



SIR JOHN SHERBROOKE

PHYSICAL EDUCATION

Intent

At Sir John Sherbrooke Junior School the Physical Education Curriculum is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation. It will **PROVIDE** children with a clear structure which allows them to acquire new learning. This is informed by national frameworks and expectations which are adapted to meet the specific needs of our community. It is a curriculum that ensures that learning is accessible and provides a community of opportunity and ambition for all.

To allow children to remember more and learn more, the curriculum at Sir John Sherbrooke Junior School provides a robust and adaptable framework within which meaningful real-life experiences happen. Teachers **ENHANCE** learning by providing exciting and engaging learning and opportunities for children to work in partnership to solve problems.

Our Physical Education curriculum aims to ensure all children:

- Lead healthy lives, which involves a life-long love of physical activity.
- Are inspired to engage and succeed in competitive sport and activities.
- Have the chance to collaborate, communicate, evaluate and improve their performances.
- Show attention towards rules, strategies and tactics, as a player and as an observer in sport.
- Challenge and promote self-esteem through the development of physical confidence.

The curriculum **ENRICHES** learning experiences through an extra-curricular program that supports learning within the classroom via clubs involvement in competitions and external agencies; these opportunities are extended from Year 3 through to Year 6. Opportunities for children to excel are embedded into the culture of the school where children have opportunities to lead and shape school life through our Pupil Parliament and Take Care Leaders.

Profound Personal Development will be the heart of all teaching and learning where children are taught to Take Care of themselves, each other, their work and the world around them. Our Take Care Values are central to our conversations with all stakeholders, and this allows children, staff, parents and governors to work together to ensure that our Take Care ethos helps us live out the things we have learned in our everyday lives.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, **we support our children to go Beyond Expectations and BE the best they can be.**

Implementation

PE is taught as stand-alone units/lessons, making links with whole school topics through teaching and learning where possible. All classes are timetabled with two P.E. sessions per week, with extra activity being supported through activity in lessons and breaktimes. A specialist coach supports teachers in developing their PE knowledge once a week and all pupils access this. Swimming lessons and water safety instruction is given to pupils in Year 3, weekly from September to February.

Yr 3/4 A	Swimming (Y3) Fundamentals Football	Swimming (Y3) Dance Basketball	Swimming (Y3) TTKidz (Y4) Gymnastics	Yoga Hockey	Tennis Cricket	Athletics Rounders
Yr 3/4 B	Swimming (Y3) Fitness Ball Skills	Swimming (Y3) Dance Handball	Swimming (Y3) TTKidz (Y4) Gymnastics	Dodgeball Netball	Golf OAA	Athletics Tennis
Yr 5	Fitness Football	Badminton Hockey	Gymnastics Netball	Yoga Golf	Tennis Rounders	Dance Athletics
Yr 6	Handball Tag Rugby	Badminton Basketball	Gymnastics Dodgeball	Yoga Cricket	Tennis OAA	Dance Athletics

Each topic builds on previous knowledge, understanding and skills and enables children to move onto the next stage in their learning. Children learn new knowledge and build on the use of a variety of different gross and fine motor skills from Year 3 to Year 6. This learning also building on the previous targets covered at the infant school.

Year 3/4 work on a two year cycle, due to mixed classes, covering their year group expectations within the topics/lessons covered.

At SJS, the children build on prior KS1 learning and the children extend their knowledge of competitive sports including the rules and strategies linked to them; dance and sports involving flexibility such as gymnastics and yoga. Children are also given Outdoor and Adventurous lessons, linking to their Geography Fieldwork activities. In this context, students are encouraged to improve their performance and appreciate the value of personal bests.

Lessons at SJS systematically build children's interest in diverse physical education, fostering skill development through engaging activities, such as football, handball and golf.

Learning targets are progressive. They are taken from the GetSet4PE scheme and adapted to suit the needs of our SJS students. These allow for flexibility within the curriculum for teachers to enable their lessons and children's learning best suits the needs of their specific class/year group each year.

Impact

At Sir John Sherbrooke Junior School we want our Physical Education curriculum to impact our children's approach to a healthy lifestyle both whilst attending school and in the future. Finding an enjoyment in physical activity through accessing a range of sports and skills is vital. We feel the way we implement Physical Education encourages curiosity and enthusiasm for the subject and helps our children realise the significance and positive impact of physical activity on their health and well-being; something they will continue to understand the importance of as they leave us for secondary school and beyond.

Teachers assess children's development in Physical Education by making on-going observations, questioning and discussion during lessons and feedback on activities. Teachers are encouraged to record their pupils' progress and performance through photos and video evidence, such as in dance and gymnastics. Pupils also complete a 'Personal Best' scorecard at certain intervals throughout the year. The use of Learning Intentions in most lessons allows for clear assessment and ensures no child has their learning capped, they all have the opportunity to extend their learning at any stage. Our year group Teaching, Planning and Assessment documents (TPAs) are used to evidence the children's knowledge and understanding of key concepts, their ability to apply key vocabulary, skills and a range of recording methods.

Teacher Assessments are recorded every year on the TPAs where the children's progress is tracked and monitored. They are used to inform planning and support future learning to close gaps in the children's knowledge. These TPAs are also shared with the children's teachers as part of summer transition, to inform planning and understanding of the children's needs for their next year group. In addition, Parents' Evenings and end of year reports provide opportunities to share child specific attainment with parents/carers.

Knowledge organisers are being developed and starting to be used within PE, to allow for deeper assessment and knowledge retention.