



## Moorside Primary School and Nursery

### PE Intent

#### Intent

##### National Curriculum:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to develop the individual child.

This year our sporting competitions will be held within the Ripon City Cluster. This enables our children to compete for the school in a range of competitions at different levels of ability in the local area. We believe this is fundamental to developing children's team work, ability to perform in competitive sport and embed values such as fairness and respect.

At Moorside Primary School and Nursery, we embrace the aims of the National Curriculum Programme of Study for Physical Education.

It is our intent at Moorside Primary School and Nursery to teach our children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Our PE intent is echoed through our **school's vision**:

##### **-A culture of success and achievement for all**

*All children are able to access and use a variety of resources and equipment throughout the school. Learning is celebrated within lessons through Pride tokens and stickers, which underpins everything we do at Moorside. Children apply these skills in different scenarios, including competing against other schools and representing Moorside.*

##### **-An aspirational and inspirational curriculum**

*In line with the 2014 National Curriculum for PE, our aim is to provide a high-quality PE education which equips children with lifelong skills. The curriculum will teach children key knowledge about different physical activities and how these can be implemented into their own lives outside school. Within school, children are exposed to a variety of sporting games, skills and techniques.*

##### **-Strong relationships between the school, families, pupils and our community**

*Pupils and parents use the PE platform to embrace PE. Parents are invited to celebrate with us our sporting achievements and the children enjoy having this support. During charitable events such as Sports Relief and UNICEF, parents become a fundamental part of our inclusivity. Their participation has made events like this incredible learning opportunities for our children and is something we, as a school, are very proud of.*

*We use Facebook as a means of sharing and celebrating sporting news, showing PRIDE in everything we do in school*

**-A whole school inclusive and nurturing ethos**

**-High expectations for all stakeholders, surrounding our children with the best educators and specialists.**

To support our staff, we use Sporting Influence as role models for children and staff. They have the same ethos as us and this has a positive impact on everyone at Moorside. They are professionals in their own right and, as staff, we learn from them. They implement the same learning and behaviour strategies that we use within school and this helps with consistency. Sporting Influence use praise as a basis for success and are continuously looking to improve their practice.

Our curriculum strands of learning; people, environment, comparison and aspiration are most prominently linked through the following subject areas:

**People:**

*Famous sporting people from the past and present day from a variety of sports. Role models coming into school to teach PE.*

**Environment:**

*Variety of different sports and equipment used.*

**Comparisons:**

*Comparisons are interwoven through the progressive skills. Transferring of skills and techniques across sports and games. Comparing rules and dimensions of playing areas.*

## **Implementation**

P.E. is taught at Moorside Primary School and Nursery as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught at a minimum of two PE session a week.

We teach lessons so that children:

- Have fun and experience success in sport
- to teach our children how to cooperate and collaborate with others,
- understanding fairness and equity of play to embed life-long values.
- Have the opportunity to participate in P.E at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

## **Impact**

PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Moorside, we provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

Our approach to the curriculum results in a fun and engaging PE education. Evidence gathered through observations and assessment is used to:

- feed into teachers' future planning,
- record on Target Tracker,
- gather evidence from statistical reports by identifying gaps in learning,
- updating Action Plan.

This supports varied paces of learning and ensures all pupils make good progress.

Much of the subject-specific knowledge developed in our PE lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces. From applying these skills, PE. at Moorside gives children the building blocks that enable them to pursue a wide range of interests in the next stage of their lives.

## **Providing a purposeful catch up curriculum in PE**

As part of our offer for remote learning, our children were exposed to a range of PE topics. Resources for such topics were provided through learning packs, however modelling of specific skills and techniques are deemed to be more effective through face to face teaching. As part of our Covid recovery curriculum, we continue to offer a balanced curriculum and have reviewed our planning to include the recommendations from the guidance from the DfE in July 2021, 'Teaching a Broad and Balanced Curriculum for Education Recovery ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1003469/Teaching\\_a\\_broad\\_and\\_balanced\\_curriculum\\_for\\_education\\_recovery.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf))

### **At key stage 1 and 2:**

- it is a priority to develop and refine pupils' fundamental movement skills in a variety of contexts, including dance and game-based activities.

### **Moving into key stage 2:**

- each context will require different knowledge to develop competency. For example, developing attacking and defending strategies in netball and football will require pupils, in each case, to remember and understand different knowledge.
- Swimming and water safety should remain a priority at key stage 2, if not secured at key stage 1.

If some pupils wish to follow leadership pathways or officiating routes, this should be done in addition to PE curriculum activities.

*P.Price, PE Subject Leader - Spring 2021*