

# Physical Education

WRENINGHAM VC PRIMARY - CURRICULUM  
INTENT, IMPLEMENTATION AND IMPACT



## Physical Education

### **Intent**

***For all children to enjoy being active and experience excellent physical education, school sport and physical activity: promoting an active and healthy lifestyle that will lead to life-long participation. In addition, to develop agility, balance and coordination, foster respect, resilience and determination, and provide opportunities for collaboration and communication.***

The national curriculum for physical education aims 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.

### **Implementation:**

- The long term PE plan sets out the activities and skills taught, and ensures the requirements of the National Curriculum are fully met.
- Each class will participate in two high quality, challenging and enjoyable taught PE lessons each week.
- PE is promoted by teachers and staff in a positive manner: being supportive, encouraging and enthusiastic in the activities being taught. Teachers wear PE kit during the lesson to promote the importance and high regard for the subject.
- High quality teaching of fundamental movement skills with opportunities to develop agility, balance and coordination for all children.
- Opportunities to apply these skills within games, competitive sports and physical activities are interwoven with explicit skill development in the PE lessons taught throughout the year.
- A consistent, progressive skills-based approach to teaching PE from foundation to year 6, encompassing challenge and child led ownership of that challenge. The REAL PE scheme has been adopted to drive this approach, with high quality one to one training provided for each class teacher to ensure high quality teaching.
- Teaching of positive learning behaviours will be embedded in PE teaching: evaluating and recognising own successes, a willingness to identify weaknesses, embracing failure and proactively seeking challenge, and developing understanding of how to self improve.
- A range of physical activities and sports are taught, involving the introduction and progression in activity/sport specific skills from through KS1 to KS2, to complement the fundamental movement skills and learning behaviours developed through REAL PE.  
Core Sports with Progression from KS1 to KS2:  
*Basketball, Football, Athletics, Hockey, Netball, Rugby*  
Additional Sports/Activities Taught:  
*Rounders, Lacrosse, Tennis, Yoga, Cricket*
- Children gain experience of a wider range of enjoyable, adventurous physical outdoor activities, accessed through KS2 out-of-school residential visits: canoeing, bouldering, climbing, mountain biking, orienteering.

## Physical Education

- A group children in year 6 will be assigned roles as 'Sports Leaders', whose remit will involve organising and officiating additional intra-school competition between the Houses, and across the key stages, assisting in sports day and other events and being school sports role model.
- Experience of competition, events and physical activities will be provided through intra-school 'house' competition, organised by upper KS2 sports leaders.
- Experience of inter-school competition, events and physical activities will be provided through access and active involvement in the Norfolk School Games. Children will have the opportunity to compete in cluster, area and county level competition. A strong working relationship maintained with the area sports co-ordinator through the School Games South Norfolk Sports Partnership offer, providing access to competition, school support and CPD.
- The school will apply annually for the School Games Award – ensuring the school meets the criteria set out to achieve the highest award achievable, ensuring high quality PE provision and high levels of participation are maintained and pushed higher.
- Efforts, progress and participation are celebrated, along with attainment and competitive intra and inter school success.
- Relevant, effective assessment of physical skills, utilising the REAL PE assessment wheel is used by all four classes.
- The experience of passing on skills, insight into teaching PE and opportunity to acquire strong transitional skills is given to year 6 children through assisting KS1 teachers in teaching structured, high quality REAL PE skills lessons to younger children in the school.
- Children's views, expectations and experience is surveyed at the start and end of each year, with information reviewed critically to gain insight into areas for improvement and reflection of the PE provision in school to the people that matter: the children themselves.
- Each class takes part in a 'daily mile' to instil an understanding of the need to stay fit and healthy, and begin the morning with an active, energizing activity which will set the school day in a positive mindset. The benefits of this will be promoted and discussed by the class teachers regularly.
- Children from year 3 to 6 will be taught to swim, in ability groups to meet their needs. Children will be given the teaching and support to meet the statutory requirement of swimming 25 metres unaided by the time they leave year 6. In addition, children will be taught life-saving skills.
- A range of after-school, extra-curricular sports and physical activity clubs is provided throughout the school year. These include netball, basketball, lacrosse, cricket, tag rugby, cricket, multi-sports and table tennis.
- The school will hold an annual sports day to include both team based collaborative activities and individual events, promoting competition, collaboration, achievement, participation and enjoyment.

## Physical Education

### Impact

- Children are enthused and engaged, and actively look forward to PE lessons in school.
- Children choose to participate in sport and activity outside of school through clubs and sporting organisation.
- Children demonstrate excellent progression in fundamental movement skills and ability to apply those skills increasingly competently, creatively and effectively in physical activities and sports as they move up the school.
- Children proactively choose to challenge themselves, are willing and able to be constructively critical of their performance or mastery of a physical skill and are able to make effective decisions and refinements to improve those skills.
- Children communicate and collaborate in activities and sports in a positive, supportive and respectful manner, both in structured lessons and competition, in the classroom and in 'free-time' during the school day.
- Year 6 children leave Wreningham having gained and developed higher level coaching, teaching and supporting skills through experience of teaching younger children in school.
- Children perform confidently and competently in competitive intra and inter school sport and competition, and feel good about their performance, efforts and participation irrespective of competition results.
- Children moving on to high school are equipped with confidence, having developed a full range of fundamental movement skills to build upon, along with experience, knowledge and competence in the sports and activities they will experience in KS3.
- Children are fit and healthy during their daily school life.
- After school physical activity and sport clubs are consistently well attended, with children demanding opportunities to stay after school to take part in physical activity.
- All children leave Wreningham with an experience of competing in inter-school sport or taking part in out of school events, festivals and physical activities.
- Children speak positively about the benefits of PE in school and hold it in high regard.
- Children have high expectations of themselves in physical activity, games and sports.
- Children choose to use their free-time in school to take part in physical activity in constructive and positive manner.