

## Generic INTENT

Vision		Mission
<ul style="list-style-type: none"> <li>*An inspirational, stimulating and well-resourced environment</li> <li>*A safe and secure school at the heart of the community</li> <li>*Inquiry, independence and enthusiasm for learning</li> </ul>	<ul style="list-style-type: none"> <li>*Preparing all children for life</li> <li>*A high quality professional team</li> <li>*Taking pride in all our achievements</li> <li>*High standards of behaviour</li> </ul>	Where every child counts
<p><b>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</b></p>		
<p style="text-align: center;"><b>Preparing Children for Life</b></p> <p>We believe that we are preparing children for 21<sup>st</sup> Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.</p>		
<p style="text-align: center;"><b><u>Aims and Objectives</u></b></p> <p style="text-align: center;"><u>At William Barnes Primary School, we believe that children deserve:</u></p> <ul style="list-style-type: none"> <li>• To be set appropriate and stimulating learning challenges</li> <li>• To be taught well and be given the opportunity to learn in ways that maximise the chances of success</li> <li>• To be given quality feedback which highlights successes and areas for improvement.</li> <li>• To have adults working with them to tackle the specific barriers to progress they face.</li> </ul> <p style="text-align: center;"><u>It is also our aim that :</u></p> <ul style="list-style-type: none"> <li>• Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.</li> <li>• Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts.</li> <li>• Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.</li> </ul>		
<p style="text-align: center;"><b><u>Knowledge and Skills</u></b></p> <p>As a school, we believe in the equal relationship between knowledge and skills in our curriculum.</p> <p style="text-align: center;">We believe that:</p> <ul style="list-style-type: none"> <li>• Knowledge can be declarative ( to know that ) or Procedural ( to know how ).</li> <li>• Both these forms are important and that Declarative knowledge is turned into Procedural knowledge. through action and the act of applying.</li> <li>• Skills can be Procedural knowledge as a result of the application of Declarative knowledge.</li> <li>• Skills can be linked to dispositions and behaviours.</li> </ul> <p>In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.</p> <p>We prefer to see the debate laid out as:</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Knowledge → Comprehension → Application → Evaluation</p> </div>		

<p><b><u>Global Community</u></b></p> <p>We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.</p>	<p><b><u>Parents</u></b></p> <p>“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)</p>
---	---

## Physical education INTENT

### Current Practice

#### **Vision and Mission**

At William Barnes Primary School, all children should be given the opportunity to a high-quality curriculum that inspires all to succeed and excel in physically demanding situations and competitive sport. The curriculum should complement health and fitness to develop physical confidence and embed values such as fairness and respect.

#### **Aims**

The national curriculum for physical education aims to ensure all that pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

#### **Objectives**

##### **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.

Key stage 1 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

Key stage 2 pupils should be taught to:

- 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

## **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
- Perform safe self-rescue in different water-based situations.

## Curriculum overview

	<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>	Gymnastics	Gymnastics	Dance	Dance	Multi-skills	Swimming
<b>Year 1</b>	Orienteering	Games	Games	Games	Games	Swimming
	Games	Dance	Gymnastics	Gymnastics	Dance	Games
<b>Year 2</b>	Orienteering	Games - Unihoc	Games - Multiskills	Games - Tennis	Athletics	Swimming
	Multi-skills	Dance	Gymnastics	Dance	Rounders	
<b>Year 3</b>	Dance	Gymnastics	Dance	Dance	Athletics	Athletics
	Net/ wall – Tennis	Invasion – Netball	Invasion – Hockey	Invasion – Tag rugby	Striking/ fielding - Rounders	Swimming
<b>Year 4</b>	Dance	Gymnastics	Dance	Gymnastics	Athletics	Swimming
	Invasion – Football	Invasion – Football	Invasion – Netball	Invasion – Basketball	Striking/ fielding – Rounders	Net/ wall – Tennis
<b>Year 5</b>	Net/ wall – Tennis	Dance	Invasion – Hockey	Gymnastics	Athletics	Swimming
	Invasion – Tag rugby		Gymnastics		Striking/ fielding – Cricket	Net/ wall – Tennis
<b>Year 6</b>	Dance	Dance	Gymnastics	Gymnastics	Athletics	Swimming
	Invasion – Hockey	Net/ wall – Tennis	Invasion – La Crosse	Invasion - Netball	Invasion – Handball	

## IMPLEMENTATION

### How We Teach

At William Barnes Primary School, there is a minimum of 2 hours of scheduled physical education per week. This will focus on a range of fundamental movement skills and competitive games individually and within a team including tactical attacking/defending led by teachers and specialist sports coaches. An outline of physical education entitlement is below.

