A broad, balanced, engaging and relevant curriculum that takes into account the requirements of the National Curriculum and any other guidance documents.

To equip **every** child with the key **physical** and **social** skills that can be facilitated through to PE and sport

To enable **every** child to progress with **confidence** and **competence** in PE and sport -throughout their school journey and beyond

To embed key sporting **values** that can be applied positively in everyday life.

To **inspire** children to live a **healthy** and **active** lifestyle into adulthood, using PE and sports to facilitate this

To develop the **physical** and **mental wellbeing** of **every** child and ensure it is central to their physical education journey



Our curriculum

At Grazeley our key aim is to inspire **EVERY** child to be passionate about Physical Education and Sport. At Grazeley we believe that Physical Education and sport is for everyone! PE is the heart of our school and we aim to give them a love for PE, sport, physical activity and a healthy lifestyle that continues throughout their lives.

We use Primary PE Planning to structure our curriculum. They allow for a consistent delivery and structure across the school. The planning has been developed so that **progression** is built into the scheme (an exciting learning journey from FS through to KS2). This ensures our children are increasingly **challenged, inspired** and **motivated** in **ALL** PE lessons. We believe that mastery is paramount allowing ALL children to feel **confident and motor competent** when learning key skills. The curriculum provides a foundation from FS to KS2 for an ongoing development of Physical Literacy. Our children receive an **inclusive**, broad and balanced programme of PE. The curriculum is mapped to ensure that children participate in a wide range of activities. Each class receives 90-120 minutes of high quality PE delivered over two lessons, the lessons are taught by the class teacher.

The Three Pillars of Progression are embedded into the planning:

- Motor competence.
- Rules, strategies and Tactics (RST).
- Healthy Participation

At Grazeley, children will encounter Golden Threads. These are concepts which are revisited through the units and across key stages. For PE, the Golden Threads are the Three Pillars of Progression.

The Golden Threads

Motor Competence

Rules, Strategies and Tactics

Healthy Participation

Development from FS:

Progression is carefully planned and developed from Early Year through to KS2. We aim to develop **fundamental movements skills (FMS)** through **gross** and **fine** motor skills (first pillar of Progression: Motor Competence). In turn, these develop both confidence and control in activities such as running, jumping dancing, hopping, skipping and climbing.

These FMS form the building blocks for more complex movement skills.

The lessons are challenging, engaging, fun, imaginative and well resourced. They also allow the children to transfer their learning skills from their PE lessons back into their classroom/outdoor play environment.

Inclusion:

- ALL our children take part in PE
- 1) 1-1, Adapted activities, Specialist equipment where appropriate.
 - 2) Specific PE support resources for lessons e.g. Hints & tips, Now and Next, task management boards etc.
 - 3) Sensory circuits
 - 4) Non-participants, Mini Coaches

Assessment:

We use a PE tracker tool to track children's progress.
The Progress-O-Meter is also used for self-assessment.
Knowledge Organisers are available for all units of work which support children in their self-assessment.

A consistent approach:

PE in FS takes place weekly and starts with 'First PE' to develop Fundamental Movement Skills (FMS). All children in KS1 and KS2 start the year with a focus on fitness. Across each year, children experience a range of sports and activities. Dance, ball skills gymnastics, outdoor adventure, cricket, tennis and athletics are taught in each year group. The lessons are progressive and include warm ups, a range of activities, key knowledge and vocabulary, linking learning, Q & A and plenaries. Opportunities are provided to evaluate learning.

Wider Sporting Opportunities:

- Use of PE and Sports Premium to fund a sports coach each lunchtime
- Play Leaders to encourage movement at lunchtimes
- Referees to support football matches at break and lunch
- Climbing equipment on the field and in the playground
- Inter house competitions (overseen by the Sports Captains) and sports day
- Introduction of an active school uniform - children can wear trainers to school every day
- Participation in the WBC mixed football league
- Participation in a range of WBC sporting events
- A range of after school sporting clubs and activities
- Swimming in Year 3 and Year 5

Vocabulary:

Key vocabulary for each unit of work is identified and shared before the lesson starts and during lessons as appropriate.



Impact- how will we know we have achieved our aims?

Children engage positively in PE lessons as they learn the skills needed to work together and a desire to improve.

Our high expectations and inclusive practice ensures all children participate in PE

Children understand the benefits of leading healthy lifestyles, and they make healthy choices by engaging in active lunchtime activities and eating healthily in school.

Children engage in competition within and outside school, and they demonstrate our key skills and foster our core values