

## PE at The Ryde School

“Every child needs to have access to quality physical education development opportunities in school, after school and in the wider community. Such opportunities are essential if children are to accumulate the skills, attitudes and knowledge to fully engage in physical activity for the rest of their lives.”

‘Physical literacy’ Val Sabin 2020

### **PE Curriculum Rationale**

Physical literacy – Val Sabin <https://www.valsabinpublications.com/>

Association for physical education <https://www.afpe.org.uk/physical-education/recommended-readings/>

Lavin, J. (2008) Creative Approaches to Physical Education: Helping children to achieve their true potential. London; Routledge

Gallahue, D.L. and Ozmun, J.C. (2011) Understanding Motor Development: Infants, children, adolescents, adults (7<sup>th</sup> edn) London: McGraw-Hill

The benefits of P.E. on health and wellbeing of children [Health Benefits of Physical Activity for Children | Physical Activity Basics | Physical Activity | DNPAO | CDC](#)

We have high aspirations for the children at The Ryde and strive for them to enjoy all aspects of physical education at appropriate levels. We aim to nurture their ambitions so they can be the footballers, sports coaches, trainers or Olympians of the future. Our core values lay the foundations of these aims. At The Ryde we all believe that ‘From little acorns mighty oaks grow’. We nurture and encourage our children to develop and grow into their full potential.

We work hard at The Ryde to offer the children creative, exciting and inclusive P.E. lessons and experiences that offer opportunities for children to develop their enjoyment and understanding of the skills and knowledge needed to play any sport. At The Ryde we believe that physical education, school sport and physical activity experienced in a safe and supportive environment, is a unique and vital contributor to a pupil’s physical development and well-being.

Our PE policy establishes common codes of practice for staff and pupils and common administrative procedures. It also ensures that statutory and local requirements are followed and other national guidelines, such as codes of practice, are considered.

Aspects of this document, for example policy regarding acceptable clothing, footwear and jewellery are set out on our website and in newsletters so that parents know exactly what is required for PE.

Our aim of establishing and applying safe-practice standards in PE are to:

- enable pupils to participate in PE activities that provide appropriate challenge with acceptable risk
- promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life
- fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
  - *an environment that is safe for activity*
  - *adequately supervised activities*
  - *the use of regular and approved practice*

- *progressive stages of learning and challenge*
- *building a system of advice and the practice of warning*
- *the use of equipment for the purpose for which it was intended*
- *providing basic care in the event of an accident*
- *the use of forethought and sound preparation*
- *involving pupils in the process of risk management*
- ensure clear management responsibilities and organisation provide for safe systems of work
- identify and provide for any professional learning needs the staff are likely to encounter in their work.

We make good use of our grounds and resources to help the children to learn and practice. We also make use of trained sports coaches to support the children's learning in games, dance and gymnastics, providing invaluable CPD training for staff.

## Curriculum Intent

Our PE curriculum is designed to offer our children a curriculum that is broad and balanced and through which they will have, by the end of each milestone, a long term memory of the ways to extend and improve their physical abilities. Our PE curriculum has been shaped to allow children to revisit categories in order to deepen their understanding and knowledge of key areas.

Each milestone spans two years of study. The two years of a milestone have different teaching approaches. In the first year of the milestone the teaching will be direct instruction to enable the learning of skills. In the second year of the milestone teaching will support more in depth and independent learning as children will have sufficient knowledge and skills to be able to problem solve to make further progress at their own level.

The PE curriculum consists of the key concept of: *Developing practical skills in order to participate, compete and lead a healthy lifestyle.*

This could be: games, dance, gymnastics, swimming, athletics, outdoor and adventurous activities.

Knowledge categories consist of:

*Movement*

*Healthy lifestyle*

*Tactics and strategy*

*Leadership*

*Vocabulary*

*Personal and social*

We enrich the children's learning in school with memorable and unforgettable experiences which provide opportunities to inspire, motivate and consolidate learning. Such as: **Outdoor and Adventurous Week, Sports Day, Inter-school competitions. The Sports Premium is use creatively to give children opportunities to experience a range of different sports, hopefully sparking an interest or discovering a skill or talent in a sport. Children in Year 6 are introduced to golf at the local golf club, Year 5 take advantage of local lakes learning kayaking, body boarding and open water safety, Year 4 are introduced to a range of sports including climbing wall, Zorb activities, high ropes, mountain boarding, Year 3 are taught archery.**

At The Ryde we believe that it is not just about what happens in our classrooms, it is about the added value we offer to inspire our children to want to learn and participate through enjoyment.

**Swimming** – Children in Classes 4 and 5 take part in termly swimming lessons. Additional swimming is to be offered to Year 6 to cover loss of teaching time over the pandemic. This is to make sure that all children have the opportunity to be competent swimmers by the end of KS 2.

## **Curriculum Implementation**

Senior leaders attended training on 'Designing Your Curriculum' with Chris Quigley. This training was based on the research of Herman Ebbinghaus and John Sweller. This training was shared with staff. As a result, our PE curriculum, the learning opportunities and assessment milestones have been matched for each year group to ensure the revisiting of key skills and knowledge categories, so ensuring a gradual and solid build in understanding, and the progression through them.

Teachers, with the support of the curriculum leader, have the autonomy to deliver a curriculum that is relevant to their children. Teachers also make meaningful links with other curriculum areas where relevant for example:

**In Year 4 there are links with geography, history and PSHE (mapping).**

**A dedicated orienteering course, specially designed for our school grounds, is used by all year groups with links to maths, French, science and literacy etc.**

Medium term plans are produced at the beginning of each term, based on the Val Sabin P.E. curriculum plans for dance and gymnastics. Learning objectives are clear to see for each session, as are planned activities for learning and expected outcomes. Resources are detailed for each session. PE is taught twice a week, once by trained coaches and once by class teachers.

All aspects of games teaching are undertaken on a weekly basis by trained coaches from All4sport coaching company. They plan and deliver lessons according to curriculum guidelines, making sure that all areas are taught at levels appropriate to age and ability of the children. They communicate with teachers and have a good knowledge of the children they are teaching. They also assess all children at the end of each unit taught, with assessments sent to school every term.

## **Curriculum Impact**

We use formative assessment information in our PE lessons at The Ryde. This information is used by staff to inform their short term planning. It helps teachers to provide the best possible support for all children, including children with EAL, SEND or the more-able.

Assessment milestones for each phase have been broken down for each category, allowing for detailed assessment of progress. Within each milestone children gradually progress through three cognitive fields: basic, advancing and deep. The ambition is that most children will achieve a sustained mastery at the 'advancing' stage of understanding by the end of each milestone, and for the more-able to have a greater depth of understanding at the 'deep' stage.

**Therefore, the time-scale for sustained mastery or greater depth is two years.**

In the first year of a milestone children are expected to achieve the 'basic' stage of learning. Direct teaching will have enabled the children to learn knowledge and skills in preparation for a higher level of learning and understanding in the second year of the milestone.

Assessment information is collected termly by the subject leader to be analysed. Results are reported to senior leaders and the link governor. This process provides an accurate and comprehensive understanding of the quality of teaching and learning in PE.

Planning is monitored at the beginning of each term and at intervals in between, in line with other monitoring actions such as: pupil voice, staff voice, lesson observations.