

Our vision for **Physical Education (PE)** at Birley Spa Primary Academy

Intent

At Birley Spa Primary Academy, we are **ATHLETES!** We want our children to love physical education and sport. We want them to have no limits to what their ambitions are and grow up wanting to be personal trainers, nutritionists, sports journalist or gold medal winners.

At Birley Spa, we aim to ensure that every child has the opportunity to access as much physical activity as possible while covering all aspects of the PE national curriculum. We believe, through experiences and a broad, balanced and progressive curriculum tailored to all children, they will continue to have the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for their engagement in physical activity, sport and PE. Our intention is to develop a lifelong love of physical activity, sport and PE for every child at Birley Spa. We help all children to make rapid progress in their physical, social and mental development. This helps them maintain a positive physical and mental outlook for the future.

Implementation (including pedagogy)

At Birley Spa Primary Academy, children undertake weekly PE lessons taught by class teachers or PE coaches. We have adopted the Get Set 4 PE scheme of work which ensure that children are given a wealth of opportunities to develop their physical movement skills as well as achieving whole child objectives. Furthermore, we ensure that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. The skills in these areas are developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

Lunchtimes and breaks at Birley Spa are an important time for children to engage in physical activity. Teachers, Teaching Assistants and Lunchtime Supervisors all encourage children to participate in games such as football, basketball and rugby and have games and activities set up on the yard at lunchtime. Children also have the opportunity to participate in extra-curricular activities before and after school which are led by experienced sports coaches.

At Birley Spa Primary Academy, we have teamed up with the Forge School Sports Partnership to offer a wide range of opportunities for children to participate in competitions ranging from gymnastics and dance to cricket and athletics. Our participation and success in sporting events raises the profile of PE further and creates even more enjoyment of physical activity. This links in with our intent of allowing all our children to be physically active for life and understand the benefits of this.

Children in Year 5 participate in a swimming curriculum for 18 weeks a year. This is essential in teaching them this important life skill as well as life saving techniques.

Children in Year 6 are invited to attend a residential trip where they will undertake various outdoor activities such as mountain climbing, archery, aerial walks and abseiling.

Within upper KS2, children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities.

EYFS:

The Early Years Foundation Stage Curriculum and carefully planned provision are designed to support children's physical development. We offer daily playful opportunities for children to engage in physical activity both in and outdoors. Our children have access to free flow play for sustained periods of time and are encouraged to use our large outdoor environment including our construction area with large loose parts, mud kitchen, play equipment and large sandpit. We access this environment all year round and in all weather conditions to support the development of gross and fine motor control, balance, coordination, confidence and problem-solving skills. We explore meditation, yoga, and relaxation techniques and share a range of healthy snacks to develop our understanding of the importance of a balanced and healthy lifestyle.

Within PE lessons, The Early Years Foundation Stage begin by introducing children to Physical Education and structured movement. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules.

Fundamental skills are also taught at EYFS which includes balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will also learn how to stay safe using space and work independently or with a partner to complete tasks.

A lesson taught within EYFS may look like this:

- Introduction (5 minutes) - Introduce the Learning Objective, Success Criteria and Whole Child Objective
- Warm Up (10 minutes) - Have the children warm up by doing a short 10 minute activity. This may involve children following a teacher's commands, playing a simple game such as tag or exploring the space around them by moving around and making different shapes with their bodies
- Skill Development (35 minutes) – Introduce the skills linked to the Learning Objective in small steps. The teacher will be modelling what they want the children to do. The vocabulary linked to the lesson will also be used during this time. The teaching of the skills needs to be made very clear and modelled accurately for children to replicate.
- Plenary (10 minutes) – This is the part of the lesson where discussions and questioning can take place. E.g. how did the activity make you feel? What did you find challenging today? Can someone demonstrate what you have learnt today? Can you provide feedback?

It is important to remember that activities that require setting up in advance are done prior to the lesson, by a TA during the lesson or by the teacher whilst the children are engaged in their activity.

