



Physical Education

Intent

At Rivington Foundation Primary School our vision statement is that '**Living Life to its Fullest; Making a Difference along the Way**'. This is carried throughout every area of the curriculum including PE.



Physical Education



At Rivington Foundation Primary School, Physical Education is an integral part of our curriculum that is inclusive and engages all pupils. We want the pupils to be inspired and develop a lifelong passion for Sport and Physical Activity within our children.

Children develop the knowledge, skills, and competence to excel in a broad range of sports and physical activities. We aim to deliver high-quality teaching and learning opportunities that enables all children to achieve their personal best.



Physical Education



Children regularly participate in competitive sports via intra house and inter school competitions through the Schools Sport Partnership.

P.E lessons require children to be physically active for sustained periods of time, increasing strength stamina and flexibility and be able to make informed decisions to lead healthy and active lives.

Swimming is an important life skill, by Year 6 we aspire for all children to leave primary school being able to swim at least 25 metres to meet national curriculum attainment target.

Where possible, physical activity will be present in wider areas of the curriculum to re-enforce the importance of physical health and wellbeing.



Physical Education



Aims

The national curriculum for physical education aims to ensure that all 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.

(The National Curriculum, 2014)



Physical Education

National Curriculum (KS1)



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



Physical Education

National Curriculum (KS2)



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.



Physical Education



Why is PE important?

Children learn to appreciate the significance of exercising for a lifetime.

Consistent, physical activity is the best way for us to eradicate obesity and sustain a suitable body weight. It also offers a positive alternative to watching television or playing on computers and mobile phones.

Children learn the fundamental motor skills that will allow them to develop the physical capability that in turn will produce confidence and leads to safe and successful involvement in a wide range of sports.

Children are encouraged to increase their fitness levels during PE including muscular and cardiovascular endurance, strength and flexibility.

Youngsters can learn valuable lessons about accepting responsibility for their individual development leading to greater self-discipline.

PE gives chances for children to be creative, cooperative and competitive and to face up to diverse challenges both as individuals and in groups.

A 'good workout' helps ease anxiety, tension and stress and will result in improved attention in class.

Movement can be used to strengthen the understanding of several subjects taught in the classroom e.g. mathematics. Movement has also been shown to heighten the function of our brain.

Many activities taught in PE require children to work in groups to solve problems. These opportunities are outstanding for learning both leadership and teamwork.



Cross Curricular Links



Physical Education provides opportunities for pupils to develop the key skills of:

- **Communication and teamwork**
- **Music and Dance**
- **PSHE**
- **Science**
- **Maths**
- **Geography**



Progress



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 coordination, 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



Progress



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 gymnastic) 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.
- 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.



Implementation



- Children participate in high-quality PE lessons timetabled for 2 hours a week covering two different sports/skills per term.
- Teachers use, and adapt, Lancashire Scheme of Work and other P.E specific resources such as LTA school youth tennis scheme for planning lesson content and to ensure lessons across years show progression and all aspects of the National Curriculum are met.
- Classes follow the PE long term plan overview to ensure pupils participate in a variety of sports and games with progression through the year groups.
- Early Years children are taught physical development in the early year framework
- Key Stage 1 children are taught a range of fundamental skills to develop agility, balance, and coordination
- Key Stage 2 plays modified competitive games and apply and develop a broader range of skills as well as learn how to evaluate and recognise their own success.
- Key Stage 2 Residential Trips provide extra outdoor and adventurous activities and team building skills for their well-being and enhance social and independent skills.
- Children attend swimming lessons at the local swimming pool to meet the aim of the national curriculum guidelines of every pupil who can swim at least 25m by the time they leave year 6.



Implementation



- We invite pupils to attend and to participate in extracurricular activities that are inclusive, enjoyable and increase children's physical activity. Sports clubs are offered to EYFS, KS1 and KS2 pupils. External sports coaches provide extracurricular activities such as football, dance, netball, balance ability and bike ability programmes. We also run clubs that are free of charge run by our own staff to make sure every child can take part in clubs out of school hours. Clubs are also set up aimed at a targeted group of children through the year, this may be targeted group with low self-belief/self-esteem or children that have been identified as working below expectation or needing to increase physical activity and exercise as part of a balanced and healthy lifestyle.
- Forest Schools led by our Forest School Teacher enables children in EYFS to engage in a wide range of outdoor physical activities weekly. It also provides a safe and sensory area for our SEND children to spend some time in during the day.
- Annual whole-school Sports day and multi skills festivals highlight the skills the children have acquired during the year



Implementation

- Competitions between house teams and year groups and inter school competitions through Chorley Sports Schools Partnership
- Sports Council provides links to community clubs and events and celebrates school performances through photos and match reports. School sports ambassadors regularly update the display
- All children participate in the daily mile for at least 15 minutes every day.
- Sport Premium money used to provide additional equipment for break time/lunch time
- Pupil play leaders run lunchtime games for other children. Sports ambassadors from year 6 promote activity and clubs and provide pupil voice at meetings with staff.
- Annual entry into Schools Games Mark – achieving Gold award for the first time
- ICT is used for video analysis and peer assessment.
- Use of Lancashire PE Passport App as a tool to support assessment and pupil development
- Pupils make use of STEP (Space, Task, Equipment, People) to differentiate activities.
- Teachers use target questioning to assess pupils understanding and give live feedback during the lessons. Teacher use sport specific terminology and set high expectations, learning objectives and success criteria for pupils to refer to during the lesson.



