



PHYSICAL EDUCATION

A high-quality physical education curriculum inspires all pupils to *"I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."* **Michael Jordan succeed and excel in competitive sport and other physically demanding activities. It should**

provide opportunities for pupils to become physically confident in a way that 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.

"Everybody has sporting opportunities at Brabin's – we have 2 lessons a week and lots of extra clubs and we enter loads of competitions! We enjoy lessons with teachers but have great coaches that come in too. There is always something sporty going on!"

Y6 pupil – March 2022



Gymnastic Competition- January 2022

More Able Learners in PE

HOW LEARNERS ARE CHALLENGED

All children are challenged through quality first teaching within every PE lesson. Children will be encouraged to 'aim high' and be the best they can be.

We offer challenge through using open ended tasks which allow more advanced skills/tactics to be developed. Greater pressure is placed on the individual pupil in practice and game situations e.g., skills to be performed in a more

confined area or, within a set time.

Pupils are encouraged to play a leadership role in decision making,

team organisation, planning tactics, evaluations strengths and weaknesses, conducting warmups

Aims of the PE Curriculum



and cool downs. There is an opportunity to become a 'Sports Leader' in UKS2.

Pupils may also be encouraged to take on an officiating role. More able pupils will also be encouraged to attend extra-curricular clubs and participate in inter school competitions and tournaments.

What we intend to do

Physical Education is a foundation subject within the National Curriculum but is also an integral part of everyday life in order to lead a healthy and active lifestyle. At Brabin's Endowed the intention of the PE Curriculum is that every child has the opportunity to take part in regular physical activity and become more physically confident and competent. We also hope that, through the wealth of sporting opportunities and activities on offer, this will develop a love and passion for sport and this will continue into their later lives.

The Intent of each phase of the curriculum is as follows:

EYFS: The focus is to develop gross and fine motor skills. We use the Lancashire 5 Fundamental Movement Skill resource to develop a wide range of physical skills to ensure the children are ready for KS1 PE.

Key Stage 1: to carry out a baseline of 10 Fundamental Movement Skills as the children enter Y1. From this baseline, the teacher adapts the curriculum and has a focus on the FMS the children are less proficient in.

During Key Stage 1: to continue to develop the FMS and teach children HOW to apply these skills in context. They should develop their knowledge in using simple tactics in game situations and create sequences of movement in gymnastics and dance. This is delivered in core task activities.

End of Key Stage 1: the children's 10 FMS will be assessed again. This will show the impact on performance of the FMS and which skills have been mastered.

Lower Key Stage 2: the intent in games is to develop attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides, i.e., 3V1. They will also develop their knowledge of simple attacking tactics, which are transferrable across similar category of games. In dance and gymnastics, the intent is to develop performance and sequencing skills. All the skills are applied through the relevant core tasks which are linked to age expectations.

Upper Key Stage 2: In games, the intent is to continue to develop attacking skills when pupils are working as part of a team and to develop their knowledge of defending strategies. These will be delivered through modified mini versions from

Brabins Endowed Primary School
uneven sides to even sides. The learning the children receive through the different categories of games leads to playing an intra school games competition and an opportunity to participate in inter school competitions. In Dance and Gymnastics, the intent is to develop children's performance and composing longer sequences of movements with a partner or group. All the skills are applied through relevant core tasks which are linked to age expectations.



Robin Wood March 2021

Supporting Learners in PE

HOW ALL LEARNERS ARE INCLUDED

Learning in PE is carefully planned to include all learners. We ensure all pupils have access to the full range of activities. We strive hard to meet the needs of those pupils with Special Educational Needs, disability or with special gifts and talents. Where needed, children may have an Individual Support Plan to target specific areas.

Learning may be differentiated by outcome, by support, by task or by resources. This will may include:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of core tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity

All children will access...

