**Physical Education (PE) Intent**

At Bedford Drive Primary School, we have constructed an ambitious Physical Education (PE) curriculum, which follows the content of the EYFS statutory framework and the National Curriculum. We use the PE Hub scheme as the basis of our PE provision. This scheme builds up skills carefully, ensuring progression as children move through the school. We are committed to delivering exciting lessons, which engage all our pupils.

Bedford Drive Primary’s physical education curriculum will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness and provide opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Oracy is a key element of the curriculum and the development of vocabulary is paramount. In PE we have clearly identified vocabulary that builds up progressively throughout year groups and key stages

The core curriculum will cover invasion games, dance, gymnastics and swimming. All children will be assessed and supported to be able to swim at least 25m unaided.

In KS1, children develop fundamental movement skills, and are encouraged to become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They 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. They also participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns.

The KS2 curriculum covers running, jumping, throwing and catching in isolation and in combination. The playing of competitive games (such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and swimming.

Children at Bedford Drive have the chance to take part in a wide range of extra-curricular activities that enhance and develop skills learnt within the curriculum. It will also offer children the chance to take part in sports and games not taught in curriculum time.

Children will have the chance to take part in competitive games through our links with local schools. Competitions set up by Wirral School Games are prevalent throughout the school year allowing our children to take part in tournament-based activities.

Through our link with Tranmere Rovers, our children will have access to coaches and players of the club coming into our school to further enhance enrichment. Children are also invited to attend a Tranmere game and competitions hosted by the club.

Through the use of Twitter and social media, children have access to fitness videos created by staff to keep active when at home.

We provide an inclusive curriculum, ensuring those who have special educational needs and/or disabilities and those who are disadvantaged can all receive the same opportunities as their peers in PE. Expectations are high for every pupil with appropriate levels of challenge and support. The scheme of work, which we utilise at Bedford Drive is ambitious; helping children, many of whom start at Bedford Drive below age related expectations, to quickly gain knowledge and skills. We want our children to know more, understand more and remember more about PE. During curricular lessons, TAs and one to one staff members will be briefed on how to adapt lessons for SEND children. Equipment will also be adapted to aid children’s needs.

Disadvantaged children will be targeted to take part in certain extra-curricular clubs and given the chance to represent school in competitions designed to fulfil their needs.

Within our PE scheme of work, we have built in opportunities for repetition and practise of essential knowledge, skills and understanding. This ensures that children are able to revisit previous learning and help them to transfer this learning into the long term memory. We aim to build schemas to help our children make meaningful connections, develop higher thinking orders and deeper understanding.

**EYFS End Point:**

Pupils should be able to travel with some control, co-ordination and speed. Pupils should be able to change direction at speed both through choice and instruction.

Pupils will develop confidence in gross motor and fundamental movements.

Pupils will experience jumping, balancing and rolling on gym apparatus.

Pupils will understand how to stretch, reach and manipulate their body in different ways and positions.

Pupils will stop, start, pause and prepare for and anticipate movement in different situations.

**KS1 End Point:**

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills.

Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

**KS2 End Point:**

Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.

Pupils should be taught to develop flexibility, strength, technique, control and balance.

Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.

Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures.

We have carefully analysed and discussed our pupils’ backgrounds, life experiences and cultures which has helped us to design a curriculum that is ambitious throughout PE.

Children will be given pathways to clubs outside of the school setting, allowing them to further progress in their sporting endeavours.

Through Physical education, we intend that the children should become:

**Self - Successful learners** – we want our children to be knowledgeable, articulate and curious, having a sense of achievement in PE. We provide opportunities and experiences for our children to see possibilities available for their future and for their world.

**Self - Confident individuals** – we want our children to enjoy coming into school. We have constructed a PE curriculum designed to entice and to promote a love of learning physical activity and encourage curiosity; whilst ensuring they live safe, happy, healthy and fulfilling lives.

**Society - Responsible citizens** – we aim to offer experiences which help them become resourceful learners who use their initiative, and make a positive contribution to society through PE.

**Global -** Cultural capital is a key feature within our schemes of work. Children are exposed to a range of people who reflect diversity in modern Britain sport and physical activity but also to some of the greatest achievements of mankind, for example British world champions or Olympic gold medallists.

The key focus throughout every key stage and every subject is the children are “Never too small to make a difference.”

During PE, children will be exposed to reading through use of skill cards and Orienteering.

Key stage two children will also be expected to use literacy skills when working through the theory side of PE lessons.

**Implementation**

At Bedford Drive Primary, we have a strong approach to supporting and training our staff. To help staff to continually improve their PE subject knowledge, we are linked to local sport school sports partnerships, local school PE departments as well as professional sport clubs within the Merseyside region.

We are determined that our pupils are taught by knowledgeable experts. Staff members work alongside the PE leader within school as part of a CPD model. Use of books and videos are used to enhance the knowledge of staff.

