



## PE at Bardsey Primary School

### **Vision**

Physical Education at Bardsey is a crucial part of a child's education as it can help them towards an active and healthy lifestyle.

We aim to provide opportunities for pupils to become physically confident in a way that supports their health and fitness, whilst boosting self-confidence, self-esteem and supporting the development of social skills; encouraging all children to become physically active, successful, lifelong learners.

We are aware that research has shown a direct link between children's physical and mental health and therefore we aim to provide experiences that will inspire pupils to not only develop physically but ensure mental wellbeing and a desire to succeed.

We encourage all children 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.

As the children move through the school, knowledge and skills are built upon and learning takes place sequentially. Our curriculum is designed in a way that enables the teachers to have the flexibility to ensure that the children develop knowledge and skills through the use of a wide range of sports and activities and enabling them to reach their full potential. This is supported with the use of external professional coaches who deliver lessons and provide CPD opportunities for staff to further enhance their subject knowledge.

At Bardsey, we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development.

Our PE Curriculum, along with PSHCE and Science, teaches children about the importance of healthy living and learning about the need for good nutrition.

## EYFS Curriculum

The EYFS curriculum can be viewed in the 'Development Matters' document using the link below.

<https://www.early-education.org.uk/sites/default/files/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage%20-%20FINAL.pdf>

## Key Stage 1 National Curriculum

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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 apply 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, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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 schools must provide swimming instruction either in key stage 1 or key stage 2. 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 [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

## Intent

Our PE curriculum intends to:

- develop the children's competence to excel in a broad range of physical activities.
- ensure every child is physically active for sustained periods of time.
- prepare children with a happy experience when participating in Physical Education transitioning to KS3.
- facilitate the children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience.
- give children the opportunity to engage in competitive sports and activities/clubs.
- encourage children to lead a healthy and active lifestyle.
- promote children's social skills including teamwork, leadership, fairness and respect.



## Implementation

### Progression

In ensuring high standards of teaching and learning in PE, we implement a curriculum that is progressive throughout the whole school. Each child receives 2 hours of curriculum time PE on a weekly basis which is carefully planned and mapped out to ensure a broad and full range of skills and activities. These sessions are either delivered by class teachers or specialist coaches during PE lessons.

### Teaching

Children take part in a range of invasion, striking & fielding or net & wall games, we promote imagination and creativity in gymnastics and dance as well as provide opportunities for athletics using both indoor and outdoor environments plus outdoor and adventurous activities. Pupils are encouraged to take part in after school clubs and have the opportunity to compete against other schools. In KS2, children go on a residential course for outdoor activities. Children in KS2 attend swimming lessons at the local swimming pool where they are taught to swim competently, confidently and proficiently over a distance of 25m using a range of strokes.

Pupils communicate and collaborate with each other and develop an understanding of how to improve in physical activities. There are many opportunities across the year for children to take part in inter and intra school competitions, as well as festivals, where children's successes in sports are celebrated. In addition to PE in curriculum time, we also strive to provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs that also involve parents and the local community.

Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have well-staffed and equipped playgrounds, a sports field, two adventure playgrounds (one for KS1 and one for KS2), skipping ropes and an outdoor area specifically for the EYFS children.

To develop leadership and communication skills, children in Year 4 can apply to become a 'Playmaker' which is a responsible role in encouraging younger children to learn how to play collaborative games, respecting rules and to be as active as possible during playtimes. Children selected are positive role-models for other members of the school, organising equipment at breaktime games and assisting with annual sports days.

At Bardsey, we strive hard to incorporate 'The Daily Mile' into our daily timetable. This helps meet the government target of all children being physically active for 60 minutes per day.

### **Key Knowledge and Vocabulary**

Children have access to key knowledge, language and meanings to understand PE and to use this vocabulary across the curriculum.

### **Skills**

Our PE curriculum has been re-designed by the teachers to ensure there is a sequential progression of skills and knowledge built into sequences of lessons using our *Get Set 4 PE Curriculum Scheme*.

