



Brompton and Sawdon Community Primary School

## Physical Education (P.E.) Curriculum Intent Statement

Brompton & Sawdon Primary School is a **Healthy School**. Children are taught how they can lead a healthy lifestyle in a range of ways, whether that is through **physical activity, diet, lifestyle** or maintaining **mental wellbeing** and **good mental health**. The **social benefits** of sport are similarly highlighted.





Children are taught the fundamental skills necessary to be successful in a range of disciplines, these crucial building blocks often being transferrable to a range of situations or sports. This approach ensures that children are not just simply taught how to be successful in a single game or a single sport, but are given the knowledge and skills to be successful in any game or sport. Once mastered, these skills can then be applied in a range of clubs and inter-school competitions, allowing the children to demonstrate their learning, success and enjoyment, and that they are **Ready to Fly** in PE.

At Brompton & Sawdon, children are taught about leading healthy lifestyles in a range of physical education activities, not just through 'traditional' sports. Through our **Nature Pillar** and **Wild School**, children are taught the benefits of outdoor learning and physical activity in their rural location, grasping opportunities to develop their Outdoor and Adventurous skills through regular 'expeditions' and residential opportunities.

Being so close to the coast and Wykeham Lakes, we believe water safety and confidence is even more crucial. Children are taught to **Respect** the water at a very early age, with children receiving swimming tuition from Reception (beyond the expectation of the National Curriculum). Alongside learning the strokes, children are taught how to be confident and safe in the water.

The school's values of **Respect** and **Family** are expected to shine through every PE sessions, club and activity, where interpersonal skills, so important in later life, are practised and nurtured. For example, children are taught how to work together in teams, following the necessary rules to achieve or beat their goals.

We also recognise our responsibility to develop our children as **global citizens** with the skills and knowledge to contribute positively to their communities. Throughout our PE curriculum we also entwine opportunities to develop the following areas of knowledge:

<b>Diversity</b>		<ul style="list-style-type: none"> <li>• Know that everybody can take part in and succeed in PE/sport</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest how activities might be adapted to allow everybody to take part</li> <li>• Recognise the different backgrounds of some well know athletes</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss barriers affecting participation in sports and how these might be overcome</li> </ul>
<b>Global awareness</b>		<ul style="list-style-type: none"> <li>• Know that sports are played all around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that some sports are more popular then others in different countries</li> <li>• Compare popular sports in the UK and America</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how and why sporting opportunities in different countries differ and how this might impact on the game/sport at grassroots and elite level.</li> </ul>
<b>Rural Aspirations</b>		<ul style="list-style-type: none"> <li>• Have a go at lots of different and new activities</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the skills needed in two different sports. Identify where these are transferrable between 2 activities/sports</li> <li>• Identify the personal attributes /qualities displayed by elite athletes</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and discuss other potential careers in sport, apart from playing the game eg. /physio/tv production/analyst/fitness/Dr/photography</li> <li>• Discuss how technology/new inventions might change sports.</li> <li>• Recognise that success comes from hard work and dedication</li> </ul>
<b>Inspired by Nature</b>		<p>We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking for ways to learn from it.</p>		

**We have the highest expectations for our pupils with SEND.** Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1 support where and when necessary.
- Different equipment (eg. different sized or slower balls / bats with shorter handles)
- Further/additional or adapted resources – eg. changes to playing area / rules
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

**If they can't learn the way we teach, we teach the way they learn.**

# Transformative Physical Education: An Aspiration to Provide a Minimum of Two Hours Per Week



On the 8th March 2023 the Government announced a major package of support for PE and sport in England.

The press release stated:

*"Schools are being asked to offer a minimum of two hours curriculum PE time and Government will provide support to schools on how to do this through the upcoming refresh of the School Sport Action Plan."*



## Frequently Asked Questions

### 1. Is it mandatory to provide a minimum of two hours of PE every week?

No this is not mandatory; it is an aspiration for all schools to provide two hours per week for pupils in Key Stages 1 to 4 and for opportunities to be given in Key Stage 5.

