



CANTRELL PRIMARY AND NURSERY SCHOOL

September 2024

Curriculum Intent

Physical Education (PE) develops children's knowledge, understanding and skills, so that they can perform with increasing competence and confidence in a range of physical activities. These activities include: dance, games, gymnastics, swimming and water safety, athletics, outdoor adventure, as well as specific sports and fundamental movement skill development.

PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle – enabling them to make informed choices about physical activity throughout their lives.

At Cantrell, we have designed a PE curriculum which develops both new and existing skills in all children. Throughout their time at school, each pupil will be taught the fundamental movements – which are vitally important in their development, not only in PE, but in other subjects too. This approach allows pupils to develop a high level of physical literacy, which can be transferred into numerous sports, physical activities and general healthy play.

Principles

All children should be provided with the opportunities to:

- Become physically literate while embarking on their own personal skills journey in an enjoyable environment
- Experience a wide range of traditional and non-traditional sports and activities
- Develop confidence and competence in performing skills individually, as part of a group and, where appropriate, to an audience
- Build social, personal, cognitive, creative and physical skills through a holistic approach to learning
- Pursue aptitudes and interests that promote a healthy lifestyle
- Understand, in an age-related way, the effects physical activity and exercise has on their body

Teaching and Learning Approach

We use a variety of teaching and learning styles in PE lessons. PE is taught by specialist school sports coaches. Our principal aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children, and also encourage children to evaluate their own work as well as the work of other children.

We understand that children learn in different ways and at different rates; therefore objectives, tasks and evaluations are given in various formats to help the children understand what is being asked of them.

Within lessons, we give children the opportunity to collaborate and compete with their peers, and have opportunity to use a wide range of resources when doing so. Collaboration and healthy competition act as a vehicle to develop the social, personal, cognitive, creative and physical skills listed within the aims. Additionally, we believe competition provides a 'real life' context to apply these skills.

In all classes there are children of differing physical ability. When teaching PE, we must recognise this fact and provide suitable learning opportunities for all - matching the challenge of the task to the ability of the child. This means not only are all pupils challenged effectively to reach their potential, but also have a clear pathway to aspirational development, regardless of ability.

Primary Sports Funding

The school works as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the PE subject leader and the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Cantrell Primary School website under 'PE and Sport Premium'.

Curriculum Planning

PE is a foundation subject in the National Curriculum. Throughout the course of the year, we teach the skills, knowledge and understanding set out in the National Curriculum through a range of activities including dance, games, gymnastics, outdoor and adventure, swimming and water safety, and athletics. As well as this, we also include sports specific planning for Key Stage 2 students to improve the transferability of skills over a variety of different outlets.

We teach swimming activities and water safety to all Year 6 children to include a focus on those who do not meet the end of key stage 2 requirement of being able to swim 25 metres to enable them to catch up.

From Foundation to Year 6, children are provided with 90 minutes of PE each week.

- 60 minutes PE lessons, which focusses on the development of fundamental movements skills. This is taught through a variety of different sporting activities/games.
- 30 minutes of specialist time at lunchtime/breaks with school sports coaches

Curriculum planning in PE is carried out in two phases (long-term and short-term).

Long-term plans map out the PE activities covered in each half term. Short-term planning is completed on a weekly basis. Each lesson contains progressive learning objectives, adaptations and assessment opportunities.

We plan PE activities that build upon pupil's prior learning and provide regular opportunities for high-quality assessment - allowing both teacher and child to measure their progress/achievements over time.

The Foundation Stage

We promote the physical development of children in the Foundation Stage as an integral part of their learning. As reception is part of the Foundation Stage, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin curriculum planning for children aged three to five years of age.

We encourage children to develop confidence and control of the way they move, as well as handling equipment and apparatus safely. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Each foundation class is given a 60-minute slot per week to work on the fundamental skills eg: co-ordination, control, manipulation and movement. The activities are planned specifically to help build confidence, competence and motivation. We do this through musical movement songs and story-based activities, whilst also improving visualisation of the skills they are working on.

Inclusion

At Cantrell we teach PE to every child, regardless of their ability. PE forms part of the school curriculum policy to provide a broad and balanced education for all.

Consideration of individual need must be made when teaching PE:

- Epilepsy and diabetes – these children need to be easily identified in a swimming pool (coloured caps) and must have their medication to hand at all times.
- Asthma – these children must have their medication to hand at all times.

The disabilities of children are taken into account when completing planning, so that all feel included and are appropriately challenged.

Equality of Opportunity

All pupils have an equal opportunity to become independently active. The pupils' needs and interests will be protected regardless of gender, culture, ability, disability or aptitude. All children will be given the opportunity to develop their capability in the attainment targets for PE. Quality and excellence should be the target for all children. PE experiences will reflect the school policy on promoting equal opportunities for all pupils in terms of organisation, opportunities and access to resources.

Assessment and Recording

Within lessons, pupils are assessed against the PE statements (for each year), which highlight competences in regard to PE knowledge, understanding, skills and processes. Each pupil will be assessed regularly, to determine if they are on track to meet year group objectives. This information is used to highlight the progression of children's PE learning throughout their time at Cantrell.