### **Curriculum Enhancements (visits, visitors, themed days/weeks)**

Children are provided with many opportunities to enhance their contribution and connection to sport. Our annual sports day is a celebrated event promoting competitive sport but also as a way of bringing the community together. Children get the opportunity to experience professional clubs and international events such as The Cricket World Cup at Headingley Stadium, Leeds Rhinos Matches, Yorkshire Cricket Club and Leeds United matches.

Children are offered the opportunity to participate in a range of sporting after school clubs such as dance, football, netball, cricket, dodgeball, multi-sports. In Y2 and Y4 the class represents the school in the Skipping School Festival where we have been very successful over a number of years.

In KS2 children are offered multiple opportunities to represent the school in competitive competitions and sports teams such as cross country, indoor athletics, hockey, football, netball, tag rugby, cricket, gymnastics, tennis.

Bardsey has many children that attend many local sports clubs and teams outside of school at a wide range of local clubs that extend our community links. These can be found on our website.

### **Independent Learning**

Children are encouraged to set personal best targets, review their own and peer's performance, choose their own level of challenge through differentiated resources e.g. In rounders they could use a tennis racket, cricket bat or rounders bat to reach their personal success.

### **High Quality Resources**

Children will have access to high quality resources using *Get Set 4 PE Scheme* for their learning and act as an effective learning stimulus. Equipment is well resourced, up to date, safe and supports all areas of the PE curriculum.

### **CPD**

Specialist coaches provide curriculum enhancement and provide an opportunity for teaching staff to increase their competence to teach a range of sports independently. Such as Leeds Rhinos Dance Academy. We also involve local coaches such as Bardsey Tennis Club, Bardsey Sports Club and local golf and tennis clubs too to share their knowledge and create community links. Subject Leader attends frequent meetings within the WVLP partnership with other Leaders to discuss competitions, coaches, fixtures and resources and link with Wetherby High School.



## Impact

The impact and measure of our PE curriculum is:

- we motivate children to participate in a variety of sports which are engaging and fun.
- we inspire children to instinctively utilise skills and knowledge acquired during PE lessons.
- happy and healthy children.
- all children will show enthusiasm towards PE.
- KS2 children will have represented the school and have had a sense of achievement whilst doing this.
- children will leave school with a well-rounded approach towards all aspects of life.

### **Leadership, Assessment and Feedback**

- The PE leader has a clear role and overall responsibility for the progress of all children in PE throughout school.
- The PE subject Lead attends numerous meetings across the academic year with other partnership coordinators in the North Leeds region.
- Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional physical challenge activities.
- Frequent and progressive assessment of PE is carried out after each unit block of PE activity across the school using the 'Get Set 4 PE' assessment tool.
- Children are selected to represent the school across various inter and intra sporting competitions, festivals and tournaments based on their performance and attitudes in PE.
- Where possible, each class across the school participates in 'The Daily Mile' where children and adults get the opportunity to come together to be physically active for 15 minutes each day and encourage social interaction between children across the school.
- Our school and class assemblies include focusses on various sporting individuals and sports such as Usain Bolt, The Olympics, Wimbledon to broaden the children's sporting knowledge.
- We have also had visits from Local professional teams who have carried out sporting assemblies such as Leeds Rhinos with their mascot 'Ronnie' and A professional coach from Bardsey Tennis Club.

## Progression Map

EYFS	KS1	KS2
<p><b>Early Learning Goals:</b></p> <p><i>Moving and Handling:</i> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><i>Health and Self-care:</i> Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>	<p>Pupils should continue to apply 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.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>

The documents below show progression of skills for each year group and each individual sport, along with year group vocabulary for each sport covered.

