

Physical Education and Sports Intent –

At the heart of the P.E curriculum at Ravensdale is the desire for pupils to understand the essential skills and techniques required to stay fit and healthy in our fast paced and ever-changing society. We strongly believe that all pupils, regardless of their academic and physical abilities, should be provided with the means to discover and enhance their physical and emotional health holistically through a range of activities, games and exercises so they understand the importance of fitness and exercise in order to live a safe and healthy lifestyle.



The Teaching of P.E at Ravensdale - Implementation

- Complete P.E planning is used and provides a range of progressive lesson plans and activities that can be adapted for a range of learners to develop the children's knowledge and skills in a variety of different disciplines.
- Children have access to two P.E lessons a week. *(We have a specialist sports coach who works with each class for one P.E session a week.)*
- On none P.E days (3 sessions a week) the children participate in a 10 minute run.

Strategies for teaching P.E should include:

- **Eliciting prior knowledge and learning** so that lessons are planned effectively to deepen knowledge and understanding. This could be through metacognitive strategies such as demonstration and performance and paired or individual elaborative interrogation.
- **Clear, detailed and considered planning** including the appropriate adaptations for those who require additional support and those who are considered G&T. This could be based on the Complete P.E plans with support from other resources such as the P.E. hub.
- **Engaging learning tasks** that encourage discussion, reflection and exploration.
- **Well prepared resources** which should be gathered before the lesson and returned to the correct location at the end of a lesson. Resources suitable for SEN children should be used where appropriate too.
- **Have a safe learning environment** where children are aware of the rules and how to stay safe.

Year group coverage & Generic skills

Year 3	Year 4	Indoor Year 5	Outdoor Year 6
Strength Lab & Health and Well-being, Dance (Weather), Gymnastics (Symmetry and Asymmetry), Athletics, OOA communication and tactics. NW – Tennis, IG – Netball, IG – Football, IG- Hockey, SF – Rounders, SF - Cricket	Swimming Strength Lab & Dance, IG – Basketball, Gymnastics (Bridges), OAA – Problem Solving. SF – Rounders or Cricket. NW – Tennis.	Strength Lab and Health Related fitness, Dance (Space), Gymnastics (Counter balance) OAA – Orienteering, Athletics – Throwing and Jumping, Athletics – Competition SF – Cricket, IG -Netball, IG – Football, IG – Hockey/ Tag Rugby, NW – Tennis, SF – Rounders.	Strength Lab and Health Related fitness, Dance (Titanic or WW2), Gymnastics (Matching and Mirroring), OAA – Leadership, IG – Handball, Athletics – Running. SF – Cricket, IG – Basketball, IG Hockey/Tag Rugby, IG – Netball. NW- Tennis, SF – Rounders.

The Impact of Learning P.E at Ravensdale

Our P.E curriculum will ensure all have the opportunity to develop emotionally, physically and intellectually set out by the national curriculum. Teachers will observe pupils who:

- Understand the need for P.E uniform (safety)
- Have an awareness of body changes before, during and after exercise.
- Have an awareness of how exercise can support our mental wellbeing.
- Have an awareness of how exercise is important for a healthy body and lifestyle.
- Understand the importance of exercise and sport in social environments.
- Teamworking and rules

See the progression maps for more detailed objectives, sequences in learning and objectives.

A variety of monitoring is undertaken by the P.E subject leader on a yearly basis including:

- Planning Scrutinise
- Lesson Observations
- Resource Audits
- Review of Assessment Data
- Pupil Interviews/Pupil voice
- Budget Proposals
- Physical Literacy
- Monitoring run
- Extra-curricular Clubs
- Competitions

Feedback from monitoring is given to teachers and leaders who use this to strengthen their practice, which should lead to stronger pupil outcomes. Where CPD is available, staff are given the opportunity to attend and enhance subject knowledge.

Monitoring progress and attainment:

- At the start of Year 3, every child's physical literacy is assessed and children who do not meet the required outcomes attend a carefully targeted intervention program ran by our sports coach.
- Teachers assess the children's progress against the intended learning outcomes for each unit of work. Children are assessed at working towards (WTs), reaching the expected standard (EXS) or achieving a mastery level (GDS) for their year group.
- Parents are informed of the outcome in the annual summer report.