- High quality, progressive and engaging PE lessons – twice a week
- Daily morning 'Wake Up Shake Up' sessions before the start of the day
- An opportunity to participate in a wide range of extra-curricular activities
- An opportunity to participate in both intra and inter school competitions and tournaments
- High quality resources and equipment
- An opportunity to attend a residential outdoor and adventurous education course in UKS2
- An offsite outdoor and adventurous day in LKS2
- Visits from Specialists/Coaches to deliver high quality enrichment activities e.g., Quidditch.

2022



Tower Wood – March



Whole School Cricket Coaching with Lancashire Cricket Club – April 2021



PARENTAL INVOLVEMENT

Every opportunity to share learning within PE with parents is taken and a range of events are planned throughout the year. This can include sharing images and videos on the school website or social media of sporting participation and involvement, class/group performances during Open Evenings and special assemblies, attending sports days and the opportunity to watch pupils compete in inter school competitions.

Implementation-
What Physical Education will look like

Year 1&2	Year 1&2	Year 1&2	Autumn 1	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 1
Spring 2	Spring 2	Spring 2	Summer 1	Summer 1	Summer 1	Summer 2	Summer 2	Summer 2			
Cycle A			Cycle A			Cycle A			Cycle A		

PE at Brabin’s School provides challenging and enjoyable learning through a range of sporting activities including: Lesson 1
Athletics Baseline End of Year Gym Games Games

Invasion Games Lesson 1 Lesson 1 net & Baseline Lost and Found Wall Baseline games, gym striking Year 1 Unit Gym and
Games fielding Overarm Games games, Games Striking and gymnastics, Games Athletics Sports Day dance, Athletics s swimming End of Year
Assessments End of Year Baseline Baseline and outdoor & adventurous activities. Basic skills of Throw Fielding (Year 2) Activities
Baseline Assessments

The long-term plan sets out the PE units Travelling. which are to be Overarm taught throughout Striking and the
year Sports Day and ensures Assessments - Recap any that the requirements
Lost and Found Year 1 Unit Jumping and Overarm Throw Striking and Fielding Sports Day weaker areas of Pupils varied the

participate National range Lesson 2 of Curriculum extra in two-curricular high Dance are quality fully met. Basic skills of

PE Basic skills of Travelling. Balancing lessons Games each week. Dance Throw In addition, (Year Fielding (Year 2) 2) Gym children

are Activities Activities Games encouraged - Recap any weaker areas - Recap any Athletics to partici pate in the

The long-term plan sets out Moving along the PE activities units Travelling. Jumping and Balancing Jumping and which Balancing Kicking at lunch
are to time, be Three Little taught Pigs breaks throughout and sequences through after Creating school the year sport Piggy in the
and middle clubs. ensures weaker areas Colour Match that the requirements

of the National Lesson 2 Lesson 2 Curriculum Dance Dance are fully met. Games Games Dance Or Seaside Dance Gym
Travelling, Gym Games Games Athletics Athletics

Children are invited to attend competitive sporting events within Balancing, Rolling the and Jumping local area. This is an
inclusive approach which endeavours to encourage not only physical development but also mental well-being. These
events also develop teamwork and leadership Moving along Moving along skills and are Kicking very Kicking much enjoyed Three
Little Pigs Three Little by the Creating sequences children. Creating Piggy in the Piggy in the Colour Match Colour Match

Each year a small group of Year 5/6 children are invited Or Seaside Pigs to become through Travelling, sequences through
Sports Travelling, Leaders middle for middle the school. They develop into sporting role models for the younger children,
assisting Or Seaside with lunch Balancing, Rolling Balancing, Rolling -time clubs, our annual Sports day and any other and Jumping
Sporting activities i.e Sports Relief events. and Jumping
Children in KS2 have 2 full terms of swimming lessons. Additional swimming is provided for non/weak swimmers.

