

PE at Grange Primary Academy

<u>PE Curriculum Drivers</u> As a result of the children being taught the Grange Curriculum, our children will be: A Resilient Learner: Physical Education knowledge and understanding is shared with the children and prioritised in the teaching. We are committed to ensuring children learn, remember and practise the fundamental sporting concepts. The PE learning process will include regular peer and feedback to further develop knowledge and skills. Children will be expected to practice and set themselves high standards for competition and performance. An Independent Enquirer: Children will be encouraged to ask questions about the activities they learn and experience. They will want to know about the historical significance of sports and it's famous performers. They will investigate and explore the links between different sporting techniques and skills. An Articulate Collaborator: Children will experience a wide range of sporting activities and will articulate their personal opinions on these. They will be encouraged to develop a critical standpoint based on prior knowledge. They will be taught precise, technical vocabulary and they will apply this to their discussions and practise during the learning process. They will work confidently with others to practise and perform, demonstrating a secure level of sporting knowledge and understanding. An Ambitious Individual: The sporting learning journey through Grange does not shy away from the complex concepts or skills such. Lessons will ensure that children understand the core concepts of each sport they play. Children will demonstrate their sporting knowledge and understanding through high quality performance and confident discussion. A Considerate Participant: Children will experience a breadth of all types of sports. Children will be excited to share the sporting experiences they take part in and the key messages and feelings that it can evoke. They will respect and value the opinions of others. They will fully engage in sporting learning through a range of performance opportunities.	<u>Sequencing of Content</u> The Grange Primary Academy PE overview ensures that pre-requisite knowledge is considered and linked to new learning. A range of key concepts/skills are taught within applicable year groups, giving opportunity to deepen understanding throughout Practise and competition will be heavily considered and sequenced.	<u>Big Ideas</u> ➤ Practise, perform, review, compare and evaluate and improve across a range of sporting activities ➤ To understand that skills are interchangeable among a range of sporting activities ➤ Learn to develop skills and understanding of sports both individually and as part of a team ➤ Have the opportunity to attend after school clubs ➤ Have the opportunity to represent the school through competition
	<u>Purpose</u> Each unit of work is purposeful and works towards a known end goal which ensures all children understand that their learning has a real-life purpose. This could be a small sided game, class or parental performance or inter school competition for example.	<u>Retrieval Practice</u> Children take part in regular activity and practise activities to strengthen their skills and understanding Learning journeys fit together so that learning can be retrieved and applied. Understanding of what constitutes a healthy lifestyle and why we need to exercise are repeated each lesson. Remembering information and knowledge is celebrated and is part of the Grange culture.
	<u>Deepening Concepts</u> The curriculum is broken into a range of different sporting and physical activities. Concepts/skills are taught and revisited and understanding deepened in the sporting elements through small, sided games, performances, and competition.	

British Values

At Grange Primary Academy we understand the importance of promoting the fundamental British Values that are recognised around the world. It is our aim as a school to address these values wherever possible in the curriculum, including in PE.

Democracy:

- Children are taught about the need for different roles and different responsibilities, including teamwork and decision making. Pupil voice is used to gain feedback for PE & School Sport (e.g. re curriculum, extracurricular activities, kit).

The Rule of Law:

- Children are taught about age-appropriate rules, fairness and respect, through a variety of PE activities. They learn to work individually and in groups. An established ethos in PE with regard to how to win and lose fairly and understand good sportspersonship. Competition against oneself is encouraged in addition to competition against others.

Individual liberty:

- PE recognises individual differences. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. Pupils are taught safely and about safety.

Mutual Respect & Acceptance of those of Different Faiths and Beliefs:

- Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings, and opinions, with an expectation that these must be listened to.
- Team games – the need for tolerance and mutual respect.
- Pupils are taught about historical, cultural, and religious differences, through a variety of PE activities. The culture in PE respects cultural differences. The school engages in competition and encourages competition within and across the school community.

Cultural Capital

Cultural Capital is the accumulation of knowledge and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a child will draw upon to be successful in society, throughout their educational journey and eventually their career and world of work. At Grange Primary we enhance children's experiences and learning by utilising different opportunities in our PE curriculum, across the whole curriculum and around school.

Games:

Children will learn a variety of skills. They will be able to understand the mutual respect needed to compete in a sporting competition. This will be evident through the way they conduct themselves when they compete. They will be tolerant of the different faiths and beliefs that contribute to team competitions. The children will understand that they are to be compliant with the rules of a game and that we live in a democratic society where both men and women can play mixed sports.

Dance:

Children may demonstrate knowledge of the history of dance, and its cultural impact on the world. They may be able to reflect on different styles of dance, influenced by different cultures and both national and international histories. Children may demonstrate an awareness of socio-economic influences in different dance histories, such as hip-hop, ballet and folk and begin to compare the different styles.

SMSC

Our curriculum helps to promote and foster SMSC through a variety of different ways.

Spiritual:

The chance to reflect on performance is key in PE/ sport i.e. teamwork, participation and role. The setting of person and whole class goals and the evaluation of whether we have reached them through the unit. We learn to respect the rules and enjoy the activity. Learners challenge themselves. This could be through increasing the difficulty or creating a new activity which progresses the learning. In PE/sport, reflection via self-assessment, peer assessment and teacher assessment in a non-judgemental way is crucial so that learners can challenge themselves and progress to next steps.

Moral:

In a range of different activities, the learners will be faced with choices as to what is right and wrong i.e. do I dive for a penalty. Learners will be taught the roles of a sport or activity and right choices will be discussed and how this is for the benefit of all parties- do you win if you don't win fairly? Discussions around the consequences of making right choices.

Social:

It is key that learners have the opportunity to work with a range of different abilities throughout lessons. We need to develop the skills of cooperation. Children will be taught to resolve issues independently. They will learn that teams don't always get on and will develop the skills of cooperation and tolerance.

Cultural:

We will learn that our role models in sport come from a range of ethnicities, and all are to be valued equally. We will learn about the Paralympics and that disability is not a barrier to attainment. We will discuss where sports have originated from, where it is popular and which countries excel.

Impact

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

PE is taught as a basis for life-long learning. We believe that a successful PE curriculum where children have access to a range of activities and have a positive, successful experience will then create children who will continue to have a physically active life. They will also have a good understanding of what a healthy, active life is like and the benefits of leading one.

Opportunities to compete in sport and other challenging activities will build character and help embed values such as fairness, respect and teamwork. Children should be prepared for the next step in their learning and life journey and in a position to participate fully in the sporting and active opportunities in education and beyond.