

Boutcher C of E Primary School Subject Story

Physical Education



Intent

At Boutcher, we aim to develop our children's physical development with diverse, engaging and practical P.E. teaching. Our exciting curriculum, Real PE, focuses on the progression of core skills in a variety of indoor and outdoor P.E. sessions. Real PE is a unique, child-centred approach that engages and challenges children in their PE lessons. It focuses on the development of twelve fundamental movement patterns involving agility, balance and coordination alongside healthy competition and cooperative learning. Real PE also focuses these fundamental movement patterns alongside on six learning behaviours or key cogs which are these are: Creative, Cognitive, Health and Fitness, Personal, Physical and Social. At the centre of our curriculum is a focus on the development of core skills that are applicable in a variety of sporting disciplines. A core skill-set allows the children to confidently access different sports This begins in reception (EYFS) all the way to Y6. To supplement this, outside agencies/school staff/PE Lead will offer two after school clubs per week to further promote physical activity and a broader range of sports/activities on offer. Classes will also participate in the Boutcher mile on a weekly basis. A cycling awareness course will also be offered as will a camping trip for Year 4 and a residential trip for Year 6. We will be offering offsite swimming lessons for Year 2 and Year 3 in order to ensure more able swimmers participate in swimming activities in an environment that will stretch and challenge their swimming ability as well as providing teaching for those who are not confident swimmers. To engage children in competitive sport, not only in school but against other schools, competitions will be found and teams entered across a range of sports. We will continue to provide our children with opportunities to become physically confident by developing their physical and mental health and a love for physical and sporting activities to achieve this.

Implementation

Our PE curriculum follows a comprehensive, wide ranging and skill-based scheme of work, Real PE, giving teachers expert guidance whilst still allowing them the space and scope to utilise their teaching expertise in lessons. Specifically, Early Years and KS1 focus on core skills revolving around fundamental movement patterns, spatial awareness and co-ordination using games and fun activities to teach basic skills like effective movement, throwing, catching and balancing. Introducing these skills via different games and play based scenarios and building up to some team-based activities by the end of Y2 has shown to be the most effective way to improve a child's physical ability, gross and fine motor skills. In KS2, these core skills are utilised in indoor and outdoor P.E. lessons with the introduction of invasion games, striking and batting games, gymnastic and athletic type activities. Furthermore, these skills are reinforced and there's opportunity for them to be practised by children in physical activity related after school clubs and opportunities provided by outside agencies and organisations.

Impact

We were determined to explore an approach and supporting resources that would directly align with the vision and values of our school. We know active, healthy children achieve more. It is essential that Physical Education supports the philosophy of our School, develops the whole child and that every pupil feels included, challenged and supported. We want a programme of training and materials that, with the subject leader's guidance and mentoring, enables all teachers and support staff to deliver exciting and engaging lessons with the confidence over time to deliver outstanding outcomes for all children. It is essential for us that we can demonstrate and evidence clear impact of learning, perceptions and positive behaviours and make the very best sustainable use of our sports premium spend. We believe we can create an enabling environment in PE where young people feel included, valued, challenged and supported to achieve their maximum potential, in school and in life. Create Development's Real PE shares our ambition and have a vision to create positive relationships with physical activity for life. Their vision is to redefine what's possible for PE, Sport and physical activity through a new, positive and inclusive culture. Real PE is a PE curriculum philosophy and approach which helps ALL children develop the physical literacy, emotional and thinking skills to achieve in PE, sport and life. It places the learner at the heart of practice with the ultimate goal of transforming how we teach PE, applying all of the high quality learning and teaching skills that have become the norm in other subjects. It supports teachers and other practitioners to make small changes that will have a significant impact on their learners.

What can I expect to see in an PE lesson at Boutcher?

- Cumulative skills progression between and within lessons.
- Each lesson has a skill that is taught and then utilised in different ways.
- Questions are used to assess physical effects of exercise, tactics and for student feedback throughout the lesson.
- Children are given the opportunity to praise and critique their and others performances, abilities and development.
- A variety of resources being used throughout the lesson.
- All children engaged, stretched and enjoying their P.E. lessons.

