



## **Physical Education, School Sport & Physical Activity**

### **Curriculum Overview**

#### **Aims of the PE Curriculum**

We provide a safe and supportive environment for students to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development. We strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and develop interests that can be extended outside of school.

We offer a varied and stimulating program of activity to ensure that all children progress physically through a fully inclusive PE curriculum. We encourage all students to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and using the medium of sport, increase their self-esteem.

We aspire for students to adopt a positive mind-set and believe that great things can be achieved with determination and resilience. Students are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. This embeds life-long values of co-operation, collaboration and equity of play.

Our PE Curriculum, along with PSHE and science, teaches students about the importance of healthy living and learning about the need for good nutrition. We aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being.

PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The overview in Appendix A outlines curriculum coverage. Active learning experiences, break times, outdoor and adventurous activities and extra-curricular clubs ensure all students can achieve the recommended 30+ minutes of physical activity per day during school time. Accessing community sport facilities extend experiences and allow students to understand the facilities within the local area to encourage further engagement outside of school.

Sporting festivals and competition in both intra-school (e.g. sports day, charity fundraisers) and inter-school events through the Erewash School Sports Partnership, Derby County Community Trust, National Junior Athletics competitions and other external providers provide access to competitive sport.

## **EYFS**

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **Differentiation**

Sporting activities can be differentiated to meet using the Step Principle of adaptation (<http://www.thepeproject.com>) to ensure the appropriate level of challenge and support.



Teachers may also identify student specific interventions to support the sensory and physical needs of students. This is in consultation with partner agencies including Occupational Therapy, Physiotherapy and other medical professionals. These interventions are monitored using the Personal Learning Goals outcomes. Such interventions may include:

- Sensory integration tasks
- Rebound therapy
- Physical Literacy programme
- Physiotherapy plan

### **Health and Safety**

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.

Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Our School provides an appropriate PE kit for all children and keeps spare sets in school.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson.
- Students are taught to consider their own safety and that of others at all times.

Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips using EVOLVE.

| PE Curriculum Cycle  |                |                       |                |              |                |               |                       |
|--|----------------|-----------------------|----------------|--------------|----------------|---------------|-----------------------|
|  |                | Autumn 1              | Autumn 2       | Spring 1     | Spring 2       | Summer 1      | Summer 2              |
| <b>Stage 1</b><br>(GetSet4PE - EYFS)<br>Ladybirds  | <b>Cycle A</b> | Introduction to PE 1  | Fundamentals 1 | Gymnastics 1 | Dance 1        | Ball Skills 1 | Games 1               |
|  |                | Forest School         |                |              |                | Forest School |                       |
|  | <b>Cycle B</b> | Introduction to PE 2  | Fundamentals 2 | Gymnastics 2 | Dance 2        | Ball Skills 2 | Games 2               |
|  |                | Forest School         |                |              |                | Forest School |                       |
| Notes – Unit 2 increases in challenge  |                |                       |                |              |                |               |                       |
| <b>Stage 2</b><br>(GetSet4PE – KS1/LKS2)<br>Dolphins<br>Tigers<br>Foxes<br>Eagles<br>3A<br>4S  | <b>Cycle A</b> | Fundamentals          | Gymnastics     | Target Games | Ball skills    | Athletics     | Striking and Fielding |
|  |                | Forest School         |                |              | Swimming (KS2) |               |                       |
|  | <b>Cycle B</b> | Sending and Receiving | Dance          | Net and Wall | Invasion       | Athletics     | Cricket               |
|  |                | Forest School         |                |              | Swimming (KS2) |               |                       |
| Notes: Ball skills , fundamentals and sending and receiving KS1 units isolate skills to prepare students to apply these in games activities (target, net and wall, striking and fielding and invasion) with increased pressure, rules and decision making. |                |                       |                |              |                |               |                       |
| <b>Stage 3</b><br>(GetSet4PE – KS2)<br>3R<br>3G  | <b>Cycle A</b> | Basketball            | Gymnastics     | Volleyball   | Rounders       | Athletics     | Tennis                |
|  | <b>Cycle B</b> | Football              | Fitness        | Dodgeball    | Hockey         | Athletics     | Cricket               |
| <b>Stage 4</b><br>(GetSet4PE – KS2)<br>4KP<br>4KH  | <b>Cycle A</b> | Football              | Volleyball     | Fitness      | Hockey         | Athletics     | Tennis                |
|  | <b>Cycle B</b> | Basketball            | Badminton      | Tag Rugby    | Rounders       | Athletics     | OAA                   |

