

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect.

Curriculum statement for PE

<p>Intent Purpose</p>	<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. The intent is to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>
<p>Intent Aims</p>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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 In order to progress towards being independently active pupils must experience and apply certain capabilities.
<p>Implementation What planning looks like</p>	<p>At Heatherlands Primary we use Complete PE and have additional resources from recognised organizations such as the Tennis Foundation, the FA Skills Programme, TOPs resources, Leap into Life and dance programmes of study. Planning from Complete PE is updated and adapted when necessary to include:</p> <ul style="list-style-type: none"> • Providing different levels of support, information or intervention • Using modified equipment or language • Activities can also be differentiated according to the STEP principles on the back of the TOPS cards. <p>In Key Stage 1 planning allows children to:</p> <ul style="list-style-type: none"> • 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 <p>In Key Stage 2 planning allows children to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns

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	<ul style="list-style-type: none"> • 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 <p>SEND</p> <p>At Heatherlands Primary School we teach PE to all children whatever their ability. PE forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEP's).</p> <p>Teachers take account of the three principles of inclusion that are set out in the National Curriculum:</p> <ul style="list-style-type: none"> • Setting suitable learning challenges. • Responding to the diverse learning needs of pupils. • Overcoming potential barriers to learning and assessment for individuals and groups of pupils. <p>Staff at Heatherlands use a 'ways in for SEND' document written for all curriculum areas. This offers suggestions and activities to support the needs of all children in accessing the broad and balanced curriculum.</p>
<p>Implementation What teaching looks like</p>	<p>Each class is timetabled 2 sessions of PE per week – one outdoor and one indoor. Outdoor PE and CPD is provided by 'CASA'. There are further opportunities for children to take part in lunchtime organised games, before school clubs and lunchtime and after school clubs. These opportunities are opened either for year groups specifically or opened up across the school. As well as making its own distinctive contribution to Heatherlands Primary School's curriculum, PE contributes to the wider aims of education. At our school we endeavour to make links to other areas of the curriculum where possible. We believe that PE can be used to develop Literacy and Numeracy skills, language and communication, ICT, Design and Technology, Music, Drama and PHSE/Citizenship and is taught within and alongside our themed learning approach. Every year group has a comprehensive bank of planning resources and a curriculum overview.</p>
<p>Impact What learning looks like</p>	<p>At Heatherlands Primary School we offer children the opportunity to:</p> <ul style="list-style-type: none"> • Acquire and develop skills to the best of their ability • Select and apply the relevant skills to the activity they are undertaking • Evaluate and improve their own, and others performance, developing ideas creatively • Identify and apply the principles of safe practice to the activity • Develop essential personal and interpersonal skills in order to interact and communicate with each other • Develop positive attitudes to participation in physical activity

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	<ul style="list-style-type: none"> • Have a knowledge and understanding of the contribution of activity towards health and fitness including community opportunities • Respond to a variety of challenges and show good sporting behaviour, recognising the success of others
<p>Impact What assessment looks like</p>	<p>Assessment is an ongoing process which should demonstrate the impact on children's learning and inform teacher's planning. Assessment will involve observations, collecting evidence e.g. photographs, videos, watching the children work, talking to them about what they are doing and listening to them describe their work can generate useful assessment material. It is vital that teachers acquire knowledge of their pupil's needs, their rate of progress and standard of attainment.</p> <p>In Key stage 1 and 2, the impact of PE is assessed throughout the academic year. Academic reports for core and foundation subjects will be sent home to the parents in the Spring term. Children will be assessed as 'B' (below) 'W' (working towards the expected standards), 'N' (age related expectation) meeting expected standards or 'A' (greater depth standard) exceeding expected standards.</p> <p>Children who are achieving above the national level for their age may be identified as more able and put onto the school's more able register where the children can be directed towards local clubs to continue and further their skill.</p> <p>In Early Years Foundation Stage (EYFS) observational assessments are completed at the end of the reception year. PE comes under the 'physical' area of learning with focus on movement and sports. Children are assessed against the early years foundation stage profile.</p> <p>Review</p> <p>The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, computing leader and all teaching staff, to ensure appropriate coverage of the knowledge within the curriculum and that the teaching of key skills are being implemented.</p>
<p>Health and safety</p>	<p>All staff have access to the SAFE PRACTICE IN PHYSICAL EDUCATION document produced by afPE as safety is a vital factor in a teacher's daily routine to ensure that children remain safe in their care. To ensure their safety, pupils will be able to follow instructions and demonstrate an awareness of the potential dangers relating to:</p> <ul style="list-style-type: none"> • Clothing and footwear • Jewellery • Hair • Working area and surface • Equipment <p>The risk in Physical Education can be lessened or even avoided by following simple guidelines.</p>

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	<p>Supervision</p> <ul style="list-style-type: none"> • The children should be supervised at all times during the lesson • The teacher should be positioned in an area of the hall where the whole class can be seen • The teacher may stand near a more difficult piece of apparatus as long as the class is in view • Risk assessments are in place for each club that is run on the school premises. <p>Clothing, hair, jewellery</p> <p>All children should change from their school uniform into correct PE kit (not a requirement for outdoor games) however appropriate footwear must be worn at all times, bare feet on apparatus</p> <ul style="list-style-type: none"> • Long hair should be tied back • No jewellery should be worn (small stud earrings may be covered with tape to minimise risk) • Teachers should wear the appropriate footwear and clothing, setting a good example • Children will be encouraged to wear appropriate clothing for outdoor activities such as bike helmets. <p>Apparatus</p> <ul style="list-style-type: none"> • The apparatus should be checked on a regular basis by the PE Subject Leader or site manager but staff should be vigilant • Staff should look for torn surfaces, splinters, faulty joints and use other equipment, notifying the PE Subject Leader or site manager • Pupils should be taught how to look after, carry using the correct lifting techniques and store the equipment safely <p>Organisation</p> <ul style="list-style-type: none"> • Children should be taught the need for, and the importance of following instructions, rules and conditions • Children should be encouraged to work in a quiet environment • Use space safely • Be concerned with their own and others safety
<p>Competitions</p>	<p>As children progress through the year groups, there will be increased opportunities for taking part in competitive sport. Through the Poole Games calendar of events, alongside other local tournaments and festivals, children from Years 1-6 can experience competitive sport as well as events where participation and values are rewarded. The frequency of events is highest for Year 5 and 6, where they can participate in a wide range of sports (including cross country, swimming, football, TAG rugby, TriGolf, athletics, netball and more) and where they will also have the chance to become Bronze Ambassador Sports Leaders if they show a passion and dedication for PE and sport.</p>