



PE

“The whole and wholesome development of each child in a happy, caring and stimulating learning environment”

Together we grow and learn

May Bank Infants School PE Curriculum Intent Statement



Intent

At May Bank, every child has the right to access a broad, balanced and enhanced curriculum which supports the culture, climate and values of the school and we strongly believe that Physical Education has an integral role to play in the whole development of each child. At May Bank we recognise the importance of PE to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural education. We are committed to supporting the physical and mental health and well-being of our children and understand the impact physical activity and sport has on this, as well as on their wider academic performance.

We strive to provide a broad and balanced PE curriculum to aid children's self-confidence to manage themselves and their bodies safely within a variety of movement situations and through activities which cater for individual children's needs and abilities. We aim to deliver high-quality teaching and learning opportunities that inspire all children to enjoy and succeed in physical activities and to make progress from their individual starting points. We want to teach children how to reflect on their own performance, cooperate and collaborate with others, work as part of a team and understand respect and fairness. We embed values to support children's lifelong physical and mental well-being and support children to make healthy lifestyle choices.

In addition to the importance placed on PE lessons, we also have a wider curriculum which includes opportunities for children to take part in extra-curricular sports and activity clubs. Daily physical activity and health enhancing activities also play a crucial role in our offer to pupils by encouraging them to be active for a sustained periods of time, including active lessons, active

break and lunchtimes and extra-curricular activities in order to ensure that our children receive at least the government recommended 30 minutes of physical activity per day. We also plan a number of enrichment days or activities each year to continue to raise the profile of PE and to provide children with new opportunities and experiences. We also endeavour to make links with sports clubs in our local community and signpost children to these clubs in order for them to access a broad range of activities outside of school.

Implementation

Pupils at May Bank participate in planned high-quality Physical Education lessons as well as many other opportunities to develop physical fitness and skills across the school day.

Pupils within the EYFS take part in daily physical activities through continuous provision both indoors and outdoors and through planned activities including using forest school style activities and approaches. They also take part in more structured physical activity sessions aimed at developing fundamental physical skills.

In Key Stage 1 the curriculum continues to focus on the development of fundamental key skills to develop physical elements of agility, balance and coordination as well as developing physical fitness and early tactical awareness. Curriculum content includes ball skills and team games, gymnastics and dance activities and athletics and has been shaped to include children's interests and teacher's strengths.

Our PE curriculum map sets out the long term plan sets out the PE units which are taught through the year in each year group to ensure that the aims of the national curriculum are fully met but to also take into account differing pupil needs and interests. Through our rigorous and progressively planned PE curriculum, alongside our progression in skills document, we build year on year on the skills and coverage from the previous year or unit, for example in games children develop their skills and tactical knowledge in 'target games' before moving on to 'send and receive' games and then simple 'invasion games' which require greater elements of teamwork and awareness of tactics. Lessons are carefully planned to ensure progress in terms of physical skills as well as having a focus on keeping the children engaged and active throughout. Our PE planning also identifies opportunities for the explicit development of wider life skills such as communication, leadership, teamwork and social skills which contribute to the development of the whole child. Teachers use the GetSet4PE scheme to support but not drive their planning. Through assessment, each teacher is aware of the strengths and areas for priority for development for the children in their class which informs their planning and is passed onto the next teacher to ensure continuity and supporting their physical development through the school. Assessments are also monitored to help identify priorities for whole school areas of development.

Children are also given opportunities to take part in enrichment activities such as wheelchair basketball, archery, curling and hula hooping which gives them sporting opportunities which they may not have experienced before as well as raising an awareness of inclusivity and an awareness of the differing needs of others.

All children at May Bank are given the opportunity to join a range of extracurricular activities both during lunchtimes and after school. They range from traditional sports such as football and dodgeball and other sports such as multi-skills and glow in the dark football to non-competitive physical activity clubs including yoga and dance. Children who are considered disadvantaged (for example Pupil Premium or Looked After Children) are prioritised through funded or priority places for extra-curricular activities in order to increase their participation and to target them for specific activities to allow them to reach their individual potential. Children are given the

opportunities to compete using personal best challenges and through inter school and virtual intra school competitions between year groups and classes. Links are made with local community sports clubs and providers, including inviting them into school to deliver assemblies or run after school clubs as appropriate in order to increase pupils' and parents' knowledge of engagement with opportunities on offer outside of school in our local area.

