

# Curriculum Statement for Physical Education

## Rationale

At West Hampstead Primary School, we believe that our curriculum for physical education, school sport and physical activity (PESSPA) not only mirrors and follows the aim of our school curriculum it embodies our school values and ethos.

- **ASPIRATION**- We aim high! Our intention is for everyone at WHPS to be a creative, curious learner who can communicate well and achieves their goals.
- **COMMUNITY**- We work together in partnerships: within the classroom, between home and school and with other organisations. Everyone at WHPS should feel a sense of belonging and develop strong and positive relationships with others.
- **CONSIDERATION**- Kindness, empathy and respect are prized highly here at school. We do our best to get to know and understand others, and treat them with compassion and fairness.
- **RESILIENCE**- Life always presents challenges; at WHPS we are adaptable, aiming to meet our challenges with a positive mindset and developing confidence and independence.
- **RESPONSIBILITY**- We value being good citizens, and doing our best to look after ourselves, each other and the environment. We aspire to always be organised and proactive.

Through the means of physical activity, students are encouraged to display our school values. Rather than focusing on specific sports, each half term has a central theme based around a set of skills to learn, our central themes are mainly from the 'head and 'heart', knowing that the 'hand element will always happen with good content. This encourages lessons to meet the needs of all children and not just teach the sport.



Half termly themes are based around the National Curriculum and holistic child development; they are.

## EYFS

- Fair Share Dare
- Observe Move Dodge

- Think Connect Pass
- Travel Balance Climb
- Invent Lead Follow
- Choose Use Improve

### **Key Stage 1**

- Win Lose Learn
- Strike React Rally
- Move Solve Challenge
- Perform Explore Improve
- Create Play Compete
- Run Jump Throw

### **Lower Key Stage 2**

- Working together
- Challenging yourself
- Running Throwing and Catching Skills
- Individual/Group challenges
- Defending and attacking skills
- Around the world

### **Upper Key Stage 2**

- Including everyone
- Evaluating success
- Thinking of others
- Problem solving in games
- Defending and attacking skills
- Competing as a team

### **Intent**

In physical education at West Hampstead our overall objective is to play a huge role in developing children who freely choose to engage in physical activity and use movement as a way of supporting their life to flourish. The below features of meaningful PE provide a provisional framework which help us to make decisions around our curriculum, reflect on our lessons, plan accordingly for future learning and in the moment, as an observation tool. They also help us to create a culture where physical activity is relevant to all of our learners which aids our aim of supporting all children on their journey to becoming physically literate.

Features of meaningful PE:

- social interaction
- challenge

- fun
- motor-competence
- personal relevant learning
- delight
- creativity

We strive to create a culture where physical activity is relevant to all of our learners by providing our children with high quality physical education, school sport and physical activity. It's important to us that our students have the opportunity to have many different experiences within our PESSPA curriculum. We do this by employing specialist coaches from Team Kick Start. We aim for our children to have as close to 2 hours of PE each week, with a minimum of one hour each week.

In addition to our taught physical education lessons, physical activity is vital for the health and well-being of our pupils. We aim for our children to be active for at least 45 minutes each day (mostly during playtimes), in addition to receiving their physical education lessons each week.

School sports enhances our PE curriculum by providing all interested pupils with the opportunity to take part in competitive sports and activities outside lesson time.

## **Implementation**

### **Physical Education**

Our teaching approach is heavily influenced by different pedagogical models, such as Game Sense, TGFU and Cooperative Learning, upper KS2 are also introduced to a unit of Sport Education. Within this unit they are introduced too many different aspects and roles within sports (from captaining a team, coaching to journalism). Our focus is for our children to develop the additional skills of team-work, cooperation, communication, resilience, respect and leadership through physical education. The content of our PE curriculum is summarised through our yearly overview and rather than focusing on specific sports, each half term has a central theme based around a set of skills to learn.

We believe that our children's experience of physical education during their primary school years will impact their decision to choose movement in the future. Therefore by providing positive early learning experiences, treating our children as individuals and understanding that all children gain pleasure from different tasks, we give our children a great foundation for their future movement choices. Our teachers/coaches place special emphasis on play, where children take ownership of their learning and have the freedom to engage with the lesson in a variety of ways. Tactics, understanding, decision making, creativity and skills are developed at the same time and rules are introduced gradually based on the level the children are working at. The development of technical skills are mostly child led and always delivered and performed at the level of the children.

### **Day to day teaching**

Children from nursery to year 6 enjoy PE each week; all PE is delivered by our sports coaches and is assisted by the class TA. All lessons are informed by the National Curriculum as well as Development Matters, for EYFS. Long and medium term planning is discussed and then outlined by

Team Kick Start and the PE co-ordinator. This is continuously being developed to meet the needs of our children.

We aim for:

- Every PE lesson to last at least 50 minutes, from the point at which the first active physical learning begins to the point at which the last active physical learning stops
- Games are modified, and used in order to create different problems and encourage children to use particular skills to problem solve and find answers.
- at least two-thirds of the time each child spends in a PE lesson or after-school sport club should contain opportunity for active physical learning
- when in pairs or groups, children will mostly be paired or grouped with other children of similar ability, confidence or desires
- maximum team or group size in all PE and sport will be six, although two or three members in a team or group will be common
- for KS2 games, at least half of the time each child spends in a PE lesson or after-school sport club should involve activity with game-related decision-making
- every PE lesson and after-school sport club will contain opportunities for each child to assess or reflect on their learning, decide what they need to improve and work toward that goal.

### **Physical activity**

Physical activity takes place for all pupils in EYFS throughout the school day with free flow or adult led activities. Key stage 1 children have 15 minutes for playtime in the morning and afternoon with approximately 45 minutes within the 1 hour lunch break. KS2 children have 15 minute during their morning play and 45 minutes within their 1 hour lunch break. All children have access to sports and 'active' equipment during playtimes.

Our year 5 children have the opportunity to become peer mentors. The main aim of our peer mentor programme is for our Y5 children to build on and develop their leadership skills, create a culture of kindness in the playground and deliver activities to younger children in our school. This helps children to stay safe, stay active, practise skills and above all to really enjoy their active time in the playground. Our year 6 sports leaders help to develop SPORTS values (sportsmanship, perseverance, optimism, respect, teamwork and self-belief). This is achieved by our sports captains helping to organise inter-school sports tournaments for all KS1 and KS2 children, where the main focus is on inclusion, enjoyment and community.

### **School Sport**

Children at West Hampstead attend local competitive sports events as well as inclusive festivals throughout the year, organised by our SGO. These competitions take place in our local area at various different locations. They enhance our relationships with other local primary schools and give our children the opportunity to prepare and compete at a level that stretches their ability. Our aim is to insure that all children that have the desire to compete, have the opportunity to attend at least one competition/inclusion festive each year. As a result of our commitment in attending the competitions and festivals, our children have benefited hugely.

All children have the option to attend various after school sports and activity clubs, including netball club (KS2), football club (5+) multi-sports (R,KS1) and gymnastics (5+). In total we have 10 clubs available for children to sign up too. Clubs are seasonal, which allows for variety and exposes children to different sports.

Many of our children take part in sports and activities out of school and are members of local organisation.

### **Progression and Assessment**

We have evidence of progress by:

- capturing progress over time through filming
- data captured by pupil voice
- using 'I would like to statements'
- using exit tickets and self-assessment web
- co-constructing success criteria
- giving time for peer and self-assessment

Ongoing assessments take place regularly using the school progression document based around 'Head Heart Hands'. Each half term children co-construct a formative assessment sheet based around their movement patterns and enjoyment of lessons.