

PE Curriculum Statement

'Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.' J F Kennedy

Intent

At Woodhall, we believe that the health and wellbeing of our children is paramount to ensure they are physically, socially and mentally able to navigate their way through the whole school curriculum and learn to lead healthy lives now and in the future.

Situated in a socio-economically deprived area of Hertfordshire, our children deal with many challenges before they even arrive at school. Evidence from research shows that children from poor backgrounds have poorer diets, leading to obesity, and less opportunities in life due to diminished means. Therefore, we need to provide them with the skills to be able to maintain healthy lifestyles and provide them with a variety of opportunities that they may not otherwise receive at home.

There is a wealth of evidence that physical education has a strong impact on academic achievement and so at Woodhall we aim to provide a comprehensive offering of activities to ensure that children receive a varied and comprehensive curriculum.

Implementation

All classes will receive two scheduled hour lessons a week which is lead either by the teacher or a specialist instructor. At Woodhall, we have opted to focus on key skills but achieve these through a broad range of activities and sports. **By offering a selection of sports scenarios rather than just opting for one particular sport it will help to engage more children who are likely to find an option that is enjoyable to them.**

The school employs a Sports Apprentice who supports the delivery of physical education throughout the school by assisting in lessons, offering clubs and supporting the sports leaders and council, which comprises of two pupil representatives from each class who have the role of liaising with their peers and adults in order to influence the delivery of PE within the school (this is also supported by separate pupil voice interviews). They will also manage pupils in Years 5 who have the opportunity to become sports leaders and lead activities at break times as well **as support with the events held each year on sports day.**

We have chosen to incorporate gymnastics and dance throughout the year groups as these particular physical activities develop strong core strength and posture which is an essential part of being able to write effectively. By ensuring children have a strong core means that they are better able to sit appropriately – improving focus, hold a pencil or pen and produce better, neater and more consistent handwriting and presentation of their work.

Swimming is taught through arrangements with the local swimming facility who provide ASA qualified instructors to teach the children the fundamentals of each stroke and develop their water safety knowledge to ensure they are proficient to achieve 25 metres and self-rescue skills by the time they leave primary school.

An outside specialist sports provision is utilised to ensure the children are receiving a high quality offering within physical education. **They support the delivery of the curriculum,** offer lunch time opportunities for organised activity and run afterschool clubs which offer a mix of enjoyment or

competitive play. This ensures opportunities to encourage children to achieve their 60 minutes of activity a day.

We are part of the local Consortium of Schools and subscribe to the School Sports Partnership which allows the school to enter into competitive and friendly opportunities for sports matches and other events. We encourage local clubs to hold sessions at the school to encourage participation by pupils and parents e.g. boxercise classes. Watford FC? Sessions across the school, working with the local police to provide guidance for vulnerable pupils. The school offer a variety of clubs run by a combination of teachers, sports specialists, sports apprentice and outside organisations such as **boxing, roller-skating, football, netball, dance.**

In delivery, teachers look for opportunities to encourage active learning through all subjects to meet the balance of requirements needed to educate the whole child and provide learning in a way that is engaging so that the transfer of knowledge and development of thinking skills are achieved. Lessons are differentiated in a way to ensure inclusivity for all such as: provision of different equipment or adaptation of use of equipment to support those with a disability, adaptations to PE kit for religious reasons, and so on.

Those delivering the curriculum, assess throughout the lessons to ensure that pupils are achieving the very best that they can at every opportunity within their learning. This assessment feeds back into subsequent lessons to ensure that steady progress towards curriculum outcomes are achieved at the end of each half term and over the academic year. **Tracking is completed after each half term** and gaps identified to ensure provision to fill these is incorporated into plans to ensure each child's full potential is attained.

Impact

We aim to ensure that children develop into healthy, happy individuals who are knowledgeable facilitators of their own health and wellbeing and are able to maintain a healthy and physically active lifestyle beyond primary education, either just for enjoyment and fun or on a more competitive level.

We hope to enable children to understand the links between participating in physical activity and eating a healthy diet to a positive and balanced mental wellbeing fostering self-confidence and self-esteem.

Ultimately, we aim to ensure that each child achieves their full potential and the national curriculum outcomes to become a well-rounded and proficient individual.