



P.E. at Tenbury Primary Academy

School Vision Statement

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance, we aim to be the best that we can be.

‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

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Tenbury Curriculum Intent

The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.

At Tenbury Primary Academy we believe that:

- Children should develop competence to excel in a broad range of physical activities
- Children should be physically active for sustained periods of time
- Each student should be engaged within every PE lesson, competitive sports and activity

- We should promote and demonstrate the benefits of a healthy life, active lives and give every student the opportunity to participate and improve their physical ability
- Should lead, officiate and participate within lessons to give opportunities to develop leadership.

What PE looks like in our School

- Inspiring and challenging lessons
- Children working independently and in groups
- Children who are responsible, competent, confident and creative
- Opportunities for critical thinking and discussion
- Creative work, exploring ideas and recording experiences

By the end of EYFS pupils will:

Physical development is one of the three prime areas in EYFS. Each prime area is divided into Early Learning Goals, for physical development these are:

- ✦ **Moving and handling** - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing.
- ✦ **Health and self-care** - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

By the end of Key Stage 1:

- Master basic movements including running, jumping, throwing and 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.
- Be competent and confident and extend their development of balance, agility and coordination

By the end of Key Stage 2:

- Apply and develop a broader range of skills
- Link skills to make actions and sequences of movement
- Communicate, collaborate and compete with each other
- Evaluate and recognise their own success

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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

This is how it works:

- Teaching provided through discrete lessons on a theme through each half term
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Children are given opportunities to develop skills at the end of the lesson which are competitive or not if they choose so
- Challenges are set within every lesson on how they can continue to practice skills either at school or at home

This is what adults do:

- Teachers show enthusiasm for the subject regardless of personal capabilities
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement.
- Create a positive learning environment to encourage discussion and personal opinion
- Regular staff CPD with Sports Coach, assessment of students, team teaching and lesson observations
- Raise the profile of PE throughout the school with an active week, after school and lunch time clubs and active playtimes
- Intra phase competitions to allow all students to compete
- Intra school competitions to encourage 'less active' children to compete in PE
- Ensure a safe working environment
- Look for opportunities to use specialists and outside providers when necessary

This is how we support:

- Children are assessed at the start of the unit
- Clear targets are highlighted and prioritised

- Small group/1:1 support is put in place to develop confidence and ability with in PE where appropriate

We teach PE to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

- Teachers provide learning opportunities matched to the needs of children with learning difficulties.
- A range of equipment and resources so children can make progress

This is how we challenge:

- Differentiated lessons
- Small group work
- Encouraged to lead and coach their peers
- Additional activities to stretch learning or develop skills
- Extra-curricular activities
- Greater opportunities to compete and represent the school within inter school and county competitions
- Sign post to 'out of school' organisations and clubs to further develop

This is how we ensure all children can access the curriculum:

- EAL and SEN children are introduced to vocabulary before the lesson where appropriate
- Peer support
- Providing equipment that may support individuals

This is what you might typically see:

- Happy, engaged learners showing resilience
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are, creative and fun fostering a love of learning
- Children demonstrating a rich vocabulary
- Curious children who ask questions and take part in discussions
- Children who understand the importance of making mistakes and persevering to work through problems
- Confident children who are willing to persevere
- Self-motivated children

This is how we know how well our children are doing:

- Informal judgements based on observation during lessons.
- Tracking
- Teacher assessments and feed back
- Photo and video evidence of challenges and progress when appropriate
- Targeted use of TA's to help and support children when required
- Annual assessments in line with the National Curriculum in England 2014
- Summative assessment discussed during transition meeting with next class teacher

This is how PE contributes to the spiritual, moral, social and cultural development of the child:

- Learn about codes of conduct, rules, etiquette, fair play, unwritten rules and sportsmanship.
- Have opportunities to develop leadership skills.
- Develop respect for others.
- Explore role models in sport
- Play as part of a team.
- Participate in intra-school competitions.
- Develop effective communication skills.
- Have opportunities to participate in inter-school and county competitions.
- Are given leadership opportunities.
- Celebrate successes both in and out of school.
- Develop a sense of pride in playing/competing as part of the school community, independently or as part of a group

Are given opportunities to explore different cultures through dance and gymnastics

- Reflect on diversity in sport
- Reflect on and implement the British Values and Citizenship which are implicit in every aspect of PE.

Cultural Capital:

At Tenbury Primary Academy Cultural Capital is a term to describe the tools that students will need to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. These tools consist of knowledge gained, behaviours learned and skills mastered and it is our job to ensure that all learners have the opportunity to develop these attributes through their school experience.

We plan to enrich a student's development in the following areas to increase their 'Cultural Capital balance'.

- a. The extra-curricular programme related to sports and well-being;
- b. The celebration of sporting achievement including personal fitness and competitive sport;
- c. Cycling proficiency training;
- d. Activities available for unstructured time, including lunch and break times and the opportunity to run the Daily Mile;
- e. Activity-based residential;

[This is the impact of the teaching:](#)

At Tenbury Primary Academy, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We hope children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of primary school. All pupils understand the values and importance of fair play and being a good sportsperson. Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently

At Tenbury you will see:

- Confident children who can talk about PE
- Children who are enjoying their learning within PE
- Stronger understanding of personal development as well as the benefits of daily activity and PE
- Children developing and practising their skills on top of regular PE lessons.