

Clarice Cliff Guide to PE

Intent - The Why

As stated in the National Curriculum, a high quality physical education inspires *'all pupils to succeed'*. At Co-op Academy Clarice Cliff, we acknowledge that Physical Education is an essential part of all children's social and physical development. As a school we are committed to providing all the children with the opportunity to discover and develop their individual level of physical ability and motor skills. Through gym and dance we will create an exploratory environment where the children's control and aesthetic understanding will be extended. Through the delivery of the curriculum we hope to develop positive attitudes to physical activity and encourage the children to adopt an active and healthy lifestyle. The school will offer opportunities for social and emotional development by structuring activities where the children can plan and lead activities, work with others and make judgments about their own and others' performances and actions. Through P.E., the children of Clarice Cliff will be made aware of their own and others strengths and weaknesses and will develop an appreciation of and an empathy for others' abilities and differences.

Our aims are for all children to:

- Be physically active and find enjoyment in physical activity
- Master the physical skills and concepts to enable them to participate with confidence in a range of sports and activities
- Develop physical skills, habits and interests that will promote a lifelong healthy lifestyle
- To be given the opportunity and support to take part in a wide range of competitive situations (level 1 and level 2 and where possible level 3)
- Develop positive attitudes to physical endeavour including fair play, perseverance and sporting behaviour, and an ability to cope with success and failure. For children to aspire to improve and to achieve their personal best
- Learn how to co-operate with each other and work successfully in pairs, groups and teams. Also to show appreciation for their own and others' strengths and weaknesses through self and peer evaluation
- Learn how physical exercise affects the body
- Understand the needs for safe practice in physical activities and how to achieve this
- Have ample opportunity to be creative within the aesthetic aspect of the subject
- Be able to swim proficiently and to understand basic survival and lifesaving skills
- Be given opportunities to experience outdoor environments and activities and to know how to manage risk and stay safe.
- To be given the opportunity and support to develop leadership skills.

Implementation – The How (**including how/when we assess*)

What we use to support our curriculum delivery?

P.E. is taught at Clarice Cliff as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught a minimum of one PE session a week with additional physical activity timetabled throughout the week. The curriculum is designed to be progressive with a focus on applied skills. Lessons are blocked in units of work to promote greater depth of understanding, development of skills, contextual application of these skills and the ability to perform reflectively.

The teaching of PE is supported by in depth medium term plans, these plans were created by the PE Lead and when used in conjunction with Complete PE, staff are left in no doubt about precisely what pupils should learn from the Early Years to Year 6.

Daily

- Provision is put in place each playtime and lunchtime as a commitment to increasing engagement of all pupils in regular physical activity and sport

Weekly

- Weekly whole class lessons.
- Opportunity to take part in extracurricular sporting activities

Half termly/Termly

- Each unit is 6 weeks long and result in a Level 1 competition

Assessment for Learning

- Floor books identify who is working towards the expected standard and who is exceeding the standard.
- Floor books identify target children based on the prior week's assessment.
- Floor books also keep track of swimming attainment in KS2.
- In EYFS staff identify next steps and include support in provision

What this looks like in Early Years

- Children are physically active every day both indoors and outdoors.
- They have regular access to a range of resources to develop strength, balance and co-ordination e.g. wheeled toys, climbing equipment, bats and balls, large tyres, crates and equipment to build obstacle courses etc
- They have many opportunities outdoors to be energetic.
- We operate a free-flow system indoors and outdoors at set times throughout the day so that children who learn better when physically active can choose to spend more time than others outside.
Nursery (9:30-11:00, 1:30-2:30).
Reception (9:40-10:10, 10:30-11:30, 1:20-3:00).
- Reception children have a weekly PE lesson which follows the Complete PE scheme of work focussing on the fundamental skills.

Where will you see and find evidence of our learning?

- Weekly teaching across Year 1-6.
- In Reception, PE is taught both as a stand alone lesson and also through provision
- Examples of work are found in floor books.
- Work is also shared on Class Dojo with parents.
- Weekly timetables.

What is our approach to SEND and Greater Depth?

