



# HEATHFIELD SCHOOLS' PARTNERSHIP

## CURRICULUM OVERVIEW – PHYSICAL EDUCATION

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### Intent

The PE curriculum will ensure that children will be able to:

- Be physically and mentally confident to participate in a broad range of physical activities.
- Develop the stamina needed to be physically active for sustained periods of time.
- Develop the competence to engage effectively in competitive sports.
- Demonstrate resilience, fairness, respect and self-esteem.
- Lead healthy and active lives.

### Implementation

The schools' PE progression document outlines the knowledge and skills that will be covered in each year group.

#### EYFS

Children have large spaces to enjoy energetic play on a daily basis. Equipment is freely available to enable to children to practise movement skills, balancing and climbing and negotiating space as well as waiting for their turn. Time is available in the hall once a week to enhance specific skills and the Reception children have a dedicated PE slot.

#### Key Stage 1

PE is taught for 2 hours a week (one session indoors and one outdoors). The PE programme incorporates a variety of sports and physical education activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

Children are given the opportunity to engage in extra-curricular activities before, during and after school. An inclusive approach to extra-curricular activities before, during and after school encourages physical development and well-being.

#### Key Stage 2

PE is taught for 2 hours a week (one session indoors and one outdoors). The PE programme incorporates a variety of sports and physical education activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

Children are given the opportunity to engage in extra-curricular activities before, during and after school. An inclusive approach to extra-curricular activities before, during and after school encourages physical development and well-being.

Additional teaching expertise is provided by outside agencies such as Harlequins, England Netball, London Broncos and Middlesex CCC who come in to work with teachers.

## **Impact**

### **Assessment**

Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.

In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents.

In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques.

### **Monitoring**

Members of the Senior Strategy Team, Year Group Leaders and Phase Specific Subject Leaders undertake a range of monitoring activities across a year that include:

- "Pop ins"/learning walks
- Discussions with children

An in-depth review of PE takes place every 2 years as outlined on the schools' review schedule.