



Itchen Abbas Primary School

'Growing Hearts and Minds'



Subject Development and Rationale

PE

Intent of our PE Curriculum

Itchen Abbas is a rural village on the River Itchen about 4 miles north of Winchester. Most people who live in the community were born in the UK and migration and immigration into the area are low. Therefore, the community does not have a high level of diversity and children are not typically exposed to diversity within their daily lives. A small number of families new to the school are from Ukraine and are refugees.

At Itchen Abbas Primary school we recognise the importance PE plays in the curriculum and are committed to providing all children with the opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundation for a lifelong love of sport, physical education and a healthy lifestyle.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills.

These skills are embedded in the heart of our planning. Our objects in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of range physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead/ Promote healthy and active lives.
- Build self-esteem, confidence and resilience.

Implementation of our PE Curriculum

A 2-year cycle scheme of work which ensures that all children have a broad balanced PE curriculum. Each topic has an outcome or end point designed so that the children can demonstrate their learning through the subject. We aim to ensure that our PE lessons are engaging, allowing children time to discover, play and spend time on a task when learning a new skill, as well as being progressive in order to challenge every pupil to fulfil their unique potential. It is essential children go through the process of attempting, failing and succeeding to build resilience and determination to achieve personal challenges.

Our children have the opportunity to experience a wide range of activities arranged through teaching by a PE teacher and other members of staff. Children in Key Stage 2 also access to swimming lessons to ensure they meet the minimum requirement at the end of KS2. Catch up swimming is also offered in Upper Key Stage 2 in order to help all children to meet this requirement. As we are a rural school, with the school surrounded by many main roads, we feel it is especially important to be able to ride safely on the roads. With us highlighting the importance, we bring in specialist coaches through Bikeability to teach the children how to cycle effectively.

Conceptual knowledge is developed through our History Threshold Concepts. These enable children to revisit and develop their conceptual knowledge through these threads. These are then tracked through our Threshold Concept Overview.

The PE Threshold Concepts are:

Body and Spatial awareness (Movement)

In this concept children will learn where they are when playing sports, what their body is doing and the location of others are when part taking in the game.

Tactics and strategy

In this concept the children will use sporting behaviours and leadership skills, the ability to develop fundamental skills that will allow the transfer of skill from sport to sport.



Healthy Lifestyles

This concept is to show understanding of a Healthy Active Lifestyle, and how this can lead to lifelong participation in physical activity.



Leadership/ Personal and Social skills

This concept is to have good delivery and response of effective communication when in team games and general life.



Support for Staff and Subject Knowledge Development

In our small school, it is not always possible to have an expert in each subject within the staff. Therefore, we use the National College as well as Hampshire to support subject leaders to develop their own expertise. We also have good ties with our feeder secondary school, Henry Beaufort, and local primaries and have developed networks to support our curriculum development.

PE teacher runs CPD in the schools meeting time. This is to ensure that the teachers can gain confidence in delivering the subject. Also, to keep them up to date with changes and making them aware of how important the subject is. PE teacher to also plan in some learning walks throughout the year to make sure that key points are being taught.

Enrichment:

Children have access to after school sports clubs which are led by specialist coaches and the PE teacher of the school.

We also promote competitive sport and have teams who compete locally throughout the year which gives the children an opportunity to develop their communication and team working skills.

Also children have the opportunity to take part in an early morning Wake-Up with the PE Teacher to promote a healthy attitude towards keeping fit.

During our Summer Term each year, we hold a Sports Day where families and carers are invited to share and celebrate the success of our children and their talents in sport. Children complete a range of activities both **competitively and non-competitively**.

Each year we take a group of Upper Key Stage 2 children for a week-long residential. The aim of this week is to **encourage an active, outdoor lifestyle and provide experiences** that otherwise children may not have the opportunity to do.

How this Subject Works Alongside Others

English - PE contributes to the teaching of English in our school by encouraging children to describe what they have done using specific vocabulary and to discuss how they might improve their performance. Talk for learning and opportunities to assess speaking and listening skills should be used when teaching PE.

Maths - PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately. Teachers should encourage the discussion of Maths within PE when it is suitable.

PSHE - PE contributes to the teaching of PSHE and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

They also gain experience in working as part of a team or being a team leader. It can also play an important part in promoting a child's self-esteem.

Early Years

Children can achieve these through continuous provision with enhancements adjusted to the children's needs, through child-led or adult-led activities. The Early Years Leader has develop progression maps which identify which skills will be taught at which stage to support children's historical development so they are ready for year 1 learning. We anticipate seeing history in the Early Years through the following areas and specific goals:

Communication and Language	Listening, Attention and Understanding <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking ELG <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
Personal, Social and Emotional Development	Self-Regulation ELG <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
	Managing Self <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly;
	Building Relationships <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs
Physical Development	Gross Motor Skills <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

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| | <ul style="list-style-type: none">• Use a range of small tools, including scissors, paint brushes and cutlery;• Begin to show accuracy and care when drawing. |
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Impact of our PE Curriculum

We use a range of assessment tools and strategies within our PE curriculum, We feel self and peer assessment during lessons are effective. Allowing children to reflect upon their own performance and solve problems for themselves is key to their independence and growth. Peer assessment provides children the opportunity to appraise one another and suggest constructive feedback for each other's work. Children's progression is evidenced through photographs and videos as well as regular oral feedback.

Alongside Self and Peer assessment, we actively encourage our children to speak out using our pupil voice conferencing. This ensures that we are providing the best opportunities for all pupils by listening to how they feel the PE curriculum is being delivered as well as suggestions they might have going forward to guarantee engagement from all of our pupils.