We support and advise staff in how to demonstrate and explain physical education concepts to pupils Teachers use a range of resources to help them to develop pupils’ discussion and oracy; such as enhancement lessons, live video lessons, video clips, images, computer software and opportunities to present to others. Teachers demonstrate and explain key vocabulary that the pupils will need to access the lesson.

Teachers use common misconceptions to plan lessons that will avoid common errors such as the correct term when teaching a certain sport for example in tennis we would use a racquet rather than a bat.

We implement the PE scheme of work through well-structured lessons ensuring topics are revisited and prior learning is built upon. Teachers use strategies to develop pupils’ skills such as through games, individual skills, partner work and team focus skills. Teachers will focus on the long term memory of a skill and help children to transfer that skill into a range of sports and activities.

Our creative and use of a mastery approach, PE curriculum is sequenced so that pupils in EYFS learn how to control their movements and move in space as soon as possible in the Autumn term. This allows them to then use these movements in sequences in the Spring term before introducing equipment to these movements and sequences in the Summer term. These basic skills will allow all our children to be physically literate by the end of EYFS and ready to start our national curriculum in KS1.

In KS1, pupils focus on team games in the Autumn term and begin to apply their movements mastered in EYFS. Invasion skills are taught through games rather than specific sports so that KS1 children can continue to focus on learning the key skills. During Spring and Summer of KS1 pupils begin to create simple individual dances and gymnastic sequences focusing on agility, balance and co-ordination.

In KS2, children spend Autumn focusing on applying their movement skills and basic team principles from KS1 in sport specific scenarios. During Spring, pupils look to develop flexibility, strength, technique, control and balance through creating dance and gymnastic routines individually, in pairs and in groups. In the summer, pupils apply running, throwing and catching in isolation and combination with a focus on Athletics.

Teachers use assessment well; we use our school tracking system, ‘Insight’ to track the progress and attainment within PE. Using assessment for learning means that staff can be flexible and reshape a lesson if they identify a misconception or error, which can quickly and easily be addressed and corrected.

Key vocabulary is identified and used, as oracy is an important part of our curriculum. We ensure that pupils have opportunities in PE to discuss, debate and present their work, thoughts and opinions.

Reading through PE could be key to helping those children who may not engage in reading within a classroom setting, to do so whilst in a physical lesson.

**Self - Successful learners** – we plan activities that have chances for pupils to be creative, curious and to articulate their thinking and ideas.

**Confident individuals** – we plan activities and scenarios that contain a dilemma to provide pupils with some realistic scenarios that they will enjoy and will help them to love learning.

**Society - Responsible citizens** – we teach pupils to be resourceful learners who use their initiative, and make a positive contribution to society.

**Global -** Cultural capital is a key feature in our lessons. We teach pupils about a range of famous and not so famous people who have made a significant contribution to the world.

**Impact**

At Bedford Drive, we want our children to know more and remember more. Therefore, we use formative and summative assessment information to inform planning.

Our tracking system, Insight, allows staff to assess systematically what they children know as the PE unit of work progresses, which is then used to inform future planning. Staff can quickly see, which child or group of children need further support in a specific area in PE and incorporate this into planning. These formative assessments, then inform our summative assessment judgements, in each subject.

As part of our monitoring cycle, SLT and Subject Leaders monitor all subjects over the academic year. Monitoring includes: books looks, learning walks/lesson observations, pupil voice and/or parent voice. Our Governors are also part of this process. Through this rigorous monitoring cycle, we have the opportunity to see the impact of our curriculum upon the children.

We believe that through the curriculum, we can impact on what a child is feeling about themselves so that they feel confident and competent; ready to tackle any challenge that they may face. Our PE curriculum ensures that every child receives an appropriate mix of academic and personal development and here at Bedford Drive, we place high priority on ensuring children’s physical and mental well-being needs are being met.

We carefully monitor progress and have an ambitious curriculum, therefore our children develop **detailed knowledge, skills** and understanding across the curriculum and as a result, **make good progress and achieve well.**

Our full and rich curriculum, with its excellent range of experience ensures that every pupil at Bedford Drive Primary School makes good progress both academically and personally. Our unique PE curriculum ensures that every child is given the opportunity to shine and flourish.

We will see:

**Successful learners** – Children should be physically active and engage in competitive and non-competitive sports and activities for sustained periods of time. Develop competence in a broad range of physical activities; use appropriate vocabulary and subject-specific terminology; develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour.

**Individuals** – who enjoy coming into school and are invested with their learning, showing a resilient, can do attitude. Through PE our children will be independent, active learners who are self-motivated

**Responsible citizens** – PE helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching. Children will also develop the ability to cope with success and failure not only in sport but in life, through the PE experiences.