Key Stage 1 and Key Stage 2:

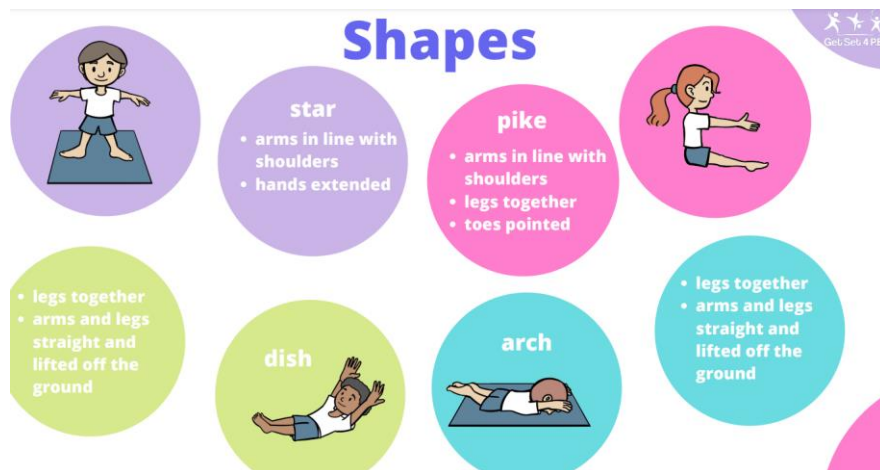
In KS1 and KS2 children have at least 2 hours of quality PE sessions a week following the prescribed Get Set 4 PE plans.

In a PE session you will see:

- An introduction to the lesson including a Learning Objective, Success Criteria and Whole Child Objectives – linked to Social, Emotional and Thinking skills.
- A warmup
- Skill development
- Plenary
- Subject specific vocabulary that builds on previous learning/year groups
- Progression in equipment used with year groups
- Videos of example skills
- Competitive game elements
- Collaboration and opportunity for partner discussion
- Opportunities for children to work independently and together
- Opportunities for children to perform and give feedback
- A mixture of indoor and outdoor learning depending on the skills being taught

A lesson taught at KS1 may look like this:

- Introduction (5 minutes) - Introduce the Learning Objective, Success Criteria and Whole Child Objective
- Warm Up (10 minutes) - Have the children warm up by doing a short 10 minute activity. This may involve children following a teacher's commands, playing a simple game such as tag or practicing a skill taught from a previous lesson.
- Skill Development (35 minutes) – Introduce the skills linked to the Learning Objective in small steps. The teacher will be modelling what they want the children to do. The vocabulary linked to the lesson will also be used during this time. The teaching of the skills needs to be made very clear and modelled accurately for children to replicate. Children may also be given video examples of what is expected from the lesson performed by children or adults who have perfected this skill. Furthermore, teachers may use handouts to teach certain skills thus enabling children to learn independently. E.g.



- As part of the skill development, there may be chance for the children to perform what they have learnt or put the skills into a competitive small sided game.
- Plenary (10 minutes) – This is the part of the lesson where discussions and questioning can take place. E.g. how did the activity make you feel? What did you find challenging today? Can someone demonstrate what you have learnt today? Can you provide feedback?

It is important to remember that activities that require setting up in advance are done prior to the lesson, by a TA during the lesson or by the teacher whilst the children are engaged in their activity.

A lesson taught at KS2 may look like this:

- Introduction (5 minutes) - Introduce the Learning Objective, Success Criteria and Whole Child Objective
- Warm Up (10 minutes) - Have the children warm up by doing a short 10 minute activity. This may involve children following a teacher's commands, playing a simple game such as tag or practicing a skill taught from a previous lesson. Children will also be encouraged to stretch their muscles and begin to name parts of the body.
- Skill Development (35 minutes) – Introduce the skills linked to the Learning Objective in small steps. The teacher will be modelling what they want the children to do. The vocabulary linked to the lesson will also be used during this time. The teaching of the skills needs to be made very clear and modelled accurately for children to replicate. Children may also be given video examples of what is expected from the lesson performed by children or adults who have perfected this skill. Furthermore, teachers may use handouts to teach certain skills thus enabling children to learn independently.
- As part of the skill development, there may be chance for the children to perform what they have learnt or put the skills into a competitive small sided game. Within competitive games, children will have the chance to follow rules and score. E.g.

Hockey Rules



Teacher note: these are simplified rules that can be adapted for use.