N.B. Ever since the 2014 National Curriculum (NC) was published it has always been an aspiration that schools should provide two hours of physical education in the curriculum.



### 2. Can the time allocated in & out of school activities contribute to the two hours?

The full two hours should be provided within the curriculum as this is available for ALL pupils; out of school provision enhances the curriculum and schools should continue to offer numerous and diverse activities that are inclusive.

### 3. What sort of activities should be provided during curriculum time to achieve the full two hours?

Schools should continue to provide a broad and balanced curriculum that is appropriate for pupils in their school; the aims of the NC include the requirement for all pupils to develop competence to excel in a broad range of physical activities. The curriculum should include gymnastic activities, dance activities, athletic activities, outdoor and adventurous activities, swimming activities (where appropriate) and games activities.

#### **4. If we are doing less than two hours per week in our curriculum, does this mean our PE is not good enough?**

No, there is no prescribed time that you should allocate, except it must be sufficient to enable you to deliver the requirements of the curriculum to a standard that meets or exceeds the expectations (attainment targets) at the end of each Key Stage.

Two hours PE per week is best practice to enable pupils the time to develop motor competency, but it is important that quality, not quantity, is always the focus.

#### **5. Can we timetable the two hours together; for example, a whole afternoon?**

Although it can be exciting and fun to run sports afternoons, festivals, or competitions for whole afternoons throughout the academic calendar, it is not good practice when PE lessons are timetabled for two hours together on a regular basis. This can lead to lessons that can be slowly paced. Additionally, there is often no urgency for pupils to change quickly; there are still a significant number of schools that have continued with the practice adopted during Covid that requires pupils to come to school in kit on PE days that increases activity time.

Various evidence has shown that there is often less than an hour of actual activity during the two hours allocation. It is also expecting too much of pupils to undertake two hours of vigorous activity and is virtually unattainable in practice.

As a compromise for those schools who do timetable two hours, it is advisable to do two different activities; for example, one which is aerobically vigorous and another which perhaps focuses more on the aesthetic.

#### **6. What about children in early years?**

The Chief Medical Officer recommends three hours of physical activity a day for children under 5 to stimulate critical development of neural pathways that establish rudimentary and fundamental movement skills.

Therefore, it is important that children who are under 5 should be given open access to exploratory physical activity through outside and indoor play throughout the school day, every day, in addition to structured PE lessons where core fundamental movement skills can be modelled to children for them to practice.

There is no set requirement for two full hours of PE lessons to be delivered to early years. This can be sequenced into shorter sessions to match the developmental needs of the children, of which the context will be key.



### 7. Will Ofsted penalise a school that is not providing two hours of PE per week?

No, you will not be penalised, but it is advisable that you are familiar with the 3 pillars of progression that are highlighted in the Ofsted Deep Dive in PE: motor competence/rules, strategies and tactics/healthy participation.



### 8. What does transformational PE look like?

1. Effectiveness of leadership that includes a shared vision (including pupils) for the subject.
2. The quality of teaching and learning – teachers should be knowledgeable and confident so they can ensure that pupils build on prior learning and make good or better progress in each area of activity.
3. The curriculum is inclusive and should include gymnastic activities, dance activities, athletic activities, outdoor and adventurous activities, swimming activities (where appropriate) and games activities. It is important one activity (often games) does not dominate the curriculum.



### So how does **Wild School** Support PE?

The new Curriculum for PE asks schools to provide in both Key Stages “an opportunity for Pupils to develop and master fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending. Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. In KS2 they take part in outdoor and adventurous activity challenges both individually and within a team”

At **Wild School** we play a range of collaborative and individual games which support and develop these physical skills as well as tactics which support team games. We offer tool work which develops both fine and gross motor skills and have a range of physical obstacles which challenge their agility and balance alongside developing risk assessment skills.

We work on core skills such as running and jumping on challenging terrain offering different child specific challenges.