PE Scheme of Work

Year 1&2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Baseline Lost and Found	Gym Year 1 Unit Basic skills of Travelling, Jumping and Balancing	Games Overarm Throw	Games Striking and Fielding (Year 2)	Athletics Sports Day Activities	End of Year Baseline Assessments -Recap any weaker areas
Lesson 2	Dance Moving along	Games Kicking	Dance Three Little Pigs Or Seaside	Gym Creating sequences through Travelling, Balancing, Rolling and Jumping	Games Piggy in the middle	Athletics Colour Match
Year 1&2 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Baseline Lost and Found	Gym Year 1 Unit Basic skills of Travelling, Rolling and Jumping	Games Underarm Throw	Games Net/Wall (Year 2)	Athletics Sports Day Activities	End of Year Baseline Assessments -Recap any weaker areas
Lesson 2	Dance Penguins or Once Upon a giant	Games Rolling	Dance Toy Story	Gym Year 2 Unit Creating sequences through Travelling, Balancing, Rolling and Jumping	Games Catching and Bouncing	Athletics Honey Pot

Upper KS2

Oak Class Year 5&6 Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Invasion Games	Invasion Games (Basketball/handball)	Net and Wall	Outdoor and Adventurous Activities	Net and Wall (tennis/badminton)	Athletics
Lesson 2	Gymnastics	Dance	Gymnastics	Dance	Striking and Fielding (Cricket)	Striking and Fielding (Rounders)
Oak Class Year 5&6 Cycle B						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Invasion Games (Calling the shots)	Invasion Games	Gymnastics	Dance	Athletics	Athletics
Lesson 2	Swimming	Swimming	Invasion Games (Football)	Striking and Fielding	Striking and Fielding	Net and Wall

The teaching of each unit at Brabin's always have a purpose and lessons are sequenced in a way to ensure there is a clear outcome at the end of each unit e.g performing a dance

sequence, apply skills in a small sided game situation.

Lower KS2

Sycamore class Year 3&4 Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Invasion Games (On the attack – rugby focus)	Invasion Games (Basketball focus)	Net and Wall (tennis/badminton <i>Weather dependent</i>)	Outdoor and Adventurous Education	Net and Wall (tennis/badminton <i>Weather dependent</i>)	Athletics
Lesson 2	Gymnastics (p1) (Partner Work)	Gymnastics (p2)	Dance (p1)	Dance (p2)	Striking and Fielding (Rounders)	Striking and Fielding (Cricket)
Sycamore class Year 3&4 Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Invasion Games (Netball)	Invasion Games	Gymnastics	Dance	Athletics	Net and Wall
Lesson 2	Swimming	Swimming	Invasion Games	Net and Wall	Striking and Fielding (cricket)	Striking and Fielding (rounders)

Subject Organisation

PE is taught following the National Curriculum Programmes of Study for Key Stages 1 and 2 (National Curriculum 2014). Due to our mixed age setting, the scheme of work runs on a two

year cycle. PE is taught as a discrete subject and each class has two one hours lessons a week. Additional enrichment opportunities will also be planned at both a class and whole school level

which may reflect: current events and commemorative celebrations.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN PHYSICAL EDUCATION

	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
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PE	<ul style="list-style-type: none"> -Children will be given opportunities to develop the Christian values, Endurance, courage, and perseverance. Overcoming barriers when approaching obstacles. -Playing sports and being a member of a team helps children develop a sense of place and belonging. While giving them an identity and sense of self-worth. -Allowing children reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. 	<ul style="list-style-type: none"> -Decision making and teamwork, considering consequences, behaviour, right and wrong - Through discussing and appraising each other's performances in dance and gym -By considering different perspectives and developing empathy -When playing sport students should develop a clear sense of right and wrong and an idea of "fair play" and justice. 	<ul style="list-style-type: none"> -Work collaboratively through creating gym and dance sequences and in team games. -By providing opportunities to perform and compete in a range of settings, with children from other schools and with an audience. -Encouragement to express their feelings towards performances whilst showing sensitivity and an awareness of the opinions of others -Teaching them to develop intrapersonal skills to manage times of success and defeat. 	<ul style="list-style-type: none"> -Children are given the opportunity to explore dances and learn games from different traditions and cultures including their own. -By providing opportunities for pupils to develop their chronological understanding of the history of sporting heroes and sporting traditions of other countries.
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Professional Development in PE

The Headteacher (Mrs Wallace) is the PE Lead with 20 years' experience as the PE Subject Leader. A range of training opportunities have been undertaken and completed by the subject leader throughout her time in post.