Teams:

6 a-side. On an official pitch, there are large semi circles called shooting circles at either end (optional in lessons).





Starting and re-starting a game:

- Games starts with one team being given a Centre Pass (taken from the centre of the pitch) which can be passed in any direction.
- A Centre Pass is also taken at the start of each period of the game, alternately by each team, and by the non-scoring team after a goal has been scored. The direction of play for teams is alternated at the start of each period of the game.
- When a centre pass is taken at the start or re-start of the game, each team must be positioned in their own half of the pitch and the opposing players must be a minimum of three metres from the ball until the ball is played.

Scoring:

- A goal is scored when the ball has been struck from within the shooting area and it crosses completely over the goal-line between the goal-posts and under the cross-bar.
- A penalty goal will be awarded if a defending player deliberately stops a ball from crossing the goal-line with their feet or body

Tournament score sheet – four teams

	Team 1	Team 2	Team 3	Team 4	Total	Placing
Team 1						
Team 2						
Team 3						

- Plenary (10 minutes) – This is the part of the lesson where discussions and questioning can take place. E.g. how did the activity make you feel? What did you find challenging today? Can someone demonstrate what you have learnt today? Can you provide feedback?

It is important to remember that activities that require setting up in advance are done prior to the lesson, by a TA during the lesson or by the teacher whilst the children are engaged in their activity.

PE pedagogy:

Key pedagogy that underpins the teaching of Physical Education at Birley Spa Primary Academy includes the following:

- Clear and precise Learning objectives.
This will help children to clearly know what they should accomplish by the end of the lesson and will increase their focus and empower them to take more ownership of the activities and their learning.
- Assessment For Learning
Assessment is essential and integral to effective teaching and learning in PE as it provides information on students' strengths, weaknesses, and educational requirements, which informs future planning and teaching.
- Differentiation
Following assessment, differentiation can take place. There are a number of ways to differentiate a PE lesson:
 1. By outcome
All children participate in the same activities with the teacher expecting a range of different results from students.
 2. By task

Children will participate in different tasks (or versions of the same task) for individuals or groups within the class. This could also be considered as Differentiation by Level as students can work on tasks with varying levels of challenge.

3. By roles

This involves assigning different positions or responsibilities to students depending upon their abilities. These could include designating leadership responsibilities (i.e., captain, coach, and referee) or even positions within a sport (i.e. Point Guard in basketball would go to the team's best ball handler and passer).

4. By teaching styles

This involves different teaching approaches that best suit the student's ability or the activity. For more independent learners, a student-centred approach would be more appropriate, whilst another group may need a more teacher-centred approach. Also, for activities where safety is paramount (e.g. javelin) a teacher-centred approach is best.

5. By interaction

This involves selecting tasks with different focuses such as competitive, co-operative or individual in accordance with student's maturational and emotional needs. Competitive games can be high-stress situations for young people and a student with SEND may find them overwhelming if they haven't built enough confidence in the required skills.

6. By response

This involves planning different activities particularly with regards to assessment. Students should be able to demonstrate their understanding in a variety of ways, such as speaking or writing, physically demonstrating a skill whether on their own or part of a group

The diagram below shows various practical ways in which learning can be differentiated:



- Motivation and engagement
To be able to motivate all pupils in PE so that they participate in all activities with effort and a keenness to learn and refine skills. To ensure engagement throughout, lessons should be planned so that the children spend as much time as possible on tasks and as little time as possible on organisation and management.
- Questioning
Effective questioning techniques are an essential skill which serves numerous purposes. These include:
 1. developing listening skills
 2. challenging and focusing thinking
 3. communicating expectations
 4. developing interest and curiosity
 5. assessing knowledge and understanding
 6. redefining tasks for pupils of differing abilities
 7. helping pupils learn subject-specific terminology in PE

Impact

The impact of this curriculum design will lead to outstanding progress in children's performance, competition and social and mental development. Children will therefore be expected to leave Birley Spa a well-rounded individual physically, socially and mentally and will have reached at least their expected level in PE. We hope the children will understand the importance of physical activity, sport and PE and motivate children to become confident, resilient and disciplined, so that they become independent and take responsibility for their health and fitness throughout their life.