



## Buckden CE Primary PE Subject Guidance

Our PE curriculum develops the children's knowledge, skills and understanding, so that pupils can perform with increasing competence and confidence to succeed and excel in a range of physically-demanding activities and competitive sport. These include dance, games, gymnastics, outdoor and adventurous activity challenges and athletics. It equips our children with a range of skills that involves thinking, selecting and applying, and it promotes positive attitudes towards a healthy lifestyle.

We provide opportunities for the British Values to be embedded within the PE curriculum by teaching sports that are long standing British traditional sports such as football, cricket and athletics. We encourage all children to follow the rules of the games that they play in as well as allowing child to take a variety of roles such as that of official and leader in order to ensure that they understand the concept of 'fair play.' Children learn to give each other respect on the pitch to all participants, the facilities/equipment and to their peers both within the game and when in a position of authority. Children's choice is evident through type of challenge and the level of participation in our numerous extra-curricular clubs and opportunities; pupils are given the freedom to make choices. Every child has equal opportunity to be selected and take part in our extra-curricular programme regardless of race, religion or gender.

National Curriculum Objectives in the teaching of PE are:

- The national curriculum for physical education aims to ensure that all pupils:
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### Teaching and Learning

In the teaching of PE, we use a variety of teaching and learning styles. Our main aim is to develop the children's knowledge, skills and understanding. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.



## EYFS

In early years, children have one formal PE lesson a week and three 20 minute sessions. The focus in all lessons is largely on children's gross motor skills development. The children will acquire the skills to enable them to negotiate space and obstacles safely, demonstrate strength, balance and coordination when playing and to move energetically. A large focus of physical development in early years is also on children's health, children are taught to keep themselves safe, to manage their own risk and about the importance of keeping their bodies healthy. Children have access to a range of equipment throughout the day including large climbing equipment, bikes, scooters and balls.

## Key Stage 1

In Key Stage 1, children have formal PE lessons twice weekly and teachers aim to develop children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics and athletics. These areas are also consolidated in Key Stage 2.

## Key Stage 2

In Key Stage 2, children build on their learning from Key Stage 1 by developing a broader range of skills; learning how to use them in sports or aspects of physical education they have practiced before. This curriculum approach focuses on teaching key concepts to students at a young age, then covering them repeatedly, year on year with increasing complexity and difficulty, increasing children's knowledge and skills. This also enables our children to develop an enjoyment in communication, teamwork and competition whilst also understanding how to improve in different physical activities and to recognise when they have been successful.

## Assessment in PE

Assessments are made half termly, we use Insight to track learning and to inform us of the attainment and progression of pupils within PE.

## Inter House

At the end of each half term, children in Key Stage 1 and Key Stage 2 have the opportunity to compete against each other in 'House Competitions'. The year 6 Sports Leaders organise the competition to enable all those that want to take part to compete against other houses. Rugby, Football, Cross Country are some of the Inter House competitions that we provide.

## Extracurricular

Children have opportunities to attend competitive events and tournaments outside of school. Buckden is part of the Hunts Schools Sports Partnership; working closely with Hinchingsbrooke School who provide us with an events calendar for inter school competitions in a wide range of sport (including those with SEND) throughout the school year.

## Dyslexic Friendly School

Some dyslexic pupils may experience motor co-ordination difficulties that will impact on their ability to participate effectively in some PE activities, especially ball games and team sports. As a result, some dyslexics may struggle with some components of PE while others may have significant problems in all physical activities. Research has found that many dyslexics have postural instability, poor balance and deficits in muscle tone. Some pupils with dyslexia may be unable to judge speed and distance and may lack depth perception, so they will have great difficulty taking part in fast moving team games. However, many dyslexics excel at individual sports such as athletics and others may succeed in small teams where there is little risk of collision with others.

Some support strategies that we may use in PE are:

- Introducing exercises that will help develop motor control and integrate sensory information
- Provide opportunities for pupils to practice visual sequencing
- Use a games approach to developing movements in response to visual and auditory stimuli



- Arrange activities that will develop co-ordination using near and distant targets
- Demonstrate and model movements and techniques (use an 'expert' pupil if necessary)
- We do not use verbal instructions alone – we combine these with demonstrations
- Repeat a series of instructions one at a time
- Highlight and use colour codes for pupils to identify their own roles in games
- Teach rules in a 'fun' way using mnemonics, rhymes, colour coding and jingles
- Use mind maps, visual representations and colour for developing tactics and strategies of play
- We do not expect a dyslexic pupil to be able to listen and write/perform at the same time
- Display illustrated large print versions of rules etc so that dyslexic pupils can locate information more easily