Learning in EYFS



The most relevant early years outcomes for PE are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Implementation



Learning in EYFS



PE			
30-50 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. To mount stairs, steps or climbing equipment using alternate feet. To walk downstairs, two feet to each step, while carrying a small object. To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. To stand momentarily on one foot when shown. To catch a large ball. To draw lines and circles using gross motor movements.
		Health and Self-Care	<ul style="list-style-type: none"> To observe the effects of activity on their bodies. To understand that equipment and tools have to be used safely.
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> To enjoy joining in with dancing and ring games. To begin to move rhythmically. To imitate movement in response to music. To tap out simple repeated rhythms.
		Being Imaginative	<ul style="list-style-type: none"> To develop preferences for forms of expression. To use movement to express feelings. To create movement in response to music. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Implementation



Learning in EYFS



40-60 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • To experiment with different ways of moving. • To jump off an object and land appropriately. • To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • To travel with confidence and skill around, under, over and through balancing and climbing equipment. • To show increasing control over an object in pushing, patting, throwing, catching or kicking it.
		Health and Self-Care	<ul style="list-style-type: none"> • To show understanding of the need for safety when tackling new challenges and consider and manage some risks. • To show understanding of how to transport and store equipment safely. • To practice some appropriate safety measures without direct supervision.
	Expressive Arts and Design	Being Imaginative	<ul style="list-style-type: none"> • To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
ELG	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • To 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.
		Health and Self-Care	<ul style="list-style-type: none"> • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
	Expressive Arts and Design	Being Imaginative	<ul style="list-style-type: none"> • To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Intent

Units of work



CSSP Led	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	FMS -Hannah	FMS- Tom	Dance - Pearl	Athletics - Tom	Striking and	Net and Wall - Stuart
KS1		FMS - Tom	Dance - Pearl	Athletics - Tom	Striking and Fielding - Tom	Net and Wall - Stuart
LKS2	FMS -Stuart	FMS -Stuart	Dance - Alex	Athletics - Gary	Striking and Fielding - Gary	Net and Wall - James
UKS2	FMS -Stuart	FMS -Stuart	Dance - Alex	Athletics - Gary	Striking and Fielding - Gary	Net and Wall - James

Teacher Led	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1				Gym - activities 2	Y2 FMS Bounce Ball	
LKS2	Y3/4 target and	Y3 -Rugby			Handball - Y3	
UKS2				Badminton - Y5/6	Netball - Y5/6	





Example of planning



We adapt the plans in order that they are sufficient for both teachers to teach from and for students to learn.

Teachers are non-specialists and the plans have therefore been set out to ensure that staff have the information and training they need in order that they can successfully deliver the lessons to our students.



Implementation

Example of planning





Implementation

Example of planning





Implementation

Example of planning





Implementation

Example of planning



Impact



Physical Education Impact

Impact



Impact



At Rivington Foundation Primary School, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active, and this has positive implications for their well-being and learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. The recent pupil voice survey data showed children enjoy PE and develop a love of sport, and physical activity, that they attend sport outside of school hours. All pupils understand the values and importance of fair play and being a good sportsperson. The PE curriculum helps children become confident to take initiative, lead activities and encourage them to become lifelong participants in sport and games. Sports Ambassadors regularly update the board.

Impact

Impact



Impact



Impact

Rivington Foundation Primary School Sports Premium Report and Impact

The sport premium is allocated by the government to fund additional and sustainable improvements to the provision of P.E and sport for the benefit of primary aged pupils to encourage the development of healthy and active lifestyles. Allocation of the funding was calculated by using the number of pupils in year 1 to 6 as recorded in the census. The senior leadership team allocated funds in consultation with the sports leader in order to address where the biggest impact is required. Sports ambassadors and student council also are given input regarding how to make lunch time breaks more active by running a pupil surveys.

At Rivington our aims remain the same, to achieve self-sustaining improvement in the quality of PE and support in our school:

1. Engagement of all pupils in regular physical activity - kick starting healthy lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skill of staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sports



Impact



How do you measure the impact of Physical Education teaching?



- Pupil voice
- Competition results
- Fitness improvement
- Observations
- CPD feedback
- External Audits of Provision:
 - School Games Gold 2021-22
 - Most Improved School Award Winner 2021-22– Chorley Sports Partnership

Impact



Impact



WE'VE MADE A **PLEDGE**

Rivington Foundation Primary School

**Are committed to growing
girls' football in 2021/22**

We will provide opportunities for girls to:

- Learn through football in PE lessons
- Participate in girls' only football sessions
- Compete in girls' football school fixtures/events
- Lead girls' football activity for others

We are part of the movement to achieve the vision to ensure every girl has equal access to football in school by 2024

#LetGirlsPlay

#GirlsFootballInSchools