

Nawton and Rosedale Abbey CP Schools Federation

Curriculum Statement for PE

Rationale:

At Nawton and Rosedale Abbey CP Schools we see PE as a fundamental element of a broad and balanced curriculum.

We aim to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for all pupils to become physically confident in a way which supports their health and fitness as well as opportunities to compete in sport and other activities both in school and after school. We recognise that taking part in sporting activities helps our children to build character and helps to embed values such as fairness and respect.

Curriculum Intent:

The intent of our PE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We follow the aims of the 2014 national curriculum.

The national curriculum for PE 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.
- are able to swim at least 25m

Ensures that teachers:

- have a clear understanding of what pupils need to know, understand and demonstrate in their work
- plan several opportunities in each unit of work for pupils to show their understanding and build on prior knowledge

Curriculum Implementation:

The PE curriculum is taught through the Complete PE scheme, which is in line with the National Curriculum. This is used to aid teaching staff in their subject knowledge and to establish core sporting values. Teachers are able to adjust and change lessons to suit the needs of their classes but the scheme provides a strong basis of what is expected and takes each individual on a learning journey (see attached document). Each class has access to 2 hours of high quality PE lessons every week. 75% of lessons are taught by the class teacher but the children also have access to specialist coaches who deliver 25% of lessons. This enriches the curriculum for the children but also provides teachers with opportunities for CPD. Digital technology is used to enable children to reflect on and improve their own performance and analyse the performance of others; provide feedback and

also to provide visual models and stimulus when outside the classroom. Years 3 to 5 have access to specialist swimming coaches for 10 weeks during the spring term.

End of Nursery Outcomes:

In line with the DfE's 2023 (revised) EYFS Profile, PE can, through planned, purposeful play and through a mix

- Go up and down stairs, or climb up apparatus, using alternate feet
- Increasingly join in with sequences and patterns of movements (wake up shake up)
- Begin to choose different ways of moving which match their physical skills e.G. Deciding whether to crawl, walk or run across a plank.
- Pedal on a tricycle or push self along on a scooter.
- To kick/throw a ball, getting it to go in the desired direction.

of adult led and child-initiated activity, provide physical opportunities for pupils so that they can:

End of Reception Outcomes:

In line with the DfE's 2023 (revised) EYFS Profile, PE can, through planned, purposeful play and through a mix

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- 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.

child-initiated activity, provide physical opportunities for pupils so that they can:

End of KS1 Outcomes:

- master basic movements including running, jumping, throwing and catching
- develop balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- engage in competitive and cooperative physical activities in a range of challenging situations
- perform dances using simple movement patterns.

End of KS2 Outcomes:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]
- apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Cross Curricular Links:

PE provides numerous links with other curriculum subjects through text selection for reading and writing stimulus.

Examples include:

Maths – shape and angles, measurement, time and distance

PHSE – understanding why keeping fit and healthy is important and links to mental health and well-being

ICT – using technology to record and perfect physical performances

Music – rhythm, pattern and rhyme in sounds, links to song when performing dance movements

Science – keeping our bodies healthy and active

Enrichment:

The PE Curriculum is enriched in a variety of ways including:

- Visits from local athletes – Beth Dobson. Athletics champion
- Specialist coaching from Hawkes Health Coaches

- Specialist teaching from Yoga company Anandini Yoga.
- Celebrating Sports Relief
- UKS2 children take part in sports leaders training to deliver competitions during playtimes to help engage children in physical activity.
- Children of all abilities given the opportunity to take part in sporting festivals organised by School Games Organiser
- Inter-school competitions.
- Providing swimming lessons for years 3 -5

Progression and Assessment:

EYFS

Regular observations and assessments of learning are recorded and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes

Y1-6

The impact of the curriculum will be reviewed at the end of each unit through observations and formative assessments of pupils' learning through Complete PE assessment proforma.

Impact:

The PE leader will monitor the PE curriculum and progression of learning every term. This monitoring will include:

- Learning environment walks
- Pupil voice conversations
- Lesson observations and feedback
- Assessment analysis and next step

We envision that our PE curriculum will impact on the pupils by:

- Our children having a secure understanding of the benefits of leading healthy lifestyles.
- progressing well throughout each year group and meet the NC objectives.
- being self-motivated to attend after school clubs and competitive sports events and even the least confident children are keen to attend.
- Increasing attendance in after-school clubs
- All children are active for at least 60 minutes per day.