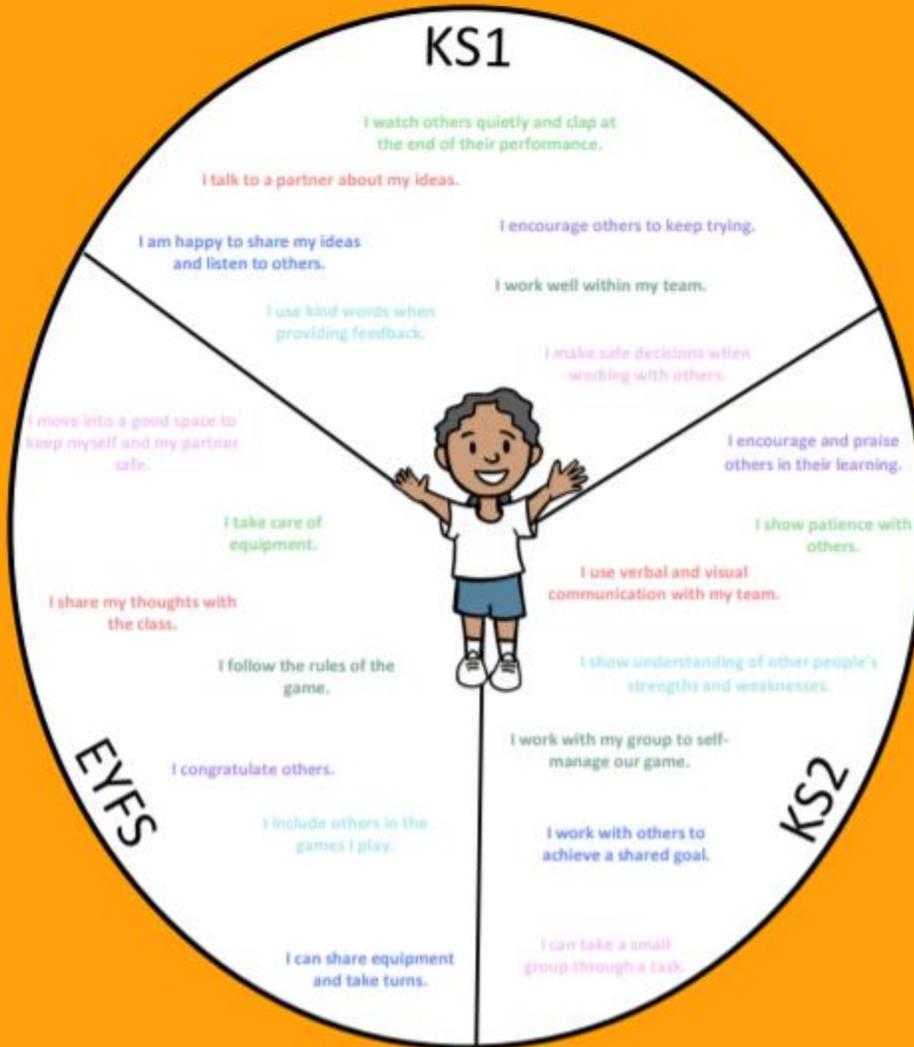
## Our Curriculum

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	Get Set 4 PE –Intro to PE - unit 2	Get Set 4 PE – Intro to PE - unit 2	Get Set 4 PE - Fundamentals – unit 2	Get Set 4 PE - Fundamentals – unit 2	Get Set 4 PE – Gymnastics – Unit 2	Get Set 4 PE – Gymnastics – Unit 2
<b>Year 1</b>	Fundamentals Ball Skills	Gymnastics Sending and Receiving	Dance Target Games	Yoga Invasion	Athletics Net and Ball	Teambuilding Striking and Fielding
<b>Year 2</b>	Ball Skills Fundamentals	Gymnastics Fitness	Dance Skipping	Invasion Yoga	Athletics Net and Ball	Team Building Striking and Fielding
<b>Year 3</b>	Ball Skills Fundamentals	Gymnastics Dodgeball	Dance Netball	Fitness Tag Rugby	Athletics Tennis	Cricket Orienteering
<b>Year 4</b>	Basketball Golf	Skipping Football	Dance/Gymnastics Dodgeball	Hockey Netball	Athletics Tennis	Yoga Rounders
<b>Year 5</b>	Netball Badminton	Gymnastics Dodgeball	Dance Football	Fitness Tag Rugby	Athletics Tennis	Cricket Orienteering
<b>Year 6</b>	Basketball Golf	Gymnastics Volleyball	Dance Hockey	Yoga Tennis	Athletics Cricket	Football Rounders



