



Physical Education at Braunston School



Braunston School's PE curriculum strives to promote positive learning behaviours through challenging and personalised outcomes. We aim to develop ambitious learners who proactively seek challenge and take responsibility for choosing and communicating their individual goals. Learners demonstrate a willingness to work on weaknesses and develop a culture of appropriate positive peer feedback when celebrating their own and others progress.

Intent:

To provide a high-quality, inclusive physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

To provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

To provide opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect.

Our curriculum is constructed to be ambitious and designed to give all pupils, the knowledge and cultural capital they need to succeed in life.

To create positive relationships with physical activity for life.

High quality teaching and learning in PE is characterised by a broad, holistic approach where the aim is to develop the 'whole child'. We use the scheme 'Real PE', that has been built around an assessment framework with clear learning journeys which develop a range of personal, social, physical, health & fitness, cognitive and creative abilities.

Implementation:

At Braunston School, we create an environment that allows pupils to focus on learning with sufficient knowledge and skills for future learning and employment; taking into account the learning needs of SEND pupils and those identified as highly able.

In KS1 children 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 engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are 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.

In KS2 children are taught to use running, jumping, throwing and catching in isolation and in combination and play competitive games and apply basic principles suitable for attacking and defending.

Pupils are taught to:

- 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.

Swimming and Water Safety

Every year all year groups are taught swimming in our own outdoor pool. By the end of KS2 children should:

- 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.

To develop highly positive and committed attitudes to learning, learners who are resilient to setbacks and take pride in their achievements, we also implement **six key areas or multi-abilities** which underpin learning and are transferable to the learning in all other areas of the wider curriculum.

These are:

- Personal

Children build on their skills year on year to be able to create their own learning plan and revise that plan when necessary, accept critical feedback and make changes, review, analyse and evaluate their own and others' strengths and weaknesses, read and react to different game situations as they develop, see all new challenges as opportunities to learn and develop, recognise strengths and weaknesses and can set appropriate targets.

- Social

Children build on their skills year on year to be able to involve others and motivate those around them to perform better, effectively disguise what they are about to do next, use variety and creativity to engage an audience, give and receive sensitive feedback to improve themselves and others and negotiate and collaborate appropriately.

- Applying Physical

Children build on their skills year on year to effectively transfer skills and movements across a range of activities and sports, perform a variety of skills consistently and effectively in challenging or competitive situations, explain how individuals need different types and levels of fitness to be more effective in their activity/role/event, plan and follow their own basic fitness programme, use combinations of skills confidently in sport specific contexts and perform a range of skills fluently and accurately in practice situations.

- Cognitive

Children build on their skills year on year to be able to review, analyse and evaluate their own and others' strengths and weaknesses, read and react to different game situations as they develop, see all new challenges as opportunities to learn and develop, recognise their strengths and weaknesses and set appropriate targets, have a clear idea of how to develop their own and others' work and recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents.

- Creative

Children build on their skills year on year to effectively disguise what they are about to do next, use variety and creativity to engage an audience, give and receive sensitive feedback to improve themselves and others, negotiate and collaborate appropriately and respond imaginatively to different situations, adapting and adjusting their skills, movements or tactics so they are different from or in contrast to others.

- Health and Fitness

Children build on their skills year on year to explain how individuals need different types and levels of fitness to be more effective in their activity/role/event, plan and follow their own basic fitness programme, use combinations of skills confidently in sport specific contexts, perform a range of skills fluently and accurately in practice situations, self-select and perform appropriate warm up and cool down activities and identify possible dangers when planning an activity.

Impact:

Children will develop confidence, competence, resilience and independence in balance, agility and coordination to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

Children self and peer assess in each PE session and teachers assess impact by the regular monitoring of our teaching and the assessment of the children's learning and understanding.