How do children's skills progress?

An example of skills progression from Year 1 – Year 6

Static Balance: 1 Leg

Skill progression ↓	PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE	PROGRESSION OF VOCABULARY	
	Declarative	Procedural	Key Vocabulary	
	On both legs: 1. Stand still for 10 seconds with...	● minimum wobble. ● standing foot still. ● non-standing foot off the floor.	● Keep head up and still. ● Keep tummy tight. ● Keep back straight.	● back (body) ● challenging ● wobble ● muscles ● straight
	On both legs: 1. Stand still for 30 seconds with... 2. Complete 5 mini-squats with...	● minimum wobble (control). ● standing foot still. ● non-standing foot off the floor.	● Keep head up and still. ● Keep tummy (core muscles) tight and back straight. ● Use arms to help you balance.	● core muscles ● non-standing ● balance ● control ● tight ● mini-squat ● freeze ● dominant (non)
	Expected - end of Key Stage 1			
	On both legs: 1. Stand still for 30 seconds with eyes closed with... 2. Complete 5 squats with... 3. Complete 5 ankle extensions with...	● minimum wobble (control). ● smooth, controlled movements. ● non-standing foot off the floor.	● Look forward and imagine a focus point. ● Use your arms to help you balance. ● Keep your tummy (core muscles) tight and back straight.	● focus ● point ● support (with and without) ● static ● improve ● heel raises ● practise ● feedback
	Expected - end of lower Key Stage 2			
	On both legs: 1. Stand still on uneven surface for 30 seconds with... 2. Stand still on uneven surface for 30 seconds with eyes closed with... 3. Complete 10 squats into ankle extensions with... 4. Complete 5 squats with eyes closed with...	● stability. ● smooth, controlled movements. ● consistent performance.	● Keep your tummy (core muscles) tight. ● Use your arms to help you balance. ● Use smooth, controlled movements.	● movement ● repeatable ● smooth ● uneven ● maintain ● ankle extension ● controlled
	Expected - end of upper Key Stage 2			
Skill progression ↓	On both legs: 1. Complete 5 ankle extensions with eyes closed with... 2. Complete 10 squats into ankle extensions with eyes closed with... 3. Complete above 2 challenges on uneven surface with eyes open with... 4. Complete first 2 challenges on uneven surface with eyes closed with...	● stability. ● smooth, controlled movements. ● consistent performance.	● Keep your centre of gravity over your base of support. ● Keep your core muscles tight. ● Use smooth, controlled movements.	● centre of gravity ● stability ● base ● vigorous ● persevere ● performance
	On both legs: 1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with... 2. Perform above challenge with eyes closed with... 3. Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with...	● stability. ● smooth, controlled movements. ● consistent performance.	● Keep your core muscles tight. ● When reaching, you may need to stretch your other arm and leg back to counter balance. ● Use smooth, controlled movements.	● stretch ● counterbalance

What voice do pupils have?

Year 4 child: "I really enjoy PE because we do lots of different sports and games. Lessons are fun and I don't feel under pressure to win."

Year 5 child: "I really like PE because I get to do sports I don't do outside of school and it challenges me more than if we just did football all the time that I am already good at."



What successes were there in the last few academic years?

- Children accessed a range of different sports and activities in PE lessons and via outside agencies in after school clubs.
- Extra sport/exercises opportunities given by Surrey Cricket Club, Bikeability, Fisher Downside Boxing Club.
- A school football team was started and a football club is now offered after school.
- Very successful Sports Day organised at Southwark Park Sports Centre/Athletics Track and received very good feedback from children and adults.

What are the priorities for PE?

- Teachers to access CPD to give them increased confidence and knowledge teaching PE.
- Competitive sports opportunities and competitions to be made available for children across the school.
- Implement different ways for children in KS2 to take part in outdoor and adventurous activities at least once a term.
- Outside agencies to provide further sporting opportunities for children at Boutcher.