



## ***Curriculum Statement PE Intent, Implementation and Impact***

*At Laurel Avenue Community Primary we define learning as a change to long term memory. Our aim is to ensure that our pupils experience a wide breadth of study and have, by the end of each Milestone, long term memory of a body of knowledge that they can use well across the curriculum, and that will support them in later life.*

*Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high-quality physical education programme, pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.*

*Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.*

*Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.*

*Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.*

*Our curriculum includes 'Threshold Concepts' (the ideas that shape pupils' thinking), taken from Chris Quigley's 'Essentials Curriculum' in each subject to track pupils' learning through the Milestones.*

*Each Threshold Concept is explored within different contexts so that it has tangibility and meaning. Breadth of contexts ensures that children gain relevant knowledge and can transfer this knowledge.*

*Our Aims – The Essential Characteristics of our PE Curriculum*

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.*
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen*

*activities to achieve exceptionally high levels of performance.*

- High levels of physical fitness.*
  - A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.*
  - The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.*
  - The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating*
- and instilling excellent sporting attitudes in others.*
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others'*

*performance and the ability to work independently for extended periods of time without the need of guidance or support.*

- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in*
- extra-curricular sport.*
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.*

### ***Intent***

*At Laurel Avenue Community Primary our curriculum is designed to cater for the range of needs that our children bring to our school. We adopt fully inclusive practice which means all children are able to access the curriculum we offer, regardless of their learning requirements.*

*The breadth of our curriculum is designed with two main goals in mind:*

- 1) To give our pupils appropriate experiences to develop as confident, responsible citizens.*
- 2) To provide a coherent, structured academic curriculum that leads to a sustained mastery for all and a greater depth of learning for those who are capable.*

### ***1. Appropriate experiences***

*We have developed three curriculum drivers that shape our curriculum and reflect the unique needs of our children. They complement the core values that are at the heart of our school and reflect our resilient and ambitious drive for all children to achieve their best. These drivers are used to give the children aspiration as they become the citizens of the future.*

*Our drivers are identified as:*

### ***Ambition and Possibilities***

*To have a life-long love of learning that inspires them to look to the future*

*To have high expectations of themselves and their future*

*To recognise opportunities beyond the local community*

*To increase knowledge of different career choices*

*To develop self-confidence and a 'have a go' attitude*

### ***Process***

*Planning to ensure opportunities to raise children's self-belief and develop a positive attitude towards risk and challenge*

*Focus on ambition, identifying different jobs and possibilities through topics, visits and visitors; role models for success*

*Regular opportunities to work as a team, especially Key Stage 2*

### ***Life Skills and Enterprise***

*To develop questioning and research skills, applying to a range of hands-on learning experiences*

*To work effectively as a team to organise themselves and create an end product*

*To work independently and be organised and ready for learning*

*To listen and communicate with others*

*To complete set tasks in a given period and not give up*

*To have excellent attendance*

*To think 'creatively' to solve problems*

*To be equipped for life beyond Primary School*

### ***Process***

*Opportunities for learning through each of the 5 learning skills - reflective, relationships, resilient, resourceful and risk taking will be provided*

*Through each topic, children will have opportunities, through a wider range of skills based lessons, to take ownership of their learning and direct it more*

*Wider opportunities for learning beyond the curriculum to equip children with relevant life skills; health and economic well-being, cooking, e-safety*

*Encouraged expectation that children attend school and are ready to learn with appropriate equipment and kit and take responsibility to be ready and prepared*

### ***Knowledge and Understanding of the World***

*To experience opportunities that broaden their horizons*

*To enhance their insight into the community and world by providing meaningful learning opportunities*

*To celebrate/appreciate diversity and culture at national and international level*

*To widen general knowledge*

*To give opportunities to pursue their own lines of enquiry*

### ***Process***

*Using the 'news flash' feature of Espresso and First News newspapers to keep in touch with current issues*

*Providing opportunities through visits, local exploration and the use of visitors to ask questions and explore the diversity of people, society, culture*

*Discussing local and global issues and the impact that they have*

*Asking questions and research historical events in the local and wider communities*

*2. Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. For example specialist PE weeks, art linked to European language days, participation in art projects.*

*3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.*

*4. Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.*

*5. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.*

***Develop practical skills in order to participate, compete and lead a healthy lifestyle.***

*This concept involves learning a range of physical movements and sporting techniques.*

*6. For each of the threshold concepts there are three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provide a progression model.*

*7. Cognitive science tell us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.*

*8. Within each milestone, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for pupils is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time-scale for sustained mastery or greater depth is, therefore, two years of study.*

