

**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.

## Physical Education at Heatherlands Primary School

### Intent

Heatherlands believes that PE, physical activity & school sport is a vital part of school life and ultimately our children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participating in physical activity and sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support the local clubs within the school's geographical area.

It is our intent to fully deliver and build upon the aims of the national curriculum for physical education to meet the needs of our pupils. The aims of national curriculum PE 2014 are:

- *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.*

We believe this links directly with our school's values of respect, resilience, aspiration, motivation and independence and is another way in which we can positively engage with our local community and be active citizens within it.

### Implementation

With our commitment to ensuring that ALL the children will receive high quality PE lessons which are planned, sequenced and mapped out in broad and balanced blocks we use Complete PE to support teachers planning. CASA and AFC Bournemouth are used where available to compliment the teaching and to provide subject knowledge development for the teachers as part of our CPD plan. This ensure the provision is of the highest quality.

In order to achieve our intentions of ALL the children receiving high quality PE lessons, the school, through the PE subject leader supports staff to gain confidence and competence in teaching high quality PE. This ensures that the ambitious curriculum which is planned and sequenced is well resourced in terms of staff competence, subject knowledge and pedagogy. The subject leader works with all staff to ensure that they understand the sequence of learning and how the content supports the wider progression of pupils in our school. All staff are also supported to differentiate and adapt their planning to meet the needs of our pupils including challenging all learners irrespective of their individual starting points. Staff will have high expectations and use these to ensure pupils make good progress, recording this on DC Pro to help inform planning and teaching.

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Each year group, across all key stages, will receive a minimum of 2 hours of PE each week with additional sporting clubs run after school on most nights, some lunch times and within school holidays. Sports coaches, together with the PE coordinator, help to coordinate the Sports Leaders - pupils who provide additional sporting opportunities on the playgrounds each day. Our sports coaches are also primarily responsible for running the after-school sporting club provision that take place most days.

Swimming is taught in addition to this in Year 4, with each class spending a half term each (or equivalent) at the pool in order to meet and wherever possible to exceed the requirements for swimming as set out in national curriculum PE 2014 (namely to achieve the distance of 25m, effect a safe self-rescue and to use recognised strokes). We believe that swimming is an important life skill and a way for children to engage in a broad range of water based physical activities throughout their lives. It is our intent that all pupils leave our school able to swim the minimum standards set out.

Children will have the opportunities to participate in a wide range of competitions through inter-house competitions within the school, inter-school competition through the school sports partnership and other opportunities.

Our school also has a high percentage of FSM / Pupil Premium children. Through PE we seek to ensure that they make good progress by monitoring these groups discretely. We are also working with our SRE / PSHE lead to ensure all pupils are aware of the key aspects of mental and physical health, and how they are linked as part of the new requirements implemented in 2025.

## Impact

The aim is that our planned PE curriculum will impact greatly on all our children's ability to acquire the knowledge, skills and understanding needed to make appropriate choices about their physical and mental health. Wherever possible we align our extended curriculum with the core PE curricular offer to enhance learning and extend opportunities for greater depth. The curriculum will develop positive self-awareness in children as they become physically competent. They will also demonstrate a healthy attitude to all forms of physical activity, to competition, showing respect for individuals, teams, officials and coaches.

All children will be assessed through observation, videoing, interhouse activities, Q&A etc and data will be entered on DC Pro, allowing the subject leader to monitor progress across the whole school (including specific target groups). Teachers and coaches will be expected to complete end of unit assessments through a combination of formative and summative assessment. Termly observations are also completed by the PE Subject Leader.

The PE Subject Leader also produces an annual report for Governors and the Headteacher to inform about the impact of the planned and sequenced learning at Heatherlands and the impact of the Sports Premium funding.

The impact upon mini-cohorts is monitored and reported back to SLT by the Subject Leader annually.

The priorities set out in the PE Implementation Plan (including the PE and sport premium plan) are monitored and the targets set are reported upon to ensure the desired impact upon our pupils is achieved. The PE Subject Leader works collaboratively with the PE Link Governor to ensure that this impact is maximised.

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The PE Subject Leader also monitors the impact of planned staff CPD ensuring that the desired outcomes in terms of improved provision for PE are met. Where possible practice is shared, disseminated and built upon. Staff PE Skills audits are revisited annually to help ensure staff can be supported to develop their confidence and competence.