**Grewelthorpe and Fountains**

***Physical Education***

# Intent

*Physical Education (PE) is an integral part of our Curriculum that is inclusive and engages all pupils in a supportive and challenging environment.*

We aim to do this by:

* Inspiring pupils to feel self-assured in their ability to be healthy.
* Encouraging children not to be afraid to have a go at new challenges.
* Provide the pupils with the knowledge and awareness to recognise their own abilities.
* Developing pupils’ confidence levels to self-challenging themselves if required.

Through **sports** we develop fundamental movement skills; an understanding of rules and tactics in a range of games; and an enjoyment of healthy competition through intra and inter school competitions.

Through **physical education**, we aim to develop the children’s knowledge, skills and understanding. We encourage pupils to think, select, and apply skills so that they can perform with increasing competence and confidence in all types of sporting activities.

Through **physical activity**, we aim to teach the children the benefits of an active lifestyle, show them how moving more throughout the day can help with mental health, wellbeing and with learning. We will also teach children about diet and how what you eat can affect how you feel and perform.

We recognise that physical education, school sport and physical activity are also a great tool for development of interpersonal skills such as collaboration, negotiation, teamwork, and problem-solving. We further recognise that it can be these skills that develop well rounded, grounded and empathetic members of society. Due to this we aim take up opportunities to develop these ‘softer skills’ throughout their school physical education journey using a whole child, whole school, Thrive approach. This is linked in PE to four key areas:

* Physical: health, fitness, competition.
* Cognitive: active learning & brain breaks.
* Social: working together towards a goal.
* Emotional: self-awareness in learning.

# Implementation

Each class receives two, one-hour sessions of PE per week in key stage 1 and 2, and a formal hour plus continuous provision in EYFS. This is currently enriched by the support of a specialist PE teacher. Our PE specialist works with teachers to develop their confidence in specialist PE delivery; with the sports crew to assist with pupil voice of PE through the school; and holds sessions with a variety of targeted groups to develop positive attitudes towards a healthy lifestyle. These targeted specialist interventions should help in our goal of ensuring pupils are best equip to make informed choices about physical activity, diet and wellbeing throughout their lives.

We have chosen to implement this by:

* creating a Long Term PE Curriculum Overview that sets out the PE Units/Activities which are to be taught each half term throughout the year and ensures that the requirements of the National Curriculum are fully met;
* using and adapting a scheme of learning from Get Set 4 PE to ensure planning, content and delivery is appropriate for the children. This scheme ensures lessons, throughout the school are progressive;
* using the Get Set 4 PE scheme to assess the children after each unit, which tracks progress throughout the year our PE curriculum;
* emphasizing that our PE curriculum is inclusive for all children regardless of sporting ability;
* Providing suitable learning opportunities for all children, including those with SEND;
* promoting both participation and competition through P.E and sport. We ensure all children experience competition at some level, individually or in a team, within lessons;
* offering children in KS1 and KS2 the opportunity to participate in extra-curricular sports activities throughout the year;
* offering a residential OAA experience for children in Key Stage 2 in years 3 and 4, at Grewelthorpe, and then in years 5 and 6 across the federation; and
* organising an annual inclusive House Sports Day, with the emphasis on participation and achievement for all.

At Grewelthorpe and Fountains, all LKS2 children are given the opportunity to swim for at least a term each year and KS1 half a term. UKS2 children who require further swimming to be deemed safe are also provided the opportunity of extra lessons. This is provided, not only to accommodate the national curriculum but, because we recognise the vital importance of competence in swimming, as it is a life skill, to be safe in water.

## Impact

We ensure that our PE curriculum is inclusive and progressive and allows all children the opportunity to acquire and develop fundamental knowledge, understanding, skills and techniques and apply these to a wide variety of different sports and activities. PE lessons are designed to be fun, enjoyable and challenging so that all children can achieve, to the best of their ability, in a supportive, safe and stimulating environment. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise and activity for their physical and mental wellbeing. We aspire for all children to enjoy PE and develop a love of sport and physical activity, which hopefully becomes part of their future life outside of Primary School. Children have opportunities to participate in sport after school can also represent the school at sporting events from local to county level. IN PE, we also measure impact by:

* Regular learning walks
* Pupil and staff questionnaires
* PE Premium spend analysis
* Analysis of participation at after school clubs and LSSP competitions
* Assessment data

Please see links to the progression documents we use to ensure learning is developed throughout a pupils’ physical education learning journey:

