



Physical Education



Intent

At the Federation of Holy Trinity, we believe that a high-quality PE curriculum improves our pupil's physical literacy and development of fundamental movement skills; promotes active and healthy lifestyles and provides enhanced sporting opportunities for all.

Coverage

How do you know the National Curriculum is covered?

A PE **National Curriculum Coverage Map** matrix maps the objectives of the National Curriculum and it is then cross-referenced to the Learning Means the World Curriculum to incorporate dance units. Any identified gaps are taught through National Curriculum specific units.

Progression

Our curriculum has been devised in such a way as to continually develop skill progression, year upon year. As pupils progress through their learning, they build a range skills and knowledge which they can draw on for the end point of each unit. For dance and gymnastics, this is usually a group presentation and for games this will be demonstrating participation and competitiveness in a game situation. **Skills Progression Maps** clearly map out the progression of skills through identified units, highlighting end goals for each phase.

When is PE taught?

At Holy Trinity, pupils take part in 2 x 1 hour timetabled PE lessons every week. These are based on games, dance, gymnastics, athletics and swimming. Pupils also have the opportunity to participate in the Trinity Trot throughout the week as well as extra-curricular activities planned outside of the PE lessons. In addition to weekly planned lessons, all year groups participate in additionally planned activities throughout the year to enhance the curriculum. Examples include accessible wheelchair sports, balance bike workshops and mass participation dance events with other local schools.

How is PE taught?

PE is taught by the class teacher. Additionally, outside agencies may enhance provision by delivering identified elements of the PE curriculum alongside class staff.



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What do we learn in PE?

Over the year, pupils will be taught a range of units with the exception of swimming which takes place in Year 3, and again for Year 6 for those not yet meeting DfE defined criteria. In addition to this, older year groups also benefit from a 'health and fitness' unit. This is designed to support pupils in their understanding of how to keep themselves healthy and links to our science and PSHE curriculum. All of this is linked together through a series of sporting values that are identified as examples of excellence and can be used in many social circumstances outside of traditional sporting environments.

Over the year, as part of their PE lessons, all pupils will take part in a variety of House Competitions. This ensures that all pupils gain a greater experience of being in a game situation and can earn their house some points too.

Where will you see evidence of PE at The Federation of Holy Trinity Church of England School?

- ✓ Communal displays
- ✓ Pupil voice
- ✓ Demonstration of skills
- ✓ Certificates and medals
- ✓ Whole school participation events such as Sports Day
- ✓ Assessment
- ✓ Subject Leader folders

How do we assess and monitor PE?

We focus on formative assessment during lessons, which is then evidenced as evaluative notes on lesson plans. Summative assessment is recorded as teacher assessments and recorded as a method of tracking on Insight.

Through close monitoring of PE, we know that pupils enjoy discussing the variety of different sports in which they participate. Effective teaching has a positive impact on learning and standards. The PE subject leader has an evidence file recording monitoring activities, which can include interviews, observations and planning scrutiny. The Subject Leader evaluates all aspects of PE learning to define next steps for improvement from their action plan.



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How we support SEN?

All pupils at the Federation of Holy Trinity Church of England Primary Schools receive high quality teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- ✓ More able pupils
- ✓ Pupils with low prior attainment
- ✓ Pupils from disadvantaged backgrounds
- ✓ Pupils with SEN
- ✓ Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. PE is no different and lessons are adapted to ensure that they are accessible for all pupils.

Impact

PUPIL VOICE Through discussion and feedback, pupils talk enthusiastically about their PE lessons. Pupils can confidently speak about what sports they have been learning and what events they have participated in.

EVIDENCE IN KNOWLEDGE Pupils know about different ways that PE can be used to support their future potential. Pupils can build on their knowledge each year to form a solid understanding of a sport and show an increased skill set within this sport.

EVIDENCE IN SKILLS Pupils use correct subject specific vocabulary in PE lessons. Pupils can demonstrate the skills they have learnt in a variety of different matches or activities.

BREADTH AND DEPTH Teachers plan a range of opportunities to use PE both inside and outside of the classroom. Teachers regularly link PE lessons to Learning Means the World topics as well as with current events happening in the local area. Teachers plan for extracurricular events in PE to enable all pupils of all abilities to participate in a range of different sporting activities. Teachers ensure that pupils are aware of how sports can be adapted for a variety of different needs and are able to take part in adapted sports.