The school utilises some of the School Sport Premium to ensure that all staff receive appropriate and updated training in PE. An example of how this funding is used to support PE at Brabin's is Mrs Talbot, Teaching Assistant, completed a Level 5 PE Specialism in Primary Sport, 2018-2019, to ensure sustainability in providing high quality PE lessons for the whole school.

In service training for staff is provided during staff meetings to cascade training and research when and where required. Class teachers may also attend externally led courses and training. As a small team of teachers, close communication is a key strength and teachers regularly share good practice with each other. Opportunities for professional engagement with cluster colleagues are also highly valued.

The school works closely with PESSPA (Physical Education, School Sport and Physical Activity) and draws upon their expertise to continue to maintain high standards of PE.

DEVELOPING BRITISH VALUES THE PE CURRICULUM

We have ensured that both our curricular and additional enrichment opportunities are a tapestry of our society. This involves introducing a wide range of sporting heroes from a range of cultures around the world. Our KS2 PE Scheme has a 'character theme' for each unit. For example, tolerance, and trust. Opportunities within these themes are presented and the themes are reinforced within the lessons. Democracy is promoted by teaching Pupils about the necessity of different responsibilities within activities, including decision making. Our pupil voice for PE also allows children to have their say. The opportunities to compete in interschool sports and other activities, which helps to build and embed values such as fairness and respect, promoting mutual respect and tolerance.

CULTURAL CAPITAL

Cultural capital is defined as the accumulated behaviours and skills that a student can draw on to demonstrate their cultural awareness, knowledge and competence. It is one of the key ingredients to be successful in society, their career and their life. At Brabins we work tirelessly to build our pupils' cultural capital and expose them to a range of experiences to help them achieve their goals and become successful.

PE presents great opportunities to highlight talent, aspiration, thought and achievement.

We will also ignite children's ambitions and aspirations by highlighting new and less well-known sports and their achievements explicitly.

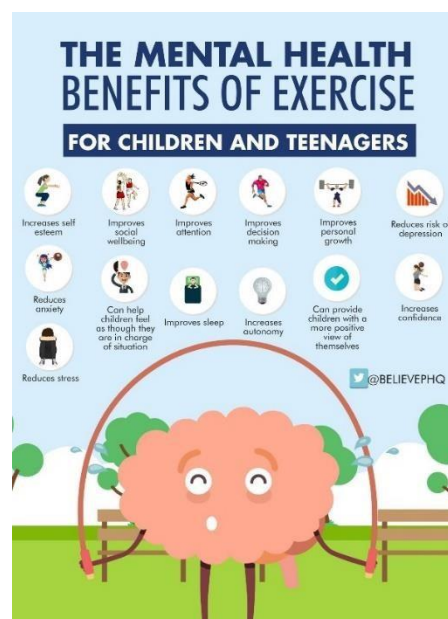
Children will be actively encouraged to identify their favourite sports and sportspersons and to voice their opinions about sport and PE at Brabins'.

WELLBEING AND MENTAL HEALTH

At Brabins, we recognise the research which shows how Physical Education can promote wellbeing and positive mental health. Studies from the Royal College of Psychiatrists show that,

'It is clear the positive relationship between physical activity and improved mental health. Exercise influences certain chemicals in the brain, like dopamine and serotonin. Brain cells use these chemicals to communicate with each other, so, they affect your mood and thinking in a positive way. By creating a positive environment and by putting PE, sport and regular physical activity at the heart of school life, we are supporting and helping improve the health and well-being of our children and young people not only now but into the future.'

