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HEIGHTS**  
ACADEMY TRUST



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# Physical Education Subject Guide

# Raynville Academy's Curriculum Statement

At Raynville we are committed to creating an environment where our children love learning. Through our curriculum, we endeavour to develop the skills, knowledge and learning attitudes of our pupils so that they are equipped to be the best that they can be. We value the importance of enriching our pupils' curriculum with real life experiences, through trips and visitors, so children have first-hand opportunities to embrace their learning. We set high expectations and strive for independence in all areas regardless of a child's starting point in life. At Raynville, we place our values at the core of everything we do and prioritise pupils' understanding of the necessity for being ready, respectful and responsible. We feel this is essential in preparing children to be tolerant and inclusive of all so that they can positively contribute to our wider community.

## P.E Curriculum Statement

The school believes that physical activity, including Physical Education, should be experienced in a safe and supportive environment and is vital and unique in its contribution to every pupil's physical and emotional development and health. Our physical activity provision aims to provide high expectations for all, offering an inspiring curriculum, making sure children receive the support and challenge they need.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The P.E. scheme of work starts with **National Curriculum expectations** and is based on progressive learning objectives, which combined with varied and flexible teaching style's, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. We nurture healthy life choices, challenge prejudice, and in-still positive personal and social attitudes through the experiences we provide for our pupils. The P.E curriculum promotes an understanding of the many benefits of exercise, through a balanced range of relevant activities.

## Intent

- A rich and inspiring curriculum
- A key focus on communication and collaboration opportunities
- A stimulating and nurturing environment
- Developing confidence, independence and resilience, so children will achieve
- Promoting respect for ourselves, others and the environment, by challenging prejudice and making positive, informed choices

## Curriculum Information

Our curriculum equips the children with:

- Knowledge about how to maintain a healthy lifestyle and why this is important.
- A range of fine and gross motor skills.
- An understanding that physical activity can support mental and emotional well-being.
- The opportunity to learn about a range of sports and give them the chance to follow these out of school.
- The ability to work as part of a team and understand their individual role within a wider group.

## Complete PE Scheme

At Raynville Academy we follow the Complete PE scheme to ensure that Physical Education provision is of the highest quality. Pupils' attainment can be tracked and evidenced, demonstrating that every pupil is developing their physical, cognitive, social and emotional learning.

## Foundation

Children at Raynville are given a wide range of opportunities to explore the world around them through physical play. Well-resourced settings (both indoors and outdoors) allows the children to use a full range of both fine and gross motor skills enabling them to explore the possibilities of movement.

## PE in KS1

We offer a broad curriculum which allows children to develop their fundamental movement skills and increase confidence in balance, agility and coordination. Children participate in a range of competitive and cooperative sports including dance and gymnastics, multi skills, throwing and catching and invasion games. Opportunities are available to take part in inter-school competitions towards the end of Ks1 locally and across the city.

## P.E in Stage 2

At Raynville we offer a wide variety of physical activities. We ensure children develop skills in gymnastics, net and wall games, invasion sports, inclusion sports, striking and fielding, outdoor and adventurous and athletics. We also have a focus on developing the children's overall health and include fitness sessions within the P.E curriculum and undertake the Daily Mile challenge each day at lunchtime.

We target children who cannot swim in Year 5 and 6 and they have twice weekly intensive swimming lessons at Bramley Baths (local heritage site), where they learn the essential skills required to become a confident swimmer and to understand water safety. At Raynville we aim to ensure that ALL children have achieved their 25m certificate before they leave us and we currently have a 92% pass rate.

Children have many opportunities to attend competitive sporting events and tournaments outside of school lessons. We have an excellent relationship with the West Leeds School Games Programme which provides children the opportunity to represent the school in our local area; currently ALL our Year 6 children are offered an opportunity to represent the school in a sporting activity before the end of their time in Ks2. We have a range of after school and lunchtime activities that provide extra opportunities for children to pursue their interests.

## What is expected to be seen when teaching P.E?

Each lesson should compose of a warm up, main activity and cool down session. Activity levels should be high throughout the sessions with limited waiting time, this should be achieved through a wide range of activity 'stations' being provided that help to improve the skills being taught. Differentiation should allow for ALL abilities to be part of the lesson and for every child to make suitable progress at their own rate this will ensure every child achieves a level of success.

Children will be expected to improve their own skills and to be able to use these to become a valued group member when playing in teams. Throughout P.E sessions an ethos of fair play and teamwork will be emphasised, this will be achieved through children taking on different roles during team activities.

All children will have the opportunity to represent their 'house' teams throughout the year from Yr3 and from Yr3 through to Yr6 they will have chances to represent the school in local and regional competitions.

## Resources

- P.E resources are kept in storage areas in both halls and in the green container in the Ks2 playground.
- A wide range of equipment is available to support each lesson and this is updated yearly when looking at the Sports Premium Funding.
- Equipment is checked and replaced regularly to ensure it is safe and fit for purpose.
- Varied playtime equipment is made available to ensure activity at playtimes and lunchtimes, and in Ks2 a timetable (for use of the MUGA) is used to ensure all children have some quality, supervised sports opportunities.

## Monitoring

- Lesson monitoring to ensure good teaching is taking place.
- Registers for after school clubs and inter school competitions are kept (Ks2) to ensure as many children as possible are given the opportunity to take part.
- Pupil interviews/voice questionnaires will be conducted and analysed to inform future teaching/experiences.
- Pe/sport leaders feedback ideas from KS2 children and report to school council

## Differentiation and SEND

Activities are differentiated throughout lessons by changing distances, equipment, expectations and outcomes. Children are given 'achievable' targets but are also 'pushed' to explore their limits both individually and as a team.

Throughout the year, there are a wide range of opportunities to represent the school from traditional team sports at varied levels to 'inclusive' sports and 'alternative' sports.

77% of pupils (correct at the start of Summer Term 1) on the SEN register have represented the school and/or taken part in an after-school sports club and 100% of SEN children have been to Herd Farm, outdoor, residential trip.

All lessons are differentiated and 92% of pupils on the SEN register have either represented the school and/or taken part in an after-school sports club.