



Our PE Approach

Our vision at Heymann Primary and Nursery School is for all children to succeed and achieve their potential as well as to lead physically active lifestyles. We want children to understand the importance of physical education and appreciate the role it plays in promoting long term, healthy lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all, whilst embedding the benefits of leading a healthy and physically active lifestyle. Our four key school values are entwined within our PE curriculum (Curriculum Drivers of Diversity, Emotional Intelligence, Creative Thinking and Community) and these allow children to develop transferrable life skills such as teamwork, fairness, rules and respect, as well as providing them with opportunities to take part in competitive sport.

CURRICULUM DESIGN

All elements of our PE curriculum are centered around our Big Ideas which are; movement, development of skills and techniques, application of skills and techniques, co-operation & teamwork, competition, games, tactics, challenge, analysis & evaluation, preparation for life and participation, health & fitness and swimming. These big ideas underpin all the knowledge and understanding we want our children to learn and are covered within each PE strand taught. There are 9 PE strands that are taught throughout KS1 and KS2: Basic movements & simple games (KS1), invasion games, striking and fielding games, net and wall games, dance, gymnastics, athletics, swimming and Outdoor and Adventurous Activities.

All these strands are covered at least twice throughout a child's PE journey at Heymann, and this is to ensure children are revisiting previously taught skills and building on these each year to improve their performance. Each strand has key vocabulary and layered skills that allow children to develop, excel and apply their skills to game situations. Within our PE lessons we want children to take ownership of their learning and regularly encourage children to lead warmups or design their own games to demonstrate their knowledge and understanding. Our staff feel confident to guide children on how to improve their performances and have a big push on children evaluating their own performance and identifying areas for improvement.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games KS1	<ul style="list-style-type: none"> • Gross motor ES from September 2021 • Negative space and relative safety, with consideration for themselves and others • Motor energetics, such as running, jumping, diving, hopping, skipping and climbing 	<ul style="list-style-type: none"> • use basic underarm, rolling and hitting skills • learn and choose different ways of hitting, throwing, striking or kicking the ball • interest, review and take a variety of objects with some consistency • begin to use hand-eye coordination to catch a medium-size ball/dribbling • track balls and other equipment sent to them, moving in line with the ball to collect it • use terms 'opponent' and 'team-mate' • decide where to stand to make it difficult for their opponent • Lead when appropriate. 	<ul style="list-style-type: none"> • perform basic skills of rolling, striking and kicking with more confidence • apply these skills in a variety of simple games • make choices about appropriate targets, space and equipment • work well with a partner and in a small group to improve their skills • show awareness of opponents and team-mates when playing games to develop tactics 				
Net and wall				<ul style="list-style-type: none"> • Begin to use forward and backward when playing racket games • keep up a continuous game, using a range of throwing and catching skills and techniques • use a small range of basic racket skills • choose and use a range of simple tactics to make it difficult for their opponents • make up their own net games and refine rules throughout game • Follow rules of a game and play fairly • talk about what they do well and recognise things they could do better • Uphold the spirit of fair play and respect in all competitive situations • Lead others and act as a respectful team member 			
Games Invasion		<ul style="list-style-type: none"> • play games with some fluency and accuracy, using a range of throwing, catching and kicking abilities • find ways of attacking and keeping possession getting responsiveness to opponents, e.g. set, a hockey stick or hands • use a variety of simple tactics for attacking and pass at appropriate times • know the rules of the games • understand how strength, stamina and speed can be improved by playing invasion games • lead a partner through their warm-up routine • watch and describe others' performances, as well as their needs, and suggest practices that will help them and others to play better • Act as a respectful team member 	<ul style="list-style-type: none"> • pass, dribble and shoot with control in games • identify and use tactics to help their team keep the ball and take it towards the opponent's goal • mark opponents and help each other in defence • Work alone or with a teammate playing to get part of possession • know and carry out warm-up activities that use exercises helpful for invasion games • pick out things that could be improved to performance and suggest ideas and practices to make them better • Uphold the spirit of fair play and respect in all competitive situations • Lead others and act as a respectful team member 				

TEACHING

As a school, we commit to engaging all pupils in at least 30 minutes of physical activity a day and providing two PE lessons a week, equaling 90 minutes, as stated by the DfE. The ethos of keeping physically active is practised where possible in other curriculum areas too: we have invested in Active English and are using these resources within our Maths lessons too. We believe in the importance of active learning and the benefits it can have on processing, retention and on our health. During lessons, we implement brain breaks and other active breaks from concentration to provide long term benefits, such as walk and talk, swapping places and standing up to answer questions.