Curriculum Map for Years 1 and 2			Curriculum Map for Years 3 and 4			Curriculum Map for Years 5 and 6		
Threshold Concepts								
Milestone 1			Milestone 2			Milestone 3		
B Year 1	A Year 1/2	D Year 2	B Year 3	A Year 3/4	D Year 4	B Year 5	A Year 5/6	D Year 6

9. As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

### **Implementation**

10. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

11. In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

12. Our content is subject specific. We make intra-curricular links to strengthen schema.

13. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

### **Impact**

14. Because learning is a change to long-term memory, it is impossible to see impact in the short term.

15. We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

16. We use lesson observations to see if the pedagogical style matches our depth expectations (see point 11).

### **Out of School Hours Learning (OSHL)**

The aims of the out of school hours learning programme are to extend and enrich the work being done during curriculum PE and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum PE. The programme should also inform any assessment of pupils. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

A diverse weekly programme will be provided which suits the needs of all pupils. Out of school hours learning takes place both before and after school, and at lunchtime, in conjunction with the extended schools programme.

*All out of school learning opportunities are developed in consultation with pupils and the programme will:*

- *Provide a balance of competitive and non-competitive activities through intra and inter school events*
- *Provide specific movement/general physical activity clubs, which develop fitness*
- *Offer identified pupils the opportunity to attend OSHL activities (KS1 and KS2) e.g. Change for Life – selecting those pupils who are less engaged in regular physical activity*
- *Ensure that the school regularly participates in SSP and County-wide events which promote physical activity and support links to community clubs*

*To ensure the quality and sustainability of the OSHL programme, the school will:*

- *Employ a range of auxiliary qualified and experienced coaching staff and implement quality assurance through the link teacher/subject leader involved in the SSP programme.*
- *Ensure that the link teacher/subject leader takes responsibility for forging strong local community club links (club coaches visit school / pupils attend club taster days / clubs advertised on notice-board)*
- *CPD for staff; volunteers trained to lead physical activity e.g. Breakfast club*
- *Inform pupils and parents of the range of OSHL opportunities*

*All issues relating to safe practice during off-site activities and on-site ‘adventures’ can be found on the EVOLVE system and in the afPE Safe Practice in PE handbook, 2012 edition, Section 5.*

### ***Changing Provision***

*Dignity, decency and privacy, where needed, will be maintained. The following will be taken into consideration when deciding the necessity of constant direct, intermittent direct or distant supervision:*

- *Age of the pupils*
- *Joint gender*
- *Behavioural issues*
- *Potential bullying*
- *Location of staff*
- *Safety aspects of the changing space*
- *The protected characteristics are taken into account: disability, gender reassignment, religion or belief*

### ***Safety Issues – Safe Teaching, Teaching Safety***

*Safe Practice in Physical Education & School Sport (afPE 2012 edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety*

*The PE policy is in line with school, EDS and DCC guidance. The subject leader should work alongside any staff responsible for health and safety within school.*

*Governors must be involved in the process – it is the governing body that is held responsible. Any policy must be agreed by staff and approved by the head teacher and governors.*

### ***Risk Assessment/Managing Risk***

*The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating*

*in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.*

*Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed. This process of risk control is reinforced in the classroom through the production of posters that can be pinned to the wall to highlight these dangers.*

*During the thorough risk assessment of the school which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the head teacher. Also teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.*

*A PDF poster entitled “The Triangular Model for Safe practice/Managing Risk” can be found in appendices*

*In summary, schools should consider the following process:*

- Decide what requires a risk assessment*
- Identify the hazard – anything that can cause harm*
- Decide who is at risk*
- Evaluate the risk*
- Record the findings*
- Devise control measures to minimise the risk (risk management)*
- Inform those affected*
- Periodically review the assessment*

### ***Pupils’ involvement in, and responsibility for, their own safety***

*From the youngest age, pupils will be encouraged to look around them and identify what they perceive could harm them. Continuously, the teacher needs to identify general considerations and question with the pupils, whether a situation is safe and what considerations have been addressed. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. These will, of course, be managed remotely by the teacher who maintains duty of care.*

*Pupils will be made aware that chewing and eating during an activity is not acceptable.*

*Refer to Section 4 in Association for Physical Education (afPE) handbook on Safe Practice in Physical Education and School Sport, 2012 edition*

### ***Clothing & Personal Effects – (afPE recommendations)***

#### ***Introduction***

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils.*
- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.*

- *Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely. Although vests and pants were in the past, an acceptable option for the youngest children, contemporary views on safeguarding, personal development and hygiene mean this is no longer advisable practice. In addition, changing is an important life skill.*
- *Clothing for PE and school sport should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months. It should be remembered that pupils who are insufficiently warm and experiencing discomfort will not be sufficiently focused and may lack concentration.*
- *Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn.*
- *Personal effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity. Staff also need to be mindful of their own adornments. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment.*
- *Clear expectations should be established throughout the school and with parents, about the management of personal effects.*
- *School has purchased sets of PE kit for pupils to wear if they forget theirs*

