



Physical Education Curriculum Overview

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should 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.

"The sky has no limits, neither should you." Usain Bolt

Our curriculum intent

Our PE curriculum will enable pupils to develop:

- ❑ competence to excel in a broad range of physical activities
- ❑ be physically active for sustained periods of time
- ❑ engage in competitive sports and activities
- ❑ develop their physical and mental well-being through a healthy, active lifestyle
- ❑ view physical activity as a life-long commitment

Our curriculum approach - Knowing and remembering more

We believe that the PE curriculum we offer at Bradley Green is exceptional. It enhances the children's knowledge and understanding of physical well-being by promoting a healthy, active lifestyle. We have a detailed and well-sequenced curriculum with built in retrieval activities to enable the children to know and remember more. Our curriculum makes links to previous and future learning within the whole curriculum.

Our curriculum is designed so that key concepts are revisited within and across year groups so that children can develop and master both technical and social skills.

Key concepts:

- Skills
- Competition
- Strategies
- Teamwork

Assessment

Teachers assess throughout as well as at the end of each lesson and record this assessment on their unit plans. Teachers identify children who have exceeded the expectation or who need more practice and use this to decide the starting point for the next lesson.

The assessment information is also passed on to the subject leader at the end of a unit so that the subject leader can look for patterns across this school. The teacher's feedback on the teaching of the unit is important for the subject leader when they come to revise the unit plans for the following year.

A summative judgement is also completed at the end of each term.

Primary Sports Coaching (PSC)

At Bradley Green, we use Primary Sports Coaching to deliver most of our PE lessons. PSC coaches have experience of coaching a vast array of school sports and physical activities, to all ages and abilities of primary school pupils. PSCL coaches support the schools delivery of PE and have their own scheme of work to support planning and pupil assessments.

Objectives are outlined on a half-termly basis and then individual sessions are planned weekly in line with pupil learning and improvement. Sessions are appropriately differentiated to ensure that all pupils are working to their own individual level and consequently are pushed and encouraged to reach their potential in each and every sport covered.

As a company they endeavour to ensure that all pupils enjoy PE, improve individually and achieve the highest possible levels. Something only achievable via careful planning, preparation, and assessment.

Our PE specialist and our PE coach have great communication links and meet each half term to discuss the assessments from that half term and how planning for the next half term might need to be adapted.



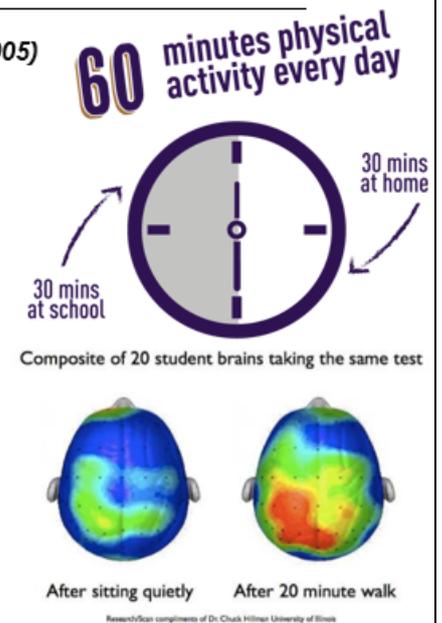
Active schools

We understand the importance of physical activity and as a school we promote active lifestyles. We ensure that the school day is structured so that it incorporate active learning in addition to break and lunch times. We know from research that this not only helps children's physical well-being but their mental well-being. It also improves brain speed which will support children in their learning.

"For the first time in two centuries, the current generation of **children** may have **shorter life expectancies** than their **parents**, according to a new report, which contends that the rapid rise in childhood obesity, if left unchecked, could shorten **life** spans by as much as **five years**."

The New England Journal of Medicine (published NY Times, 2005)

- Government recommendations say that children should be active for 60 minutes per day. 30 minutes at school and 30 minutes at home. **(Active 30:30)**
- Children are most receptive to learning for the first 20/30 minutes after activity. "Brain speed improved by up to 19% after exercise" - Super Movers BBC study, 2019
- Increasing children's activity isn't about more PE: it is about building in movement within lessons **(NOT ALL LESSONS EVERYDAY)**



Sports ambassadors

Sports Ambassadors at Bradley Green are chosen from Year 5 and 6 and are children who demonstrate the core values of sportsmanship: **Determination, Passion, Respect, Honesty, Self-belief and Teamwork.**

Roles and responsibilities include:

- *Being a role model in PE lessons*
- *Promoting sports and clubs around school*
- *Pupil Voice surveys on PE*
- *Maintaining and reviewing PE equipment*
- *Organising and setting-up Intra-Sports competitions and Sports Day*
- *Attending Sports Ambassador training with Tameside School Sports Partnership*
- *Organising and helping Play Leaders at lunchtime*

Play leaders

Play leaders at Bradley Green are chosen from Year 5 and are children who demonstrate leadership capacities and they are able to communicate effectively.

