



Physical Education at The Meadows



'Exercise is the key to not only physical health but to peace of mind' – Nelson Mandela

We study physical education at The Meadows because it inspires pupils to succeed and excel in both competitive sport and other physically-demanding activities, as well as contributing to their wider personal development.

Why do we teach physical education?

At The Meadows Primary School, we believe that physical education should be experienced in a safe, supportive yet competitive environment, as this is essential to children's development both mentally and physically. We believe PE plays a magical role in promoting a long-term, sustainable, healthy lifestyle that is both enjoyable and fulfilling. As a school we strive to deliver a high-quality, inclusive curriculum that provides teaching and learning opportunities to inspire children. Our physical education curriculum begins when we develop our fundamental movement skills in Early Years; such as agility, balance and coordination. As the children become more confident with these skills, they are applied within different game scenarios which gradually introduce the children to competitive sports. As their PE journey continues, the children will become confident to apply their knowledge of the fundamental skills within a variety of competitive sports. In addition to this, it is important that children begin to build resilience and confidence within the lessons, as well as embedding other values such as teamwork, fairness and respect.



We will support every child, irrespective of their needs, to develop a passion for PE and a healthy lifestyle through well sequenced lessons, incorporating opportunities for children to revisit skills and knowledge that they have learnt in previous year groups. We aim to provide them with tools to help keep them safe, such as being able to solve problems, assess risks and swim competently. We encourage children to collaborate, and to develop their team building skills, ready for them to become active and successful citizens in society. Using our focus athletes in KS2, the children are able to not only explore the backgrounds of sporting role models for inspiration, but also delve deeper to discuss worldwide societal issues, such as gender equality, racism and poverty.

By the end of Year 6, our children will have:

- Had the opportunity to play an extensive range of different sports.
- Excellent knowledge of the different skills needed across a variety of sports.

- The ability to apply their isolated skills within a competitive game scenario.
- Developed mental resilience to enable them to successfully overcome different challenges.
- Established enhanced teamwork skills and are able to apply these skills outside of PE lessons.
- A moral understanding of the societal issues faced by professional and amateur athletes.
- Had the opportunity to participate in an authentic sports event.

How do we teach it?

PE at The Meadows Primary School provides challenging and enjoyable learning through a range of sporting activities including invasion games, net & wall games, strike and field games, gymnastics, dance, swimming, and outdoor & adventure. Curriculum planning is presented in three phases: long-term, medium term and short-term.

- **Long-term planning maps out the PE sports and disciplines covered in each term during the year. This is carefully devised to ensure a progressive curriculum map meets the needs of the children in order to enhance and develop their knowledge and skills.**
- **Medium-term planning provides an overview of learning over a half-term period. Carefully-chosen vocabulary and sequenced activities are linked so that confidence and understanding are built gradually.**
- **In the short-term, teachers work in small steps for each individual lesson. They may use a mixture of whole class teaching and paired or group activities**



The National Curriculum provides the foundation for our PE curriculum. Sports coaches provide a strong foundation of what is expected in each year group and are used to provide continuing professional development as part of our teaching team. They enhance teachers' confidence to deliver outstanding and engaging PE lessons, through support with the delivery of some lessons. Class teachers adjust and adapt

lessons, to ensure that students feel empowered and everyone achieves. Each class has access to two hours of high quality physical activity every week. These are either taught by the class teacher independently or by the class teacher working closely with a sports coach from either **Premier Education** or **HS Dance Company**. Through the use of coaches, fun and innovative sessions are delivered, and this in turn provides teachers with an opportunity to upskill their own practice. Each lesson, children are given the opportunity to practise skills in a variety of ways and each lesson builds upon previous learning, allowing time for learning to be embedded. Key concepts are revisited, providing the best opportunity for children to know and retain more.

Year 5 pupils receive a block of two weeks intensive (daily) swimming lessons, with the aim that by the end of Year 5, all children are able to swim a minimum of 25m unassisted. The intensive block allows children to rapidly gain confidence and develop on their emerging skills to become confident and safe in the water. Any children who cannot swim

25m unassisted will have the opportunity to have top-up swimming lessons in Year 6. In addition to this, Year 5 have the fantastic opportunity to access 6.75 hours of kayaking lessons, to build their confidence of water safety in an open water setting as well as learning new skills, such as putting on a life jacket and learning how to use a kayak. In Year 6, the children have access to paddle boarding lessons as a progression from kayaking.



We offer a wide range of sporting after-school clubs, which are run by both teaching staff and outside agencies: **Premier Sport** and **HS Dance Company**. These clubs are funded so that all pupils are able to access them. They provide children with access to a wide range of sports, with both competitive and non-competitive activities offered, including football, netball, running, multi-skills, cheerleading and summer sports. These activities are chosen by teachers with ideas

from pupils, through class votes and pupil voice, to ensure a sense of belonging and that the clubs remain successful and popular. Children in Key Stage Two are encouraged to attend sporting events within the wider community, as this helps build links and relationships with other children in other schools. Strong club and community links are maintained, to support the children's participation in a healthy and active lifestyle outside of school. Where possible, to promote engagement and passion, we make the most of opportunities visit real sporting events outside of school. A range of inter-and intra-school events take place throughout the school year, giving children real opportunities to take part in competitive sports.

Using our '**focus athlete**' theme, children learn about a different sporting role model each half-term. For example, our football role model is Marcus Rashford, who is involved in charity work as well as football. The children will see a presentation about Marcus Rashford, where they learn facts about him, why he is a role model, watch videos of him in action as well as learning football-specific vocabulary that is identified as part of our curriculum. The presentation has many key questions for the children to consider and this presentation is revisited on a weekly basis until the last week, where the children will complete a PE reflection about the sport that they have been learning. The focus athletes have been specifically chosen for their varied backgrounds, beliefs, genders and abilities. Each sport also has a specific question for the children to consider (linked to our school values) throughout the half-term to initiate discussions regarding discrimination in sport.

In summary:

- In EYFS, there is a focus on appropriate risk-taking, balance, spatial awareness and gross motor skills.
- In KS1, specific skills are taught in sequence and then applied to fun, small games.
- In KS2, previous learning is applied to more complex games and sports. Pupils participate in two, well-sequenced PE lessons per week.



How do we measure success?

Our curriculum aims to improve the wellbeing and fitness of all children at The Meadows; not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Through strong links with PHSE we promote the overall well-being and health of each child through teaching about self-

discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. This can be evidenced in a variety of ways – especially in the positive attitudes children show towards activity and the high proportion who attend clubs and enrichment activities. In all classes, children possess a wide range of physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Children at The Meadows make good progress in PE and are eager to attend after school clubs and competitive sports events. We aspire for children to enjoy PE and develop a love of sport and physical activity, which becomes part of their future life outside of primary school.

Children can represent the school at sporting events from local to county level. Strong club links have been established with local teams and children (and their parents) are directed to those clubs to begin their sporting life outside of school. Alongside this, we share sporting achievements both in and out of school in Celebration Assembly, so that we are promoting the children's participation in sport outside of school.

Our PE leader supports staff in the assessment process and takes an overview of whole-school attainment.

The curriculum is monitored through the review of children's work, visiting teaching sessions when possible and talking to staff and children about learning taking place. Assessments of children's understanding are completed during teaching sessions. As children gain new knowledge and experience, achievements are celebrated and next steps in learning are identified. Simple, formative assessments and staff reviews of learning inform adjustments to planning in future terms.

Planning for Learning