### ***Jewellery and personal adornment***

*The wearing of non-essential personal effects continues to pose difficulties in many schools since such items should ideally, always be removed in establishing a safe working environment. Staff have a duty of care to ensure that pupils are able to actively participate without unnecessarily endangering themselves or those working around them. Systems and procedures need to be in place within the changing area to check that pupils fulfil this obligation prior to participation.*

### ***The following procedure should be applied at the start of every lesson:***

- 1. All personal effects should be removed. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. Particular vigilance may be required when dealing with body jewellery.*
- 2. If they cannot be removed, e.g. medical bracelets/necklaces, staff need to take action to try to make the situation safe. In some situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item with tape, padding or wristband. Taping over ear studs, for instance may offer a measure of protection in some physical activity situations where individuals are required to work within their own personal space. The amount of tape needs to be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received from someone or a piece of equipment. This would not be acceptable, however, in swimming lessons where exposure to water can easily dislodge the tape, magnifying the hazards involved, nor is it satisfactory in situations where close contact is foreseeable. Where taping is utilised, the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose.*
- 3. If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate. Alternative involvement in the lesson may be possible.*



*The wearing of sensory aids such as spectacles or hearing aids will usually be determined by:*

- 1. The nature of the activity*
- 2. A balanced judgement as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent*

*Where sensory aids need to be worn for safe participation by the individual then the staff need to apply the procedure set out above in order to determine whether participation with the sensory aid is safe for the wearer and for the others in the group.*

*Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.*

*Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.*

### ***Indoor footwear***

- Suitable indoor footwear is crucial to safe participation and supervision. Security of footing is essential. Staff may need to respond quickly to prevent a potential injury to a pupil, making effective mobility essential. Pupils need footwear that is capable of transmitting feel for the movement and the surface they are working on.*
- Many practitioners believe that bare feet offer a better alternative for indoor activities such as gymnastics and dance (unless movement includes e.g. lots of skipping actions), providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however, appropriate footwear becomes a requirement.*
- Pupils should never participate in socks on polished surfaces. Well fitting socks may be applicable on a carpet surface if traction is not affected.*
- Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics activities for the reason of feel described above.*
- Some form of footwear is preferable for indoor games activities due to the higher frequency of sudden stopping and changing direction quickly.*
- Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet.*

### ***Outdoor footwear***

- Whatever the type of footwear worn to give participants stability on outdoor playing surfaces, systematic maintenance is essential. Rule 4 in the FA laws of the game clearly states: A player must not use equipment or wear anything which is dangerous to himself or another player. Although this reference applies to appropriate conduct in football, the principle embodied in this rule is universal. Security of footing is again an essential requirement, along with consideration as to whether the outdoor footwear presents any foreseeable risk to other participants.*
- Systems need to be in place whereby staff, officials and participants regularly check the safety of the footwear. Procedures also need to be applied whereby participants avoid, wherever possible, walking over hard surfaces to gain access to the playing area. This can result in studs and other traction devices becoming unacceptably rough and sharp, proving hazardous to opponents in competitive games and practices.*

- *There is an ongoing debate about the safety, or otherwise of bladed boots, with some authorities deciding that they present an unacceptable risk. As yet there exists no conclusive proof, through well documented research that bladed boots present any greater risk than traditional studded versions, providing that adequate care and attention is given to their maintenance.*
- *Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.*

*Pupils should know that:*

- *Clothing used for PE and school sport should be suitable for the activity and designed with safe participation in mind*
- *Personal items of physical education and sports clothing should be kept clean and serviceable*
- *Physical education and sports footwear should be regularly checked and well maintained, this is particularly applicable to studded and bladed football boots*
- *Jewellery should always be removed before active participation; any exception to this rule must always be sanctioned by a member of staff.*

### **Monitoring**

*The PE Co-ordinator and class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in PE. The Co-ordinator is responsible for supporting teaching staff in the teaching of Computing, and for providing a strategic lead. The Co-ordinator completes an annual report where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the Co-ordinator will undertake the monitoring of PE across the school.*

*All advice and information contained in this policy and guidance, regarding safe practice, is taken from the Association for Physical Education (afPE) handbook on Safe Practice in Physical Education and School Sport, 2012 edition, and DCC Health and Safety Policy and Guidance.*

*Signed: H Blakey  
Chair of Learning, Teaching and Achievement Committee*

*Date: February 2019*

*Signed:  
Co-ordinator*

*Review Date: February 2022*