



Physical Education at Ludlow Primary School

Our Curriculum Drivers at Ludlow Primary School			
Confident Communicator	Citizen of the World	Growth Mindset	Healthy Body Healthy Mind
Our Core Values			
Independence	Happiness	Honesty	Kindness

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and to create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the world around them so they can develop into responsible, knowledgeable and caring international citizens of the 21st century.

What Physical Education looks like in our school:

- ✚ Students will experience a variety of opportunities and experiences, challenging them both inside and outside the classroom allowing them to excel in a broad range of physical activities and engage in competitive sports and activities.
- ✚ They will focus on improving their fitness, health and well-being through knowledge and application.
- ✚ Students will develop physical, technical, and tactical sporting skills; enhanced by an embedded focus on mental skills such as resilience, determination and confidence.
- ✚ Throughout the curriculum children are given the opportunities to work in partners, small groups and whole class all working towards the common goal of success.
- ✚ Pupils are taught the values of fair play and the importance of being a good sportsperson in competitive play.
- ✚ As Swimming is an important life skill, we aspire for all children to leave primary school being able to swim at least 25 metres.

This is our philosophy:

- ✚ It is our ambition to create, positive relationships with physical activity for life through an inclusive culture. Enabling all children to develop the physical literacy and the emotional and thinking skills to achieve in PE, sport and life.
- ✚ High quality teaching and learning in PE is characterised by a broad, holistic approach where the aim is to develop the 'whole child' through the Real PE curriculum.
- ✚ To create an environment in PE where children feel valued, challenged and supported to achieve their maximum potential.
- ✚ We want all students to feel they belong as part of a team, creating a teaching and learning environment where both staff and children enjoy working hard together to achieve success.
- ✚ We trust that our broad and innovative PE curriculum will allow students to develop their love of movement and sport well beyond their time with us.

This is the knowledge and understanding gained at each stage:**By the end of EYFS**

- ✚ Children show good control and co-ordination in large and small movements.
- ✚ They move confidently in a range of ways, safely negotiating space.
- ✚ They handle equipment effectively
- ✚ Children know the importance for good health of physical exercise

By the end of Key Stage 1:

- ✚ Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- ✚ They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- ✚ Perform dances using simple movement patterns.

By the end of Key Stage 2:

- ✚ Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make

actions and sequences of movement. They should enjoy communicating, collaborating, and competing with each other.

- ✚ They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- ✚ Perform dances using a range of movement patterns.
- ✚ Take part in outdoor and adventurous activity challenges both individually and within a team.

This is how it works:

- ✚ All children receive a minimum of two hours PE teaching a week.
- ✚ The whole school PE curriculum map ensures progression in learning across all year groups in a variety of sports and activities.
- ✚ Through half-termly Real PE and Real Gym units the focus of learning is on the fundamental skill acquisition and personal development challenges. As part of this, children are also able to develop their leadership skills.
- ✚ We use a variety of teaching and learning styles in PE lessons providing children time to practice and apply their newly learnt skills.
- ✚ Within lessons we give children the opportunity to both collaborate and compete and use a wide range of resources.
- ✚ Children have the opportunity for physical activity through a range of inclusive PE related activities available at lunchtimes and after school. These encourage children to increase their involvement in physical activity and further develop their skills in different activities.
- ✚ Children participate in a variety of competitive sports through inter school and inter house activities; enabling them to apply their sporting skills, develop team skills and learn how to play competitively.
- ✚ Children in Y2,3 and 6 participate in swimming lessons.

This is what adults do:

- ✚ Engage in professional development enabling all teachers to deliver high quality lessons and over time enabling outstanding outcomes for all children.
- ✚ Plan exciting progressive lessons which build on prior learning enabling children to develop fundamental skills and apply them to a variety of sports and activities.
- ✚ Create a positive learning environment that supports and provides opportunities to demonstrate improvement enabling children to achieve their personal best.
- ✚ Help children to lead a healthy active lifestyle and understand the importance of exercise.
- ✚ Promote resilience and growth mindset approaches in lessons.

This is how we support:

- ✚ Differentiated ability tasks enabling children to progress at their own pace.
- ✚ We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- ✚ We celebrate individual pupil progress in their learning journey.
- ✚ We make cross curricular links whenever possible.

This is how we challenge:

- ✚ Lessons will be differentiated.
- ✚ Additional activities to stretch/ unlock learning within the lesson.

- ✧ The planning and structure in all PE lessons supports and challenges all stages and abilities.

