



# Physical Education at Whittington Primary School



## Whittington Curriculum Drivers

**Inspired** – PE and School Sport has a high profile at Whittington and is talked about and celebrated often. All children have access to a broad and knowledge rich PE curriculum, Providing the children with a vast array of opportunities to learn, improve and use physical skills.

**Articulate** – A consistent approach to technical vocabulary, being introduced in early year groups and built upon throughout their school journey, allows the children to use terminology correctly.

**Ambitious** – Teaching the children physical skills and providing them with the opportunity to be active is integral to a child’s development however at Whittington, PE teaches the children far more. We recognise that some skills taught in PE can be utilised in other curriculum areas, as well as in everyday life. PE helps children develop their leadership, resilience, winning and losing mentality, team work, communication as well as embedding values of fairness, respect and sportsmanship. These values are celebrated weekly in our Celebration Assembly.

**Curious** – Children will be excited to experience a range of sports and apply their skills in different situations. They will ask questions and talk with their teachers and peers in order to improve both their own and their team performances. Where appropriate, children will use interesting stimuli to inspire their work.

**Excited** – The children are able to experience and utilise their skills in a diverse range of sports and activities. We have a flexible approach to our units which permits teachers to teach their units in any order thus utilising topic links where appropriate to allow cross-curricular learning. It also enables them to spend more or less time on a unit as required depending on the needs and wants of their class.

**Knowledgeable** – Children will acquire the essential knowledge needed to participate and succeed in sport, as well as an essential wisdom of how to remain fit and healthy and the benefits this will provide.



## Sequencing of Content

Our curriculum is sequenced so that the skills and knowledge the children acquire can be built on as they move through the school.

Our children are teach all of the required skills in a way that uses effective progression and allows the children to be taught, practise and then apply their skills in diverse ways.



## Big ideas

- ❑ Improving physical literacy with and without the use of equipment and developing fundamental life skills
- ❑ Learning and mastering of a range of vital skills through practise and evaluation
- ❑ Knowledge of how physical activity and sports benefits us on a wider level
- ❑ Awareness of how to stay safe when participating in PE and using equipment



## Deepening Concepts

Teachers will cover a number of different units with the flexibility to change their duration and order, allowing for more individualised learning.

Units begin with an independent activity to find the starting point of all children, teachers will then teach exciting content to ensure all children develop and improve. Children will evaluate themselves and others in order to help them achieve their best.



## Retrieval Practice

Skills and knowledge are built up to through a curriculum that demonstrates appropriate progression. This allows the children to not only learn new skills but recall and practise skills taught previously.



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## Other information



### Health & Safety

- School health and safety policies in place hold president. We ensure that all general health and safety requirements apply in PE lessons and all sporting activities. We encourage the children to consider their own safety and the safety of others at all times. All members of staff have access to a copy of the afPE publication, 'Safe Practise in Physical Education' (located in PE Coordinator's room) which is also used as a basis for our annually reviewed risk assessments.
- Our main aims in providing safe sessions are to anticipate incidents arising through PREVENTION. We INFORM students about the hazards and risks that may be present in the activity and helping them recognise what might cause harm. EDUCATING students about being safe enables them to learn about what is safe and what is unsafe (PIE model – afPE, 2016).
- First aid is to be given if necessary. Parents will be notified by note or phone if required. First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident.
- When engaged in physical education children are expected to behave in a considerate, responsible manner showing respect for other people and equipment.
- Staff must be responsible for the collection and return of equipment and under no circumstances should children be collecting equipment or setting up apparatus without supervision. Regular checks should be made on all equipment and any faulty equipment should be reported to the co-ordinator and facilities. Any items constituting a danger should be taken out of use immediately. All large items of PE equipment are inspected annually by an independent safety officer under a contract.
- Good class control and organisation is fundamental to safety.
- No potentially dangerous jewellery is to be worn for any physical activity by staff or by children. Where possible it is expected that children remove earrings. In the rare case that this is not possible, parents must provide a letter addressed to the teacher explaining why. Only on these rare occasions may children wear plasters which must be provided by parents and applied by the child themselves.
- Gymnastics is a high risk activity. Staffs teaching this activity must make sure that they are familiar with the gymnastics risk assessment which has been distributed to staff and is also located in the hall and staff room.

### Kit

All children should wear appropriate PE kit as described on our school website.

Specialist kit can to be worn where appropriate e.g. swimming

Staff should model good practise by wearing clothes and footwear appropriate for the teaching of PE

### Review of Practice

There are a number of ways in which we review our PE and School Sport offer and celebrate good practise. Examples of these are:

- ❑ Taking part in the annual School Games Mark which recognises both our in-school and extra-curricular achievements
- ❑ The Youth Sports Trust Quality Mark, which is obtained annually.

### Extra- Curricular

Whittington provides a range of physical activities and opportunities for children outside of their weekly PE sessions. Physical activities at break and lunch time, as well as active brain breaks and the Whittington Mile help us achieve the required 30 minutes of daily physical activity.

Extra-curricular clubs are offered and encourage children to learn new skills or further develop their skills they already have.

PE and sport is inclusive at Whittington and we aim for our extra-curricular activities to follow suite. Both intra and inter school competitions are organised in order to allow all children the experience of competitive sport. These opportunities foster a sense of team spirit and cooperation amongst our children. It is also important for our children to challenge themselves and strive to improve so we carry out various personal best challenges which sees children competing against their own best scores. Our annual Whittington Sports and Wellbeing week is a fantastic opportunity to give children a taste of sports not on our curriculum and teaching them the importance of both physical and mental wellbeing. This is kicked off by our School Sports Day which includes all children.