

PE *on a Page*

Intent: How PE contributes to our school's vision

This school believes that PE is essential both to the physical and emotional wellbeing of the whole child. We encourage each child to develop a positive sense of self and wellbeing enabling them to make the right choices and keep themselves safe in an ever-changing society. We place great importance on the physical education of our children, ensuring every child receives 2 hours of PE teaching a week and that all children have the opportunity to participate in competitive sport. We aim to encourage positive personal and social attributes through PE. Children are aware of and are encouraged to take part in leisure opportunities within the community, thus promoting an active and healthy lifestyle. We aim to provide a satisfying and enjoyable programme that is broad and balanced according to the requirements of the National Curriculum. We aim for children to become effective communicators and resilient throughout their learning. We collaborate with local clubs and organisations to give children access to different pathways to a range of sports outside of school. We also are lucky enough to use local sports clubs facilities for different events e.g. cross-country inter-house.



Implementation: How the curriculum is organised

EYFS

Our PE curriculum builds upon the foundations of the EYFS 'Gross Motor Skills'. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Vocabulary

Carefully sequenced and explicitly taught vocabulary is essential in children building the schemas necessary to retain the subject knowledge required for PE. Vocabulary is organised to help children to understand the key learning objective per lesson and explain their learning in a coherent way.

Including all learners

At Lady Boswell's we believe that *all* pupils should have equal opportunity to access every subject and recognise that some children may excel in P.E and others may lack confidence.

Teachers are responsible for ensuring all pupils are supported and challenged in P.E. Teaching assistants and specialist sports teachers can help support and encourage children.

Subject Leaders are responsible for monitoring the inclusion of pupils with additional needs and high interest or skill and will work with teachers and our SENCO to make the necessary adjustments to the curriculum.

Golden Threads



Team work



Stamina



Communication



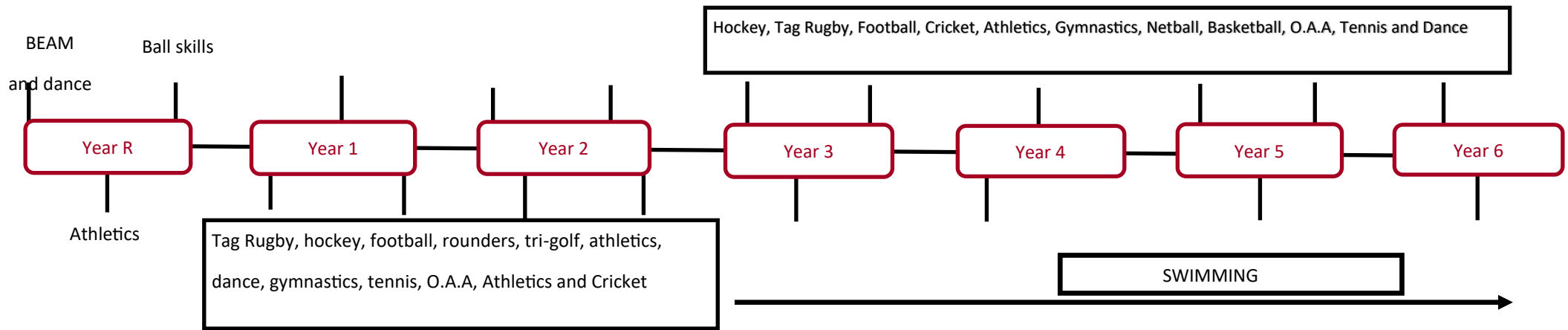
Balance, agility, coordination and movement



Tactics



The PE curriculum is organised in line with our Curriculum Policy. The **National Curriculum** has been further enhanced by our school curriculum within a **PE Knowledge Progression** document. We utilise the schemes of work *Green Acre* and *Tonbridge Partnership* planning. We start each new sport by sharing examples of inspiring athletes for children to relate to throughout the term. Every KS2 class has at least 2 terms of swimming lessons at the leisure centre.



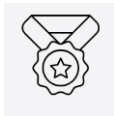
Enrichment and Cultural Capital

We actively plan lessons that bring learning to life in PE and create meaningful experiences for ALL children.

Children participate in number of interhouse competitions throughout their time at Lady Boswell's.

Children are also given the opportunity to trial for competitive sporting teams to form squads that compete throughout the year.

Children are able to partake in less competitive events outside of school to upskill themselves and develop their confidence.



Assessment

- We assess PE in a number of different ways including:

During interhouse competitions class teachers are able to see how the children perform in team sports and how they communicate with one another.

Ongoing Observations: Teachers can assess students continuously during class activities, noting how they perform different physical tasks or skills. These observations can inform future lessons and help to provide immediate feedback.

Peer Assessment: Students assess each other's performance, providing feedback on their peers' technique, skills, or strategies. This encourages reflection and learning from others.

Self-Assessment: Students evaluate their own progress by reflecting on their performance and setting goals for improvement.

Ensuring Impact in P.E

Subject Leaders will work alongside Implementation Team Leaders to ensure that the PE Curriculum is implemented in line with the policy and continues to meet the needs of our stakeholders. This will be through pupil voice activities, book looks, monitoring of planning, lesson visits and developmental observations. They will work with Curriculum Committee Governors to carefully review PE and its impact.

Impact of the curriculum



increase spatial awareness and take risks.



understand the rules of a variety of sports.



work in a team and create tactics

develop of gross motor skills



become confident communicators



increase fitness including stamina and muscular endurance.

The PE Curriculum will enable our pupils to...