This is how ensure all children can access the curriculum:

- ✧ Children who have SEN or EAL needs have key vocabulary shared with them prior to the start of units/ activities.
- ✧ By providing visual/practical prompts.
- ✧ Teaching lessons using a range of different techniques.
- ✧ More frequent repetition and revisiting to help make it stick.
- ✧ Small group/1:1 support in lessons
- ✧ Change for life club/ Cool Kids are open to children who are less active or have SEND which affects their physical ability or confidence.

This is what you might typically see:

- ✧ Engagement and perseverance from all learners.
- ✧ Children practicing and applying knowledge to different situations.
- ✧ Happy, confident, independent learners.
- ✧ Physically active children across the school day.
- ✧ Children talking about, sharing and reflecting upon their learning
- ✧ Peer coaching and leading
- ✧ Participation whole school in events and celebrations that promote healthy active lifestyles and physical activities.

This is how we know how well our pupils are doing:

- ✧ Use of assessment at the start and end of each unit in Real PE enables progress in fundamental movement skill and personal and social skills to be assessed and progress monitored.
- ✧ Teachers assess the individual progress of a child is against the learning objective for the lessons/units of work. At the end of the year, the teacher makes a summary judgement about the work of each child in relation to the national curriculum 2014. These are reported to parents as part of the child's annual school report.
- ✧ Use of surveys and questionnaires (pupils and staff).
- ✧ Regularly monitoring of the standards of children's work and the quality of teaching and learning in lessons.

This is the impact of the teaching:

- ✧ Children with a keen interest in PE and a willingness to participate in sport with positive attitudes.
- ✧ Children with a good level of physical fitness, leading healthy lifestyles and exercising regularly.
- ✧ Children understand the values and importance of fair play and being a good sportsperson.
- ✧ Children developing personal, social, cognitive, and creative life skills which they can use and apply in other areas of learning and school life to achieve their maximum potential.
- ✧ Children develop detailed knowledge and skills across the PE curriculum and, as a result, achieve well.
- ✧ Children with SEND achieve the best possible outcomes in PE from their starting points.
- ✧ Children's work across the PE curriculum is of good quality.

What is Cultural Capital?

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

In PE, this powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge

Powerful subject knowledge in PE

- ✦ The Physical Education curriculum
- ✦ Anti-bullying and safeguarding policies and strategies, including the child-friendly Peer on Peer abuse policy
- ✦ The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol
- ✦ The bike ability scheme in Y6. Giving children the knowledge and skills to ride safely on the road.
- ✦ Design and Technology units related to food preparation and nutrition
- ✦ The knowledge of how and why children need to take care of their personal fitness and wellbeing.
- ✦ The knowledge of local, national and worldwide sporting events and their importance on society.

Powerful personal knowledge in PE

- ✦ Healthy Eating policies and catering provision
- ✦ The extra-curricular clubs related to sports and well-being
- ✦ The celebration of sporting achievement including personal fitness and competitive sport
- ✦ Activity-based residential visits. Pioneer centre in Y4
- ✦ The promotion on interschool competition in a range of sports
- ✦ Understanding what activities children enjoy and wish to participate in outside of school to allow them to become life-long learners.

SMSC links in PE at Ludlow Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. In PE at Ludlow Primary School, links to SMSC are made across the PE curriculum and lessons to create a child centred approach to physical education and development.

Spiritual

- Explore, creativity through producing gymnastic and aerobics routines
- Creating and developing own attacking and defensive tactics
- Reflecting and critiquing their own and others performances
- Using discovery style to allow pupils to have their own thoughts, ideas and concerns
- Questioning pupils throughout lessons – WHY, WHAT, WHERE and HOW

Moral

- Promote fair play and teamwork in lessons
- Encourage good sportsmanship throughout
- Respect with equipment both when using it and when storing it
- Respect for their facilities and the environment they are active in
- Reward good behaviour
- Reward commitment

- Listening to teacher and peer feedback
- Promote trust with peers through team building activities

Social

- Creating a sense of community in lessons and clubs
- Interact with the school community through sports crew
- Encourage pupils to recognise and respect social differences and similarities
- Celebrate success both in and out of school
- Use of leaders (Sports Crew) lunchtime clubs and extra-curricular activities
- Encouraging extra-curricular activities
- Promoting team work throughout lessons
- Providing peer mentoring opportunities in lessons

Culture

- Gaining an understanding of different sports and their foundations
- Use of international examples of different athletes and their achievements
- Cultural engagement through elite performers both at school and in their own sporting environment
- World sports events are studied in detail