

Curriculum Subject Statement: Physical Education

The principles for River Bank Primary school's curriculum design follows Dylan William's *Principled Curriculum Design* (2013), which are:

- *Balanced*
- *Rigorous*
- *Coherent*
- *Vertically Integrated*
- *Appropriate*
- *Focused*
- *Relevant*

Details of how these have been incorporated into our overall curriculum design can be found on the *River Bank Primary Curriculum Intent Statement document*.

In specificity to Physical Education some of the applications are further explained, below.

A 'Balanced' Physical Education curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. All learning content Physical Education taken from the National Curriculum programme of study and all statutory objectives are covered throughout EYFS, KS1 and KS2.
2. Physical Education has sequenced topics in each year group, which are taught weekly, and are protected from being replaced by core subjects. Curriculum content is not 'blocked', but individual lessons can be extended in cases where more time is essential to understanding.
3. Trips, visits and competitions are planned carefully to support curriculum content and to offer children an experience which is both memorable and informative. Competition is a key feature of our extended opportunities programme and we ensure that all pupils have access to a variety of intra and inter school competitions. In previous years, we have exploited our communities love for cricket and have taken groups of children to the men's and women's 100 at the Oval.

A 'Rigorous' Physical Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. All of the Physical Education is taught with the vision that all pupils will leave primary school being physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.
2. Our Physical Education overview is intertwined with the development and progress of key skills. These skills are sequenced to ensure progression throughout the years. This development of skills starts from EYFS. An example of this: during the summer term, our EYFS pupils will explore the use of 'Rackets, Bats, Balls and Balloons'. This will encourage the children to control objects using their hands and equipment. Within Key Stage 1, the children will progress into 'Rackets Bats and Balls', thus building and developing the children's ability control objects using equipment. Children will then start to be encouraged to use these skills to focus on accuracy and procession through repetition and recapping throughout the years. Our step-by-step planning ensures effective progression of these skills. Lower Key Stage Two will use these skills as they transition into implementing them into individual sports, tailoring the skills effectively for tennis, rounders and cricket. Both cricket and rounders will be taught again

during Upper Key Stage Two. They will also transfer the skills they have developed to suit an individual sport. An example of this is deploying their balance skills into gymnastic and dance performances. Children will use the skills they have developed over the years to partake in some team activities in which these skills are required.

3. PDRs for curriculum leaders often focus on the area for which they are leading, which helps to raise the expertise of leaders. In previous years our head of EYFS took part in active English. This cross-curriculum activity combined English with physical movement. Our current PE lead has attended session with 'active Luton' enabling her to seek guidance from expert leaders in several sports.

A 'Coherent' Physical Education Curriculum

At River Bank Primary School, this is evident in our curriculum design in the following ways:

1. The Physical Education curriculum has been carefully designed and sequenced to build on previous knowledge. Across the key stages we continue to build on this knowledge. This coherence is designed across curriculum areas. For example, 'Animals of the Continent' are taught in Science during Year 1. The children during this unit will visit Whipsnade Zoo. This knowledge will support these children during 'The Zoo' with in their dance unit of work where they observe and recreate how animals move. They will then use this knowledge of movement and incorporate in time with a piece of music.
2. Year 2 follow a movement-based unit on 'Water'. The children of Year 2 additionally learn about water during their geography lessons, this includes a trip to Clacton on Sea to look at the movement and features of the coastline, therefore creating additional coherency with the children knowledge of the selected focus. This coherency and prior knowledge enable the children to focus on their movement skills. Having a knowledge of the movement of water and how we can recreate it using our bodies. For example how water starts at the stream and slowly grows and becomes more powerful.

A 'Vertically Integrated' Physical Education Curriculum

At River Bank Primary School, this is evident in our curriculum design in the following ways:

1. Physical Education vertical integration is built on materials and prior knowledge taught earlier, and is coherently progressed. An example of this would be knowing that more power provided by your body will enable the object to travel further. When the children go to throw a ball the way they are standing can impact the power generated (EYFS). Using equipment, a racket, alongside using the power of your body will allow an object to travel even further (Key Stage 1). Ensuring accuracy and correctly usage of equipment, intertwined with the power provided with your body, will again provide more control and power (Key Stage 2)
2. A further example of this would be: during EYFS and Key Stage 1 children will start to learn 'Games for Understanding'. This is preparing our children to be physically literate; having an understanding of rules, team work, participation and the tailoring of skill to fit individual sports. Forming a basic understanding of attacking and defending. As children transition into Key Stage 2 to begin to learn and practically participate in 'Game Sense Invasion'. How to effectively defend and attack in teams and how to use their bodies to refine these skills.

3. The Year 6 pupils will focus on prejudice and discrimination within sport. Focusing on topics such as sexism in sport. This coherently links to their PSHE topic of celebrating difference.

An 'Appropriate' Physical Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. Physical Education material is sequenced and taught from the National Curriculum on a 'year by year' basis.
2. Children are not set according to ability in Physical Education.
3. In Physical Education, independent learning tasks are set by the teachers using the 'Slope of Difficulty' approach, with any misconceptions / misunderstanding picked up through feedback in the next section.
4. Essential knowledge and skills are tested as part of low-stakes retrieval practice at the start of each Physical Education session. An example of this would be the repetition of previously learnt skills during our warm up session.

A 'Focused' Physical Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. Physical Education medium-term planning highlights material we consider essential amongst other important material.
2. The essential Physical Education knowledge makes up much of the retrieval practice that takes place at the start of each session.
3. Each year, the Physical Education content is reviewed and refined with teachers, year leaders and curriculum leaders.

A 'Relevant' Physical Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. In Physical Education, children are able to engage with school trips which offer experiences to children and to make learning as concrete as possible. For example: our extended opportunities programmes ensure that all pupils have access to a variety of intra and inter school competitions. This includes competitions across the Key Stages for boys and girls within football, rugby, cricket, netball, dodgeball and several more.
2. In Physical Education, the material within our curriculum areas is relevant to the children's own interests and helps our pupils be good citizens of the future. This includes looking at looking at prejudice and discrimination in sport, mindfulness provided by sporting activities and health related exercise and its benefits. We used relevant sporting role models to establish our sporting houses (Usain Bolt, Sir Mo Farah, Dame Jessica Ennis-Hill and Ellie Simmonds).