

Version	Date
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Our Rationale

Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health development and well-being.

Physical education develops pupil's physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams. It promotes positive attitudes towards active and healthy lifestyles.

Aims: Intent

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Curriculum and Subject Content: Implementation

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.

Pupils should continue to 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 sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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], and 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.

PE Curriculum Map

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 3	Multi - Skills	Invasion Skills	Dance - Street	Gymnastics - Balancing on Patches	Striking and Fielding - Rounders	Athletics
Year 4	Invasion Skills - Rugby	Dance - Eurovision	Gymnastics— Travelling & Balances	Striking & Fielding - Cricket	Net & Wall - Short tennis	Athletics
Year 5	Invasion Skills - Football	Invasion - Basketball/ Netball	Dance - Rock and Roll	Invasion Skills - Hockey	Net & Wall - Short tennis/ Badminton	Striking and Fielding - Rounders/ Cricket Athletics
Year 6	Invasion: Netball/Basketball Net & Wall - Squash	Invasion: Rugby Net & Wall - Squash	Gymnastics: Routines with partners Net & Wall- Squash	Dance—Haka Net & Wall - Squash	Striking & Fielding Net & Wall - Squash	Athletics/ Circuits Net & Wall - Squash

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children.

Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80 m sprint);
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- Grouping children by ability, and setting different tasks for each group (e.g. different games);
- Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

Resources

There are a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the indoor gym store unless specifically used outside where it can be located in the outdoor store. A key can be found with SS or in the main school office. Please note: this is accessible to children only under adult supervision. The gym contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities. List of resources and their location in the leaders file and on the door of each location.

Health and safety

It is the general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport' We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing and

taking off their jewellery when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity including earrings. Teachers are expected to check all apparatus and the area P.E. is taking place for any potential health and safety issues and adapt their lessons/ or make the children aware before starting.

Risk assessment in P.E.: the school has a risk assessment based on the Safe Practice in Physical Education and Sport. Members of staff will complete online 'Evolve' risk assessments for all sporting events which are checked by the DHT + HT.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

(Some extra-curricular clubs are charged to parents E.g Functional Fitness, cheer leading)

Opportunities for Competitions

Inter-school: Airedale Juniors are members of the Northern Ambition Academy Trust and have good links with clubs. We enter level 2 school sports competitions such as: netball, football, cricket, tag rugby, rounders and athletics, upon successful outcomes from level 2 the school then participate in level 3 Sport through developed links with West Yorkshire Sports.

Intra-school: Children experience competitive games in PE lessons. We have an annual Sports day where the children compete against their own class for Dojo rewards.

Monitoring and evaluation: Impact

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside data analysis. This enables the PE leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in PE across school.

Assessment

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

The National Curriculum has no prescribed test for PE. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work takes place as well as teacher assessments at the end of each half term.

Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Junior School strive to ensure that our children reach their full potential in PE and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupils' progress. The school PE coordinator monitors progress through the year by carrying out pupil voice, lesson drop ins and analysis of assessment trackers.

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