Play leaders have a training session which is run by PSC where they develop their knowledge of games and activities as well as how to be a good team leader. They then organise and oversee lunch time activities on the playground.

Sports competitions

At Bradley Green, healthy competition is encouraged to help refine skills and promote the core values of sportsmanship.

Competition at Bradley Green includes:

- Intra-school competition
- Sports Day Competitions (Summer term)
- Intra-Year Competitions (Termly)
- Inter-school Competitions (Bi-monthly)
 - Tameside schools football association
 - Tameside schools sports partnership

Football
SEN Ten-Pin Bowling
Hockey
Tag Rugby
Dodgeball
Indoor Athletics
Basketball
Cricket
Rounders
Quadkids

School Games Mark

The School Games Mark shows our commitment to the development of competition across their school and into the community. This scheme encourages us to evaluate our PE provision and assists us in developing an action plan for future progress. We are proud to have achieved our Gold Mark Award.

2016/2017

Your school ranked Silver



2022/2023

Your school ranked Gold



2015/2016

Your school ranked Silver



2021/2022

Your school ranked Gold



2014/2015

Your school ranked Bronze



2018/2019

Your school ranked Gold



2012/2013

Your school ranked Bronze



Developing expertise

Our PE subject lead ensures that they are up to date with all current PE knowledge, training and development through Enquire learning trust networks, being members of Tameside Schools Partnership and having links with PSCL. Before each school written unit of work is taught, our subject lead meets with class teachers to ensure that they have strong subject knowledge and access to all the resources they need. They will support with any training or development that is required.

PE in EYFS

Children in EYFS are given daily opportunities to expand their physical development. Nursery and Reception have 2 focused PE lessons each week. One session is taught by our specialist PE coach and the other is taught by the class teacher. Children develop their gross motor skills through a range of games and activities.

SEND

Our classrooms are inclusive classrooms. They are places where learning opportunities are tailored to meet the needs of all children; in lessons where adults have thought about the ways in which learning is purposeful, meaningful and relevant to the current needs of every child. These are classrooms where lessons are pitched so that every child experiences success and makes progress in their learning.

Personal development

Through our PE curriculum, we have a determination to develop learners to have a well-rounded set of British Values that enable them to keep themselves safe and prepares them for life in the modern world in a diverse and ever-changing community aspiring for equality for all. We have a cast iron conviction to develop the behaviours that children need to succeed in the world ensuring they are ready, respectful, and safe. To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others. Our lessons are carefully planned to allow all children to develop the 10 life skills we work on at Bradley Green: Managing distractions, noticing, perseverance, questioning, planning, reasoning, collaboration, listening, empathy, and organisation.

Lesson structure

Each lesson begins with some retrieval of key knowledge and vocabulary from previous lessons and units from the current and previous year groups. We believe that it is vital that children know and remember more. *"Building our long-term memory and our level of fluency in recall. More fluent recall allows more space in working memory to attend to applying the knowledge to explain deeper questions."*

The learning intentions will be shared with the children. *"If we don't know where we are going, we'll never arrive!"*

Before the new learning takes place, staff will activate some prior knowledge, which links to the new learning of the lesson, through a retrieval type task or a discussion. *"Prior learning needs to be active in our working memory if we're going to add layers of complexity to it. New information is only stored if we link it to the knowledge we already have."*

The main part of the lesson may contain an 'I do', 'we do' or 'you do' element depending on the content and where they are up to in the unit. This is where the teacher will model, children will work together and/or with the teacher so that they are supported and then children will complete a task independently.

Throughout the lesson, staff will use a range of questions to assess the children's understanding and guide the lesson appropriately, tailoring the lesson for individuals if required.

At the end of the lesson, staff will ask carefully targeted questions to assess children's understanding. These questions are open questions that relate to understanding rather than just remembering. This assessment is then used to decide a starting point for the next lesson in the sequence.

Any assessments made during the lesson regarding children's understanding as individuals or as a whole are noted on the bottom of the unit plan.



In PE this morning the children worked on moving safely in lots of different directions and then they have been mastering their throwing and catching skills [#BradleyGreenRec](#) [#BradleyGreenPE](#)



[#BradleyGreenY5](#) have been practicing their hockey skills in PE this week, including passing and shooting [#BradleyGreenPE](#)



In P.E [#BradleyGreenY3](#) are mastering basic movements including jumping, throwing, running and catching. 🏃🏃 [#BradleyGreenPE](#)