

# P.E

## Curriculum Intent

At Bressingham Primary School, we recognise the importance PE plays in the curriculum and are committed to providing all children with 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 foundations for a lifelong love of sport, physical activity 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 PE planning. Our objectives in the teaching of PE align with the National Curriculum and we aim 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.
- Promote a healthy and active lifestyle.
- Encourage physical activity and exercise.
- Develop competence to excel in a broad range of physical activities.
- Build self-esteem, confidence and resilience.
- Provide all pupils with access to the lesson.

## Our ethos through everything...



The poster features a yellow background with a central orange box containing six rows of acorn icons and text. At the top, it reads 'Our AMAZING ACORN Agreements' next to the school logo and the motto 'From tiny acorns, mighty oaks grow'.

**Our AMAZING ACORN Agreements**

*From tiny acorns, mighty oaks grow*

|   |   |
|---|---|
|  | <b>A</b> We <b>aspire</b> to <b>achieve</b>   |
|  | <b>C</b> We are <b>kind</b> and <b>collaborative</b>  |
|  | <b>O</b> We are <b>open</b> and <b>honest</b>   |
|  | <b>R</b> We <b>respect</b> ourselves, others, property, and the environment; we listen, we are gentle           |
|  | <b>N</b> We welcome <b>new opportunities</b>  |
|  | <b>S</b> We develop our <b>super learning powers</b> (we are resilient, resourceful, reflective and reciprocal) |

# Implementation

We follow the Get Set 4 PE scheme to teach our PE across the school. This scheme ensures that children are given a wealth of opportunities to develop their physical movement skills as well as achieving whole child objectives.

In Reception, children begin to develop the foundations of movement through accessing the Physical Development strand of the Early Years Foundation Stage Framework. Reception begin formal PE sessions within the autumn term and use the Get Set 4 PE plans. They also continue to develop these skills within their continuous provision and Wild Wednesday sessions.

In KS1 and KS2 children have at least 1.5 hours of quality PE sessions a week following the prescribed Get Set 4 PE plans.

In a PE session you will see:

- 🕒 Consistency in routines including an introduction and warm up, skill development and plenary.
- 🕒 Collaboration and opportunity for partner discussion.
- 🕒 Opportunities for children to work independently and together.
- 🕒 Opportunity for children to perform and feedback.
- 🕒 Subject specific vocabulary that builds on previous learning/year groups.
- 🕒 Progression in equipment used with year groups.

# Impact

Our curriculum is designed so that children are taught a variety of activities throughout their key stage and there is a progression journey through all of these. Each area of PE also has a progression ladder which shows progression from EYFS to Year 6. Children also deepen their understanding of PE, year on year, by being introduced to specific 'sticky vocabulary' which is also mapped on a vocabulary pyramid for each area.

Children have the opportunity to take part in extra-curricular activities and demonstrate their new skills in sports competitions. All children also have the opportunity in the summer term to take part in a sports day. Children are confident within the different strands of PE and show resilience when tackling new skills. Our assessment systems enable teachers to make informed judgements about the depth of children's learning and the progress they have made over time. Teachers assess children at the end of each unit. This is reviewed by the subject leader, who also carries out learning walks, and finds out the views of children and staff regarding PE.