SEND

Our provision for pupils with SEND in primary history involves adapting the implementation of the curriculum and classroom environment to ensure equal access and engagement for all, using a range of strategies such as visual aids, repetition of key words and concepts, multi-sensory activities and adaptive teaching strategies. Using the provision mapped out below, our history teaching ensures pupils with SEND access the same high quality, ambitious curriculum as their peers. Effective scaffolds and adaptations enable all children to access the rich challenges and deeper thinking opportunities sequenced within the curriculum offer.

| Subject challenges for SEND | Provision for SEND |
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| Understanding how a sport/game is played in PE. E.g. how to play dodgeball. | Utilise learning buddies throughout PE sessions. One partner verbally explains how to play a game whilst their partner listens. Partners swap roles and repeat the task. This will reinforce sequencing. Children could use visuals to sequence the correct order of how to play a sport/game prior to the lesson. Teachers create a small group to model how to play the game to SEND pupils. This ensures that visual learners are having their learning style met and are not being held back by their poor literacy skills. Alternatively, children could watch the clips on Complete PE of games/activities being performed. |
| Pupils with ASD may struggle with rule changes during PE games/activities. | If a teacher plans to change the rules of a PE activity/game partway through the lesson to increase or decrease difficulty, for example, the game should be remodelled by a small group for the children in question. |
| Being able to tally up scores in a competitive game e.g. rugby. | Poor mathematical skills may prevent learners from SEND being able to keep track of/tally up the scores during a competitive game such as rugby. Consider providing 'flip sheet scores' that the children can turn over to reveal their new score. E.g. 5, 10, 15 to keep track of points earned from scoring a try in rugby. |
| Expressing themselves and sharing their thoughts and opinions orally. | Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. For example, "I enjoyed their gymnastics performance because _____. To improve next time, they could _____." Stem sentences could be displayed on A3 sheets of paper. |
| Children might struggle to communicate their thoughts/feelings in an appropriate manner. | If children are quick to become heightened during competitive sports, agree a non-verbal way for the pupil to communicate to an adult the fact that they are beginning to heighten. For example, children might have a laminated chart available with emotion cards on that they can use to signal when they are becoming annoyed/upset/overwhelmed etc. Staff to then support co-regulation SEMH adaptations to be used from pupil's Pupil Passports to support regulation in an individualised manner. PBP to be followed to support children in staying the 'green zone' and planning to avoid the 'yellow' and 'red' zones. |
| EAL pupils may find it difficult to access resources/learning. | Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Dual coded word banks and resources to support understanding. |
| Fine motor skills/physical difficulties. | Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require larger sized balls (netball instead of tennis) |

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| | <p>ball to ensure children can physically catch the ball). Adaptations within lessons/games can be made (e.g. moving closer together to throw, fewer defenders in a small group game) - Complete PE identifies ways to differentiate activities for SEND learners.</p> |
| <p>Children might find PE lessons overwhelming (noise/sight) which could lead to sensory overload.</p> | <p>Ensure that children have access to regular classroom aids such as ear defenders to mitigate noise (as per Pupil Passports) Provide children with fidget toys as usual throughout the lesson to ensure that children do not fidget with PE equipment as an alternative. SEMH adaptations to be used from pupil's Pupil Passports to support regulation in an individualised manner. PBP to be followed to support children in staying the 'green zone' and planning to avoid the 'yellow' and 'red' zones.</p> |
| <p>Low self-esteem in PE ability.</p> | <p>Make use of learning objectives which focus upon the specific PE skill and not the finishing result/score. E.g. focus upon the dribbling skills of a player rather than the final score of a football match. If children become withdrawn/upset/angry in PE lessons, have an alternative job pre-planned that enables children to remain in the lesson. For example, children could switch to the role of referee.</p> |
| <p>Difficulties with social skills may result in children finding teamwork challenging.</p> | <p>Carefully consider which children are placed in a group together to ensure that children are placed with accepting, patient and encouraging teammates. Ensure children have access to usual aides such as ear defenders to reduce noise.</p> |

Greater Depth

Our curriculum design ensures that pupils' knowledge and skills are mapped progressively to become more refined as children progress throughout the curriculum. End points for each year group are clear within progression documentation. As pupils' understanding of fundamental skills becomes secure, they can begin to make personalised adaptations, improvements and recommendations of their final piece/performance/product and apply these independently. Through progressive evaluation pupils are equipped with the knowledge and language to support their ability to evaluate based on design criteria or genre as appropriate.

Impact – The So What

Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives. The impact of the P.E curriculum is to ensure pupils are equipped with appropriate skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an active healthy adult in the wider world.

Cultural Capital and Enrichment

- Pupils regularly take part in extracurricular sporting activities both during the day and after school.

- Pupils are regularly given opportunities to compete at a variety of levels from intra-school, intra-academy to inter-school and even county level.