When our children leave Heymann Primary school, we



want to set them up for the rest of their lives and contribute to them becoming responsible, confident and healthy adults. From nursery to Year 6, we have a core basis of teaching the Fundamental Movement Skills (coordination, balance, agility, running, jumping, throwing and catching) and these are taught as a stand-alone 6-week block of lessons, as well as being embedded within all other strands of the PE curriculum. We want children to understand the importance of these skills and the integral role they play by allowing children to participate and experience success within a wide range of sports. Within the Early Years setting, these FMS are planned for within activities promoting gross motor skills, where children are taught about negotiating space and obstacles safely, with consideration for themselves and others, to move energetically in a range of ways and begin to demonstrate balance and coordination. This is achieved through direct teaching and continuous provision where children are given time to investigate, experiment and explore within the outside area and apparatus. In KS1, the strands of the PE curriculum that are covered are games, dance, gymnastics, athletics and swimming. The main aims of these strands are to develop control and coordination, build stamina, compete against others and begin to reflect on their own performances. At KS2 children extend and develop their

skills further through a wider range of sports, covering all 9 PE strands. The children develop skills that allow them to create more complex sequences and games, alter, compare and contrast performances, develop tactics in game situations and demonstrate fair play. Within the 9 PE strands, a range of sports are covered and as a school we ensure that children experience each sport at least twice, while at the same time providing a wide breadth of sports. This enables students to revisit previously learnt skills, identify opportunities for future growth and build on these skills in a cohesive, safe and collaborative setting.



At the beginning of each year, children complete a Baseline Fitness Test and complete the same test at the end of the year to monitor fitness levels. We promote setting challenges and goals for themselves and put an emphasis on personal achievements. Teachers use this information and formative assessment throughout lessons to make informed decisions on when to challenge children who need to be stretched and support the less able through scaffolded activities or equipment, while at the same time instilling an approach of always trying our best.

High on our agenda is to increase the confidence, knowledge and skills of all staff to ensure every child is receiving high quality PE lessons. We use experienced coaches to come in to teach alongside our staff; giving lesson structure ideas, unit overviews and model effective teaching strategies to improve staff confidence.



LOCAL LINKS

We have strong links with local clubs within the community; Club staff deliver specialised coaching and make children aware of what is accessible to them within their local area. Every week we have specialised PE providers delivering PPA cover for one year group as well as delivering 2 lunchtime fitness sessions to ensure children are being physically active. We promote the importance of mental wellbeing by providing Years 1-6 with a 6-week block of Mindfulness and Yoga sessions. In these sessions, children learn how to understand and respond to their body & learn strategies to calm their mind and promote positive mental health. To further enhance our curriculum at Heymann we offer a wide range of extra-curricular clubs during and after school. We provide targeted clubs for children that are on the SEND register or who need extra support with their fundamental movement skills and physical abilities. Pupil Premium children have costs of clubs covered to allow them to gain benefits from these provisions too to ensure access and equality to all pupils across the board. Providing children with healthy competition is one of the Big Ideas of PE; we promote this through PE lessons and allow time for year groups to compete against other houses, classes or year groups. In addition to this, we are part of School Games Mark which allows us to compete against other schools in a variety of sports. We have a

good balance between competing to win and competing for fun. In addition, we have close links with our Family of Schools and local secondary school, which supports us in providing further competitive and non-competitive events.

MONITORING OF IMPACT

Finding out about the impact of both the intent and implementation of the PE curriculum is timetabled. Monitoring of PE planning and the impact of teaching is checked regularly according to our school monitoring timetable through planning and book scrutinies and pupil voice. We review our curriculum regularly to make sure that it meets the needs of our children, to check that it is relevant and challenging and still excites our children, motivating them to want to be life-long learners.