Year group	PE entitlement	PE entitlement
	Indoor – Hall space	Outdoor
Reception	1 hour	Unlimited opportunities for outdoor play experiences.
Year 1	1 hour	1 hour
Year 2	1 hour	1 hour
Year 3	1 hour	1 hour
Year 4	1 hour	1 hour
Year 5	1 hour	1 hour
Year 6	1 hour	1 hour

### **Teacher led physical education**

All staff have access to a bank of structured lessons through physical education schemes of work. 'Jacky Reaney' scheme of work provides a lesson by lesson approach that promotes individual excellence while ensuring appropriate progression throughout the school beginning at Reception and ending with Year 6. 'Jacky Reaney' supports teachers with dance, gymnastics, athletics and games. The 'Val Sabin' scheme and TOP PE supports with the teaching of games at William Barnes. Lessons are planned to cover the National Curriculum themes of athletics, dance, gymnastics, OAA and games (net and wall, invasion and striking and fielding). The curriculum considers the importance of both the breadth and depth of learning. Throughout the academic year, the allocated 2 hours curriculum time per week is split between the class teacher and specialist sports coach.

### **Specialist led physical education**

William Barnes Primary School enhance the physical education curriculum with the addition of specialised sports coaches that led sessions with children. Coaches also provide essential continual professional development for teaching staff raising the standard of physical education at William Barnes. Within an academic year, key stage 1 children and staff will experience a minimum of 12 hours with specialised coaches and key stage 2 children and staff a minimum of 18 hours.

Specialised coaches are provided by Premier Education and work alongside William Barnes' teachers to ensure high quality physical education is being delivered and assessed.

### **Intra-House competition**

With a focus of competitive game play including tactical decisioning, the William Barnes Intra-House competition takes place throughout the whole of the academic year. At the end of each half term, key stage 2 classes will compete in their houses (Meadown, Cedar, Stour, Bulbarrow) in a sporting competition centered on that half term's learning. Scores are recorded and added to the on-going House Competition notice board with 5 points for a win, 3 points for a score draw, 2 points for a non-scoring draw and 1 point for a loss. This guarantees that all children at William Barnes Primary School will have many opportunities for playing sport in a competitive manner.

### **Personal bests**

Pupils of William Barnes Primary School are always encouraged to reach their full potential, and this is no different in physical education. *Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.* This is present with athletics and half termly timed cross country runs. Children are aware of their personal bests and are inspired to improve.

### **Inter-School competition**

William Barnes also offers opportunities for Inter-School sport through a rich and varied sporting calendar against local schools. These include: football (girls, year 2, year 3/4, year 5/6), orienteering, tag-rugby (A/B team), boccia, netball, dodgeball, cross country (years 3, 4, 5 and 6 – A/B team), handball, quad kids (years 3 and 4), rounders (year 3 and key stage 1), cricket, athletics, tennis and swimming galas/aquathons.

### **Active curriculum**

Alongside the 2 hours of timetabled physical education per week, William Barnes offers an active curriculum. Every morning there is an opportunity for classes to begin the day with Wake and Shake, a high intensity dance and stretch. In addition, twice a week, key stage 2 children run a mile using the school running track. Teachers are also encouraged to use physicality within other curricular areas, and this is highlighted on lesson planning. During break times, children are provided with a range of different sporting resources so they can continue to develop fundamental movement skills through play.

In reception and key stage 1, the active curriculum is complemented by using programmes such as BBC supermovers, GoNoodle, Jump Start Jonny and Cosmic Yoga. Reception will also start the day

with Storycise developing both gross and fine motor skills. Children in reception also have unlimited opportunities for physicality and movement using their explicit outside area.

### **More Able**

During the summer term, recognised more able sports people can extend and enhance their skill set through specialised small group coaching. Children from years 1 – 6 are chosen by class teachers and work with a Premier Sport coach over a period of 6 weeks.