We hope to promote wellbeing through our approaches to PE at school: At the beginning of the day a 10-minute wake up shake up, for the whole school to join in with. Children at Brabins have two lessons of PE each week. A wide range of sport-related after school clubs are run by teachers and external coaches, whilst many of our pupils take part in interschool sporting competitions which include an extensive range of sports and activities. Our Sports leaders are excellent at organising activities and games during play times to encourage higher levels of physical activity and promote inclusion. Throughout the day, BBC Super movers may be used during lessons and the curriculum linked videos get children moving for a few minutes at a time.



<https://www.afpe.org.uk/physical-education/mental-health-and-the-importance-of-pe-sport-and-physical-activity-in-the-curriculum/>



Preston Small Schools' Champions 2020-2021

Kurling Competition January 2022

PHYSICAL EDUCATION IN THE EARLY YEARS

Physical development is one of the three prime areas in the Early Years Foundation Stage (EYFS) and involves giving children the opportunity to:

- be active and interactive
- to develop their co-ordination, control, and movement
- understand the importance of physical activity and to make healthy choices in relation to food.

The focus is to develop gross and fine motor skills. We use the Lancashire 5 Fundamental Movement Skill resource to develop a wide range of physical skills to ensure the children are ready for KS1 PE.

Outdoor play is facilitated so it maximises opportunities for the children to be active, develop their co-ordination, control and movement.

Reception Curriculum Overview for PE

The P.E Units will be chosen based on the FMS assessments.

The assessments will be termly and will determine what skills the children need to work on and what units will suit the needs of the class.

Reception	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2	
Lesson	Part 1 FMS Assessment	Part 2 Choose Unit according to assessment	Choose Unit according to assessment	Part 1 FMS Assessment	Part 2 Choose Unit according to assessment	Choose Unit according to assessment	Choose Unit according to assessment	Part 1 FMS Assessment	Part 2 Choose Unit according to assessment

FMS = Fundamental Movement Skills

- Running
- Jumping
- Hopping
- Catching
- Overarm Throw

Assessment

HOW ALL LEARNERS ABILITIES ARE IDENTIFIED

All children are encouraged to be involved in the process of learning.

In lessons across the school, teachers will strive to provide instant oral feedback.

Teachers assess children's work in PE by making assessments as they observe them working during lessons. At the end of a teaching unit, children complete a core task- based on the national curriculum age group expectation. Pupils are encouraged to evaluate their own work and suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for the lessons and core tasks.

Pupil attainment data is shared with the Subject Leader on a termly basis. This data is then analysed by the Subject Leader focusing on trends across the school, the proportion of pupils meeting age related expectations and those pupils working at a deeper level within the standard. Parents are informed of their child's achievement within PE in the end of year report and where appropriate, during parents' evenings.

Physical Development within the Early Years Foundation Stage framework is one of three prime areas of learning. The two related

Early Learning Goals are Moving and Handling and Health and selfcare. Pupils' progress in these areas are shared with parents.

Monitoring

HOW PE PROVISION IS MONITORED

Monitoring is undertaken by the Subject Leader.

This is conducted regularly and includes: -

- Learning Environment Walkthroughs
- Monitoring of planning
- Pupil Voice
- Data Analysis
- Lesson Observation
- Action Planning

Health and Safety

We ensure that all general health and safety requirements apply in PE and sporting activities. We expect the children to change

for PE into the appropriate clothing for each activity. The wearing of jewellery is not permitted for physical activities. Staff set a good example by wearing appropriate clothing when teaching PE. The school follows the 'Safe Practice: in

Physical Education, School Sport and Physical Activity, 2016' to ensure each lesson is undertaken with safety of

paramount importance.

Impact

A Brabin's PE experience should provide a depth of learning in a positive and engaging environment. Basic underlying principles and skills have been practised with opportunities to develop these into more complex processes. Pupils will be confident to try new things and take risks. They will be able to make quick decisions and choices when planning tasks or performances. Pupils will understand the benefits of working in different group dynamics. They have confidence to lead and support others. They will understand the importance of physical activity in a wider context and possess skills and enthusiasm to develop their learning further.

Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about selfdiscipline and that to be successful you need to take ownership and responsibility of their own health and fitness.

Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.