The fundamental skills lessons involve a more pupil led approach to assessment. This includes both regular self-evaluation and peer feedback.

The detailed assessment reporting documents are published on the Cantrell Primary School website under 'PE Curriculum'.

Non-Participants

- Where possible, non-participants will still come to school dressed in their PE clothes.
- Children must have a safe place to sit and observe. They should also be involved within the lesson eg: referee, scorer, observing for good practice. Where this is not possible or appropriate, they will complete an age-related activity in different environment.

- Parents should have notified the school to inform of non-participation, either by way of a DOJO, phone call or conversation with the class teacher.
- Swimming – non-swimmers will take work to another class, organised by the class teacher prior to the event.

Resources

There are a wide range of resources to support the teaching of PE across the school. We keep our resources up to date and regularly audit and replenish indoor and outdoor equipment. Most of our small equipment is kept in the PE store, and this is accessible to teachers and other school adults only. Children should not enter the PE store unless accompanied by an adult. Any damaged or lost apparatus should be reported to the PE staff. The hall contains a range of large apparatus and we expect children to help set up and put away this equipment as part of lessons. By so doing, the children learn to handle equipment safely. Adults will check equipment to ensure it is set up correctly and is ready to use. The children use the school playground, school field and hall for their PE lessons and sports club activities.

Monitoring and Review

The work of the PE subject leader (and sports coaches) involves:

- supporting colleagues in the teaching of PE; keeping informed about current developments in the subject.
- providing a strategic lead and direction for the subject in school.
- observing the quality, development and delivery of PE in the school.
- auditing resources to ensure they are 'fit for purpose'.
- reviewing assessment data and implement changes (if required).
- conducting pupil voice questionnaires.

Extra-Curricular Activities

Cantrell provides a wide range of after school clubs for all ages of children year 1-6), aiming to include traditional sports as well as exciting, new sports and activities. We understand that not all children wish to take part in specific sports, so regularly provide multi-sports clubs and taster sessions which focus on fun and energising games that utilise a range of skills.

We partly base our after-school sports provision on the School Sport Nottingham competition calendar. This ensures that pupils have sufficient practice in any given sport, therefore feeling confident and competent when taking part in competitions. It also provides purpose and context for lessons and the linked after school clubs.

External providers

We have various outside provision from a range of local sporting organisations who support the school and enable Cantrell to offer a wide range of sporting opportunities.

Forgotten PE Kit Policy

Children are required to come to school in their PE kits on their timetabled PE day or when attending an extra curricula sports club. If your child forgets to wear their kit on their PE day, they will be allowed to take part in PE wearing a kit provided by the school. The school has limited spare PE kit available. Parents will be informed by the class teacher that the child needs to have a PE kit. If a child still fails to wear a PE kit on 3 consecutive occasions, the school safeguarding team will be contacted, as it is

the right of a child to have a kit and take part in PE, and it is part of the National Curriculum.

Short Term Injuries

Pupils **must provide a note** from either a parent or carer, stating the nature of the injury. Where appropriate, pupils with short term injuries (likely to be out of full participation for up to three weeks) will be **expected to wear their PE kit for school**. They will take on a supporting role within the lesson (such as a scorer, official or team manager) and, depending on the sport or activity taking place, will be included as much as possible.

Long Term Injuries

For any pupil carrying long term injuries (likely to be out of full participation for three or more weeks) a parent or a carer must provide a MEDICAL note from a relevant professional, stating the nature and the projected recovery time of the injury. Where possible, pupils should still wear their PE kit and take on a supporting role, as listed above. Where injury prevents individuals changing, they will not be expected to wear their PE kit.

Illness

The expectation is that pupils well enough to be present at school will generally be fit enough to take part in all of the activities within a PE lesson. If a parent or guardian feels that their son/daughter is not well enough to participate in a lesson, they **must** provide a note or personally inform the teacher. Again, the pupil will still be expected to wear their PE kit and take on a supporting role, if the teacher deems this appropriate.

For all cases above, all children will be expected to wear PE kit appropriate for both inside and outside lessons.

Jewellery

For safety reasons, **NO JEWELLERY OF ANY KIND** is permitted to be worn during a PE lesson. We also advise the following:

- Ear piercing should take place during the summer holidays, allowing time for the ears to heal and the piercings to be removed easily.
- Piercings should be removed before the lesson and not be covered up by plasters as they do not effectively prevent risk of injury.
- It is expected that children will remove religious necklaces for the duration of the P.E. lessons. If they must be worn to school, they should be long enough so that they can be removed over the child's head. In addition, any religious bracelets that cannot be removed must be covered by a sweatband in order for children to be able to take part safely in their lessons. School staff are not responsible for the safe keeping of jewellery and cannot be held responsible if items go missing.

Pupils who fail to follow the jewellery policy will be required to remove any jewellery (including piercings) themselves. School staff are not legally allowed to do so on

their behalf. If the pupil cannot do this themselves, then they will be unable to play an active role in the lesson. Following the lesson, contact will be made with a parent or guardian to inform them of this and to ensure their child learns how to remove their jewellery ready for the next lesson.