



PE Curriculum Rationale

“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

DFE National Curriculum for PE 2013.

PE Intent

We want all children at Glusburn Primary School to: develop competence to excel in a broad range of physical activities; be physically active for sustained periods of time; engage in competitive sports and activities and most importantly, lead healthy, active lives. We feel that being active is beneficial to children’s mental health and well-being.

How is the PE Curriculum implemented?

The PE curriculum is coherently planned and sequenced towards building knowledge and skills for future learning. The curriculum is successfully designed to be ambitious, and meet the needs of all pupils including those with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Our pupils study the full curriculum; it is a gradual progression that builds upon skills **that are later applied to game scenarios**.

Since September 2019 PE has been taught weekly on specific PE days. On these days children receive both an indoor and outdoor PE session. The indoor session in the main school hall is led by the school sports coach, Mr Smith. These sessions focus on developing flexibility, strength, technique, control and balance through dance and gymnastics. The outdoor PE sessions are led by the class teacher focusing on participating in team games. Children in Key Stage 2 also take part in outdoor and adventurous activity challenges during their annual residential visits in Year 5 and Year 6; whilst children in Year 4 take part in swimming with the aim of being able to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Year 4. Additional lessons take place for children who have not reached this in years five and six.

How is PE enabled in the Early Years?

In Early Years PE is taught through the **Prime** areas of **Physical Development** and is enabled through, for example: providing time and space to enjoy energetic play daily; providing large portable equipment that children can move about safely and cooperatively to create their own structures; practising movement skills through games with beanbags, cones, balls and hoops; planning activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching; providing sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment; marking out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities; providing activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments; providing a range of left-handed tools especially left-handed scissors, as needed; support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools; providing a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.

Weekly PE lessons are taught by the School Sports Coach, where an emphasis on the fundamental movements using fine and gross motor skills are planned to ensure all children have the exposure to high quality PE lessons that are planned and sequential.



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How does PE reflect our School's Values and Ethos?

PE at Glusburn aims to motivate and inspire all children through an engaging and challenging curriculum so that they achieve their potential in this subject.

UNCRC ARTICLE 29: Education should help develop every child's personality, talents and mental and physical abilities to the full.

How does the PE curriculum impact on children's cultural capital and in becoming well rounded citizens?

At Glusburn, we offer a variety of experiences that allow all pupils to become inquisitive, resilient and cooperative learners through high quality lessons, extra- curricular activities, competitions and residential.

Our curriculum embeds life skills and knowledge and makes provision for cooperation and collaboration with others: as part of a team, through understanding fairness, equality of play, respect for rules and society and use technical terminology with confidence.

Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory.

Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

UNCRC ARTICLE 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.