We aim to embed at least 30 minutes physical activity throughout the school day in addition to twice weekly PE sessions. Children are provided with opportunities over the school day to become physically active within the curriculum, including active approaches in maths and literacy. Lessons include elements of physical activity such as get up and go games and active counting starters. Children are provided with the opportunity to have 'brain breaks' throughout the school day through opportunities such as Cosmic Yoga, mindfulness moments, Supermovers and dance activities. Our lunchtime activities enable children to become physically active through provision of a range of equipment and the opportunity to participate in activities lead by a sports coach as well as lunchtime staff encouraging and initiating activities using our outdoor sports and play equipment.

Impact

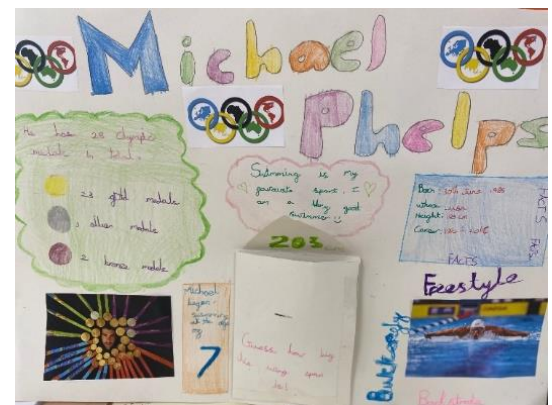
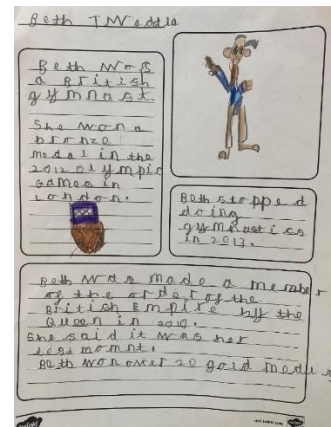
As a result of a strong Physical Education curriculum and wider curriculum offer, children at May Bank Develop positive attitudes towards and a love of participating in Physical Education lessons, sports and physical activities which they will hopefully take with them into their futures to become healthy, active adults. Our children are educated and supported to make positive choices which enable them to lead healthy, active lives. By providing all of our children, regardless of their ability, with an array of physical activities to participate in, all children are able to discover sports and activities which they enjoy and wish to continue with, and which appeal to individual preferences such as team sports for those who enjoy football or creative and imaginative activities for those who love dance. The extra-curricular clubs and activities we offer are well attended, included by specifically targeted groups.

Our well planned, progressive PE curriculum enables our children to acquire and develop fundamental physical skills, performing with increasing physical awareness and control, whilst having opportunities to participate in and to develop competence in a broad range of physical activities. Through thorough coverage of all of the National Curriculum our PE curriculum ensures that our children begin to learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking and they become increasingly skilful, intelligent and confident performers.

Through the inclusion of fitness units, active lessons, playtimes and lunchtimes and PE lessons in which the children are physically active for the vast majority of the lesson we ensure our children continue to develop the physical fitness and stamina needed to lead full, happy, healthy lives. The emphasis we place on developing wider skills within PE result in our children being confident to respond to a variety of challenges and to be happy to persevere when faced with a physical challenge and also to be confident to develop their ideas in different ways. Many of our children attend sports clubs and activities outside of school. Our wider PE curriculum also means that children develop key skills in teamwork, fairness and respect which is then reflected in the children's application of these skills not only in a sporting context but also across other curriculum areas and contribute to us developing the role models as well as team players, leaders, creators and inventors of the future. Our PE curriculum also ensures that our children learn to reflect on their own successes and areas in which they need to focus on for future development, acknowledge

and celebrate their own and others' successes, set targets for themselves and compete against others.

The strong emphasis placed on explicitly involving the children in discussions about safe practice also means that the children are able to keep themselves safe when taking part in physical activities. Conversations with and observations of children show that they talk enthusiastically about their PE experiences, they are eager to participate in lessons and that they use accurate subject specific vocabulary in their discussions. Through regular monitoring of the progressive skills taught in PE lessons, formal and informal lesson visits and other monitoring activities including pupil voice it is clear that the children receive a high quality of education.



‘Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.’

John F. Kennedy

‘Physical exercise promotes positive self-image, high-productivity and energetic well-being.’

Lailah Gifty Akita