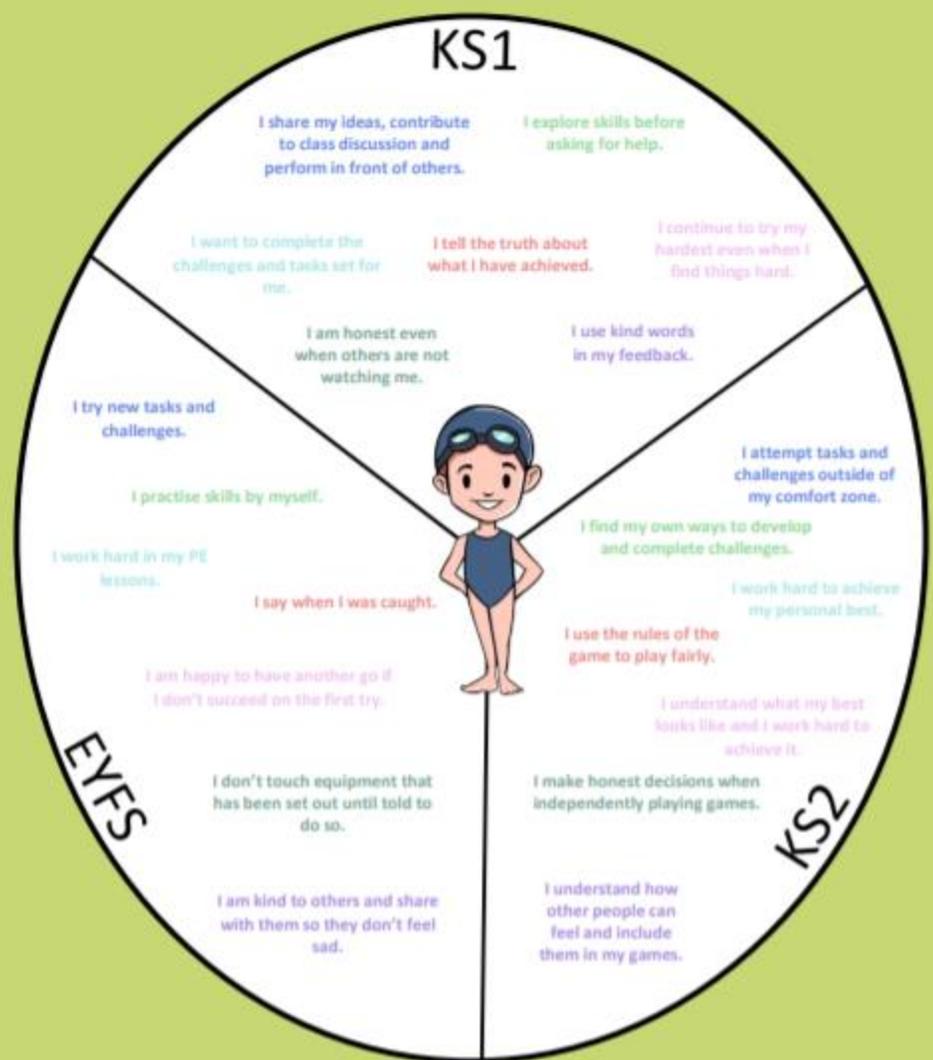
# SOCIAL SKILLS IN PE

Collaboration      Communication      Cooperation  
 Respect      Kindness      Leadership      Supportive



# EMOTIONAL SKILLS IN PE

Confidence      Honesty      Integrity  
 Independence      Determination      Perseverance      Empathy





# THINKING SKILLS IN PE

Problem Solving

Selecting and Applying

Providing Feedback

Decision Making

Reflection

Comprehension

Creativity

## KS1

I choose where to move to help my team.

I suggest ideas to solve tasks.

I know when and why I succeed.

I know when to pass and when to shoot.

I understand how to score points.

I use key words to give people feedback.

I choose actions to help show an idea in dance.

I can choose my own methods of travelling.

I make quick decisions, sometimes under pressure.

I think about the best space to move into to avoid being caught.

I plan and apply strategies to overcome a challenge.

I understand when I am successful.

I recognise my strengths and areas for development.

I choose a type of throw to help me to score points.

I decide what to do to make things harder for my opposition.

I understand the aim of the game.

I can use skills and tactics to outwit an opponent.

## EYES

I can say what I liked about someone else's performance.

I identify strengths and areas for development in other's performances.

## KS2

I use my imagination to show different characters or ideas.

I use my own ideas in response to a task.