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| Long term progression map:  Dance, F.M.S. (fundamentals, fitness and athletics), games, body management, OAA, swimming, SET (social, emotional, thinking).  [Long term progression - whole child](https://grantleyfountainsnyorkssch.sharepoint.com/:b:/s/staff/EaMDoI2QuvhCizoyHU76wgYBxjpaW05OtCEZdl33tGONnw?e=gq55Ng) |
| Specific progression documents for skills and knowledge through:  Athletics, ball skills, dance, fitness, fundamentals, gymnastics, invasion games,  net and wall games, OAA, striking and fielding, swimming, target games, yoga:  [Skills and Knowledge Progression Ladder Grewelthorpe and Fountains](https://grantleyfountainsnyorkssch.sharepoint.com/:b:/s/staff/Eda3emQ1UO1EkixuhZHtpNAB7FIO6GJsOvqYvPU9haRv5A?e=Nv6c7s)  [Key Vocabulary Progression Pyramids](https://grantleyfountainsnyorkssch.sharepoint.com/:b:/s/staff/EbUeTRgZAjFGutUOklS5xfsBw8hgxspNgcMS3zz0bAR3OQ?e=TgX6W4) |

We teach our EYFS and KS1 units on a yearly cycle as we build up the fundamental movement skills in preparation for advancement and refinement of skills in the KS2 two-year cyclic curriculum. This grid shows how we build progression into our learning and provide further opportunities to build upon knowledge gained. Pupils enter a 2-year rolling programme at different points it is important that children have the opportunity to revisit learning in order to aid retain knowledge. Our current long-term plan for physical education, there are two focus areas per half term to fit with the two lessons per week.

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|  |  | KS1 | KS2 (2 year rolling program) | | | |
|  | EYFS | KS1 | 3/4 Year A | 3/4 Year B | 5/6 Year A | 5/6 Year B |
|  | One formal lesson per week plus continuous provision. | Activities leading to: | Developing skills and knowledge in relation to: | Developing skills and knowledge in relation to: | Skills and knowledge focused on: | Skills and knowledge focused on: |
| Autumn 1 | Fundamental movement skills | Multi-skills - Movement  Multi skills - Throwing and catching | Invasion Games  Netball / swimming | Football  Multi skills / Swimming | Basketball  Rugby | Football  Netball |
| Autumn 2 | Fundamental ball skills | Invasion games  Problem solving | Gymnastics  Rugby / Swimming | Hockey  Health and Fitness  / Swimming | Yoga  Handball | Dodgeball  Health related fitness |
| Spring 1 | Strength, balance, co-ordination through the medium of gymnastics | Gymnastics.  Dance. | Yoga  Rugby / Swimming | Dance  Health and Fitness / Swimming | Gymnastics  Badminton | Hockey  Dance |
| Spring 2 | Moving energetically to music in the medium of dance. | Net/wall sports.  Invasion games | OAA  Netball / swimming | Dodgeball  Health and Fitness  / Swimming | Tchoukball  OAA | Parasport  Volleyball |
| Summer 1 | Activities leading to striking & fielding skills | Striking and fielding.  Swimming /  Athletics skills | Athletics – field  Cricket | Athletics - field  Tennis | Cricket  Athletics – field | Handball  Athletics – field |
| Summer 2 | Athletic movements | Striking and fielding  Swimming /  Athletics skills | Athletics – track  Net/Wall | Athletics – track  Rounders | Rounders  Athletics – track | Tennis  Athletics – track |

*Children in LKS2 do swimming in either the autumn or spring term – children in KS1 undertake swimming in summer term.*

**EYFS – continuous provision**

The Characteristics of Effective Learning are the bedrock of children’s experiences within EYFS in all areas of learning. They include:

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| Playing and exploring | Active learning | Creating and thinking critically |
| Children investigate and experience things, and ‘have a go | Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements | Children have and develop their own ideas, make links between ideas, and develop strategies for doing things |

These characteristics form the first steps in preparing our youngest children in their learning about physical education. They link with the attributes included below to allow EYFS learning to link to that which follows in Key Stage 1 and Key Stage 2.

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| Early Learning Goals |
| Personal, Social and Emotional Development |
| **ELG: Self-Regulation**  Children at the expected level of development will:  - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions  involving several ideas or actions. |
| **ELG: Managing Self**  Children at the expected level of development will:  - 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;  - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| **ELG: Building Relationships**  Children at the expected level of development will:  - 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 |
| **ELG: Gross Motor Skills**  Children at the expected level of development will:  - 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. |
| Expressive Arts and Design |
| **ELG: Being Imaginative and Expressive**  Children at the expected level of development will:  - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |

*Adapted from: Statutory framework for the early years foundation stage*

*Setting the standards for learning, development and care for children from birth to five. (2023)*