

New Bewerley Community School

Physical Education, Sport and Physical Activity.

INTENT

Through our Curriculum Drivers of *'INCLUDE, CREATE, PERFORM'*, Physical Education at New Bewerley Community School will consist of a robust and progressive delivery of key sporting curriculum skills across a wide variety of sporting activities, ranging from fine motor skills in Foundation Stage and Key Stage 1, to team sports such as football and rugby in Year 6.

- We aim to develop children's physical health and fitness and promote positive, well-informed attitudes towards these areas of their lives
- We aim to develop pupils' ability to co-operate within a team setting and promote positive and respectful relationships and a respect for self, others and peers.
- We aim to develop pupils' core balance and strength and allow them to develop an enjoyment for sport in any form they choose having had access to a broad and varied curriculum.
- We aim to ensure that Physical Education is an invaluable means of giving children access to developing health, fitness and interpersonal skills and knowledge for life as well as a means of evaluating and improving their performance in a key area of the primary curriculum.
- We aim to increase children's ability to use core sports and fitness skills learned in PE lessons and enjoy applying them to a variety of sports throughout the course of their primary education.
- We aim to develop children's ability to rationalise their choices in games and evaluate their choices of tactics in order to continually evaluate and improve performance.
- We aim to ensure that all children by the end of Year 5 can swim 25m as well as understand water safety through having weekly swimming lessons.
- We aim to undertake a total of two hours or more of physical activity throughout the school week.



IMPLEMENT

At New Bewerley Community School, we use the REAL PE and Gym scheme, which is comprehensive and progressive.

Foundation Stage PE.

- Pupils will develop their fine motor skills and balance skills in the Foundation Stage. This will involve less formal activities and may be mainly focused on balances, poses, dance activities and any other form of exercise which encourages and improves balance, co-ordination and an awareness of themselves and others around them whilst developing listening skills and the ability to follow instructions safely and sensibly.



- Children will also develop an awareness of their body parts and their basic functions and this will be linked to physical activity (for example; can you touch your nose with one finger from your left hand?) in preparation for Key Stage 1 activities and games in PE.

- The Foundation Stage will be well-resourced and have their own version of the REAL PE scheme.
- Teachers taking opportunities for play-based learning when they see fit and integrating exercise into their classrooms and outdoor areas at their discretion.

Key stage 1

In Key Stage 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, 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
- perform dances using simple movement patterns

Key Stage 2

Pupils should continue to implement 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, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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.

Swimming and Water Safety:

All children must have access to swimming instruction in Key Stage 2 (year 5). In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

Time allocated for PE

The time allocated for PE is as follows:

- Reception: an hour of PE is allocated each week for the hall and outdoor provision is provided throughout the day every day. Physical development takes place through a range of mediums i.e. sand and water, climbing equipment
- Key Stage 1: 2 x 60-minute lesson each week.
- Key Stage 2: 2 x 60-minute lesson each week.
- Year 5 and 6: 1 x 60-minute lesson per week + 1 x swimming lesson per week.
- Weekly access to the NBCS Scooter Track.

Your child(ren)'s class teacher should make you aware when your PE days are and your child should come in complete PE kit.

Teaching and learning strategies.

At the beginning of every topic, teachers will use previous assessments to identify which children have not met expectations in this area of PE. These will be addressed through carefully differentiated planning. Teaching will focus on increasing basic skills and knowledge which can then be applied to game situations, as well as embedding an evaluative and inquisitive attitude amongst children that will equip them with the desire and the ability to assess and improve their own performance continually throughout a topic.

Teachers consider the needs of children of varying ability levels by clearly demonstrating differentiation and allocation of support staff as well as themselves in lessons. Challenges match

ability levels and less confident children are able to access the curriculum whilst more confident children are extended with more challenging activities, linked to the overall topic.

Out of school hours learning (OSHL)

In addition to curriculum time, an extensive range of extra-curricular clubs are provided for each Key Stage, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Recent clubs and events have included: dance, football, swimming galas, trampolines and tag rugby.

IMPACT

At the end of each lesson, teachers will review the learning through plenaries. Pertinent questions relevant to learning targets should be asked and this will allow teachers to evaluate whether pupils have understood lesson targets and can discuss how their learning; a) has allowed them to progress from last week and b) will allow them to be properly prepared for subsequent sessions.



Assessment of general PE and swimming takes place at the end of each half term. Teachers do further work where needed. Pupil voice and staff questionnaires are conducted termly to assess the impact of teaching and plan effectively for next steps. Pupils speak fondly of PE and can articulate what they have learned.

Sport Premium Funding

Sport Premium Funding is money that is provided by the government to make additional and sustainable improvements to the quality of Physical Education, sport and physical activity within schools. The school has been in receipt of additional government funding specified as 'Sport Premium' since its introduction in September 2013. The school receives around £20,150 (accurate 2021-2022) of funding each year.

We have the opportunity to spend the Sport Premium as we feel will best support and benefit the pupils at our school. This extra funding must be spent on Physical Education, school sport and physical activity. The way in which we are using the Sport Premium to support our pupils is as follows:

- 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school**
- 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**
- 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**
- 4: Broader experience of a range of sports and activities offered to all pupils**
- 5: Increased participation in competitive sport.**