More able sports people are also encouraged to join local out of school sports clubs with the school maintaining many links with these clubs. Sports clubs visit the school to provide taster sessions and/or assemblies to encourage participation. Details for links with out of school clubs are displayed in the sports notice board on the school playground. Children are also encouraged to share awards and certificates they have earned from out of school clubs during assembly time.

### **Sports Ambassadors and leadership**

Each year a highly motivated group of year 6 children apply in writing to become sports ambassadors. These children attend training provided by Sainsburys as part of the Bronze Sports Ambassador Scheme. These children then support physical education and sporting events within William Barnes including planning, organising and leading a 'Change for Life' club for selected key stage 1 children.

The sports ambassadors join with the physical education leader to create the 'sports crew.' Meeting at least once a half term, they discuss issues surrounding physical education at William Barnes. They will also support in all sporting events held at the school.

### **Sainsburys' School Sports Day**

Each year sports day occurs in July. During the morning, key stage 1 children participate in their traditional sports day with the sports ambassadors supervising and supporting races. Meanwhile, key stage 2 compete in Intra-House sporting competitions within their classes. In the afternoon, key stage 2 children participate in their sports day with the afternoon culminating in the awarding of the house cup to the team with the most house points from the academic year.

### **Outdoor adventurous activities**

Pupils at William Barnes Primary School take part in outdoor and adventurous activity challenges both individually and within a team. An annual residential trip to PGL in Osmington for year 6 pupils allows them to experience a range of adventurous outdoor activity led by highly trained instructors. Activities vary each year but include abseiling, zip wire, raft building and trapeze.

Year 5 children partake in a demanding adventurous coastal hike along the Jurassic coast including Old Harry Rocks during their Leeson House residential trip.

During the spring term, year 4 children experience a one-night trip to Carey Camp. While there, children have the opportunity to learn archery using professional equipment and engage in some adventurous tree climbing.

### **Extra-curricular physical education and sport**

Extra-curricular physical education and sport allows William Barnes pupils to experience a range of different sports that they may not be able to experience otherwise. Clubs are planned, organised and delivered by teachers utilizing their strong understanding and knowledge of playing and coaching sports.

Specialised sports coaches are also employed by the school for non-traditional extra-curricular sport to extend the number of sporting opportunities William Barnes provides. Allowing children to experience sports such as fencing, archery, handball, tennis, and basketball led by experts.

### Support

Professional support for staff in physical education takes on many forms:

- Schemes of work are available for teaching staff to ensure lessons have a clear outcome while using their own expertise to adapt and improve. Jackey Reaney, Val Sabin and TOP PE cards can be accessed either on the school network or physical copies in the pod.
- Specialised sports coaches provide outstanding physical education lessons which upskill current teaching staff in their confidence, knowledge and understanding of teaching physical education through observations and discussions.
- Frequent formal and informal staff meetings to update physical education and discuss good practice.
- Annual Reach, Rescue and Resuscitation training for all staff before the swimming season.
- A varied and well stocked sports cupboard of high-quality resources.
- Strong links with other local primary schools through a rich inter-house sporting calendar.

### Parents

At William Barnes Primary School, we believe that parents and teachers working together is highly beneficial to long term quality teaching.

Parents are involved with physical education in the following areas:

- Open lessons where parents may come and join in/support during Family Learning Weeks
- Building links with local sports clubs
- Inviting parents to join whole school sporting events
- Officiating in interschool sport

**IMPACT**

## Assessment – summative and formative

Summative and formative assessment in physical education lessons at William Barnes Primary School is carried out by class teachers:

- Informally during the course of teaching through observation that children can immediately react to.
- At the end of a unit of work, teachers make judgements as to whether a child has met, exceeded, or is working towards the expectations for that unit of work.
- Annual assessment of progress recorded in children's end of year reports.
- Summative assessment available on Premier Education Portal when taught by a Premier Education coach.

<b>Adopted date:</b>	<i>20<sup>th</sup> November 2023</i>
<b>Signature of Headteacher:</b>	<i>Karen Wrixon</i>
<b>Signature of Governing body:</b>	<i>Chris Jones</i>
<b>Next review date</b>	<i>Autumn 2024</i>