

# Sequencing and Progression

## Subject: PE

<p>INTENT</p>	<p>The intent the Physical Education curriculum is to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities whilst building character and embedding values such as fairness and respect. It is to give children the tools and understanding required to make a positive impact in their own physical health and well-being enabling them to become physically confident in a way which supports their health and fitness. We want all children to experience a wide variety of physical skills, competitive sports and activities and being active for sustained periods of time to enhance life-long fitness and life choices.</p> <p>Our PE curriculum enables children to develop knowledge, skills and vocabulary in a broad range of physical and sporting activities, as well as developing values and transferrable life skills such as tolerance, fairness and respect. It can challenge and promote self-esteem through the development of physical confidence and problem solving whilst teaching children to cope with both success and failure in competitive, individual and team-based physical activities. Our curriculum also aims to improve the wellbeing and health of all children, not only through the skills taught, but through the underpinning values and disciplines PE promotes for a healthy lifestyle, a balanced diet, positive growth mind-set and the resilience to persevere.</p>
<p>Scheme/planning used and reason for use:</p>	<p>The PE curriculum is taught through the use of the PE Pro, which is in-line with the Early Years Framework and National Curriculum, and is used to aid teaching staff in their subject knowledge and planning of PE. It ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It covers a wide range of sporting and physical activities which allows for our curriculum to be adapted to our children's interests and needs.</p> <p>All KS2 children will have swimming lessons for two terms each year to enable them to swim 25metres and have basic lifesaving skills by the time they finish in Year 6.</p>
<p>Adaptions made to scheme, including within classrooms and reasons for this:</p>	<p>Teachers are able to adjust lessons to suit the needs of their classes but the scheme provides a strong basis of what is expected in each year group. Each lesson, children are given the opportunity to practise skills in a variety of ways to enable all to progress and be successful. PE Pro gives teachers the confidence to support and extend children through adapting activities, such as using a smaller/bigger ball to increase or decrease the difficulty of the task.</p>
<p>Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence)</p>	<p>Each class in KS1 and 2 have access to two hours of high quality PE lessons every week, covering two sporting disciplines every half term, taught by the class teacher or by a sports specialist with the class teacher supporting. Links are made to well-being, being healthy and other positive benefits from taking part in physical activities within lessons. In EYFS, children engage in physical activities daily in their outside space, such as climbing, balancing and scootering enabling them to develop their physical fine and gross motor skills whilst promoting a love of being active and having fun.</p> <p>In addition, children are encouraged to participate in the varied range of extra-curricular activities and competitions. Lunch time sports clubs are available each day and children can attend a range of after school sport clubs. A group of Year 6 children, trained as play leaders, also run a range of lunchtime clubs for younger members of the school. The Daily Mile is completed daily.</p> <p>Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. Intra-house competitions are also held three times a year.</p>

	These events also develop teamwork and leadership skills and are very much enjoyed by the children.
Progression of skills	The Progression of Skills documents lays out the sequencing and progression of the knowledge, skills and vocabulary taught in each of the sporting and physical activity the children do. This is in line with the Early Years Framework and National Curriculum.
How we will be recording progress: (assessment, ARLO's, independent tasks, books)	Teachers will use assessment for learning within lessons and adapt the lesson to the needs of the children. Three times a year, staff will use the PE Pro assessment grid which is based on the Head, Hands, Heart assessment recommended by the afPE. Teachers will also complete a more general overview of attainment through the Assessment by Exception grid. Children will self-assess at the end of each unit by completing an end of unit questionnaire.
How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)	Each lesson builds upon the previous skills, allowing the children time to embed it. Different skills are recapped throughout, and across, the years, each time they are being built upon; allowing children to know more and remember more.
How life skills will be developed, including SMSC and British Values.	<p><b>Social</b> – the Daily Mile promotes a time for social interaction between staff and children. Lots of the sporting and physical activities taught develop teamwork and working together. Clubs, intra-house competitions and attending local sporting events.</p> <p><b>Moral</b> – learning to play in fair and supportive manner. High expectations of behaviour. Pupil voice carried out at the end of each unit.</p> <p><b>Spiritual</b> – links made between PE and well-being and emotional feelings.</p> <p><b>Cultural</b> – making links with worldwide sporting events. Competing in school and local competitions.</p> <p><b>Democracy</b> – child ideas gathered by questionnaires at the end of the year will underpin the topics taught and clubs offered.</p> <p><b>Rule of Law</b> – rules and expectations within PE lessons</p> <p><b>Individual Liberty</b> – Opportunities to challenge and extend learning, adapting planning to suit the needs of our learners and pupil voice. Development of extra-curricular activities throughout the school such as lunch time clubs and competitions.</p> <p><b>Mutual respect</b> – rules and expectations, clear modelling, time to talk and discuss/share views.</p>
How we will be ensuring and promoting cultural capital	As our pupils progress, we intend that they be able to understand the world, have the ability to understand the importance of physical activity, the health benefits and a sense of enjoyment and curiosity about the subject. This is promoted through active and engaging lessons based in a real life context.