

At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Physical Education

Intent

At The Upper Nidderdale Primary Federation , we aim to develop pupils who will be physically active and can flourish in a range of different physical activities. It is important note that PE is beyond physical activity, it includes a vast body knowledge including physiology, psychology and sociology. PE brings the knowledge from these different disciplines together in order to give pupils the opportunity to apply them confidently and competently.

(Ofsted PE Research Review - March 2022)

At The Upper Nidderdale Primary Federation, children will engage up to 2 hours of physical activity a week.

The aim of PE at The Upper Nidderdale Primary Federation is not for our children to become elite athletes; instead it is to enable children to flourish at each stage of their education. Research shows developing competence ('the capacity of a pupil to interact with a given environment as a result of prolonged learning, to thrive in their phase at school') is positively associated with motivation.

Physical Education

Intent

The aims of our PE curriculum are to develop pupils who:

- Are willing to practise skills in a range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to improve their own personal performance and in some cases to achieve exceptionally high levels of performance;
- Have and maintain high levels physical fitness;
- Lead a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly;
- Are able to remain physically active for sustained periods of time and have an understanding of the importance of this in promoting long-term health and well-being;
- Our Sports Leaders will take responsibility for promoting participation in games and activities at playtimes as well as supporting pupils at sporting events such as Sports Day.
- Employ imagination and creativity in their techniques, tactics and choreography;
- Are able to improve their own and others' performance;
- Can work independently for extended periods of time without the need for guidance or support;
- Have a keen interest in PE - a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport;
- Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water.

Physical Education

Implementation

At The Upper Nidderdale Primary Federation, we employ a specialist PE teacher across the federation to ensure consistently high-quality PE education for all our pupils. We ensure that all pupils receive;

- A cycle of lessons which carefully plans for progression and depth;
- Opportunities to participate in competitive sport;
- Gain a wide range of sporting experience, including; visits, outdoor education and residential visits.
- Opportunities to work with experts in the field and learn from their work ethic and demonstrations of good practice.
- A good development and understanding of sportsperson ship.

Impact:

Our PE Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Tracking of gains in each quiz;
- Pupil discussions about their learning;
- Video assessment recorded of pupil assessment at the end of each unit, then assessed and moderated (twice a year).

SEND Adaptions for PE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>Understanding how a sport/game is played in PE. E.g. how to play dodgeball.</p> <p>Pupils with ASD may struggle with rule changes during PE games/activities.</p> <p>Being able to tally up scores in a competitive game e.g. rugby.</p>	<p>Utilise learning buddies throughout PE sessions. One partner verbally explains how to play a game whilst their partner listens. Partners swap roles and repeat the task. This will reinforce sequencing.</p> <p>Children could use visuals to sequence the correct order of how to play a sport/game prior to the lesson.</p> <p>Teachers create a small group to model how to play the game to SEND pupils. This ensures that visual learners are having their learning style met and are not being held back by their poor literacy skills. Alternatively, children could watch the clips on Real PE of games/activities being performed.</p> <p>If a teacher plans to change the rules of a PE activity/game partway through the lesson to increase or decrease difficulty, for example, the game should be remodelled by a small group for the children in question.</p> <p>Poor mathematical skills may prevent learners from SEND being able to keep track of/tally up the scores during a competitive game such as rugby. Consider providing 'flip sheet scores' that the children can turn over to reveal their</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p> <p>Children might struggle to communicate their thoughts/feelings in an appropriate manner.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. For example, "I enjoyed their gymnastics performance because _____. To improve next time, they could _____."</p> <p>Stem sentences could be displayed on the projector in the hall/on A3 sheets of paper.</p> <p>Use a reduced number of simple instructions which are supported by visuals e.g. 'cut, stick, colour.'</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p> <p>If children are quick to become heightened during competitive sports, agree a non-verbal way for the pupil to communicate to an adult the fact that they are beginning to heighten. For example, children might have a lanyard available with emotion cards on that they can use to signal when they are becoming</p>

SEND Adaptions for PE

Physical and Sensory		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>Fine motor skills/physical difficulties.</p> <p>Children with a visual impairment may find it difficult to view text/images/maps (orienteering).</p> <p>Children might find PE lessons overwhelming (noise/sight) which could lead to sensory overload.</p> <p>Consider whether activities are appropriate for wheelchair bound pupils/pupils with physical disabilities such as leg splints.</p>	<p>Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require larger sized balls (netball instead of tennis ball to ensure children can physically catch the ball). Real PE identifies ways to differentiate activities for SEND learners.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access.</p> <p>Ensure that children have access to regular classroom aids such as ear defenders to mitigate noise. Provide children with fidget toys as usual throughout the lesson to ensure that children do not fidget with PE equipment as an alternative. E.g. provide a sensory squish ball to ensure that children to not begin to throw/bounce a tennis ball.</p> <p>Always follow recommendations on time limits of PE lessons provided by medical professionals/occupational therapists. If a child can only partake in 15 minutes of a PE session at a time, provide an alternative, PE based activity for them to do to ensure that they are still receiving QFT. E.g. Become a referee after</p>	<p>Low self-esteem in PE ability.</p> <p>Difficulties with social skills may result in children finding teamwork challenging.</p> <p>Distress caused by exposure to unfamiliar environments during sports competitions.</p>	<p>Make use of learning objectives which focus upon the specific PE skill and not the finishing result/score. E.g. focus upon the dribbling skills of a player rather than the final score of a football patch. Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. If children become withdrawn/upset/angry in PE lessons, have an alternative job pre-planned that enables children to remain in the lesson. For example, children could switch to the role of referee.</p> <p>Carefully consider which children are placed in a group together to ensure that children are placed with accepting, patient and encouraging teammates.</p> <p>Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.</p> <p>Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.</p>

PE → SMSC Links

Spiritual

- Reflecting and critiquing their own and others performances.
- Develop motivation and perseverance to develop new skills.
- Use imagination and creativity in their learning.

Moral

- Promote fair play and team work.
- Promote the qualities of good sportsmanship
- Promote trust of peers through team work.
- Understand fair play, code of conduct and self-discipline.

Social

- Promote sports leaders.
- Peer mentoring.
- Encourage cross-curricular involvement.
- Encourage team spirit.
- Use of lunch time play leaders.

Cultural

- Learn about international sportspeople and the developments of sports in different countries.
- Learn about relevant sporting events as they happen such as The Olympic Games and The World Cup.
- Explore and respect a variety of cultural dances such as the Haka.

PE → Fundamental British Values

Democracy

- Take into account the views of others in teams/groups.
- Vote for outcomes

The Rule of Law

- Undertake safe practices, following class and games rules during PE lessons for the benefit of all.

Individual Liberty

- Work within boundaries to make safe choices in physical activities.
- Make own choices with regard to participation and challenging activity.

Tolerance

- Experience and talk about sport/dance from different cultures and religious beliefs linked to whole school themes.
- Use dance to learn about different faiths and cultures around the world.

Mutual Respect

- To behave appropriately to allow all participants the opportunity to take part effectively.
- Review each other's work respectfully.
- Work together in groups/teams, helping and advising others.
- Experience different festivals, traditions and celebrations through dance and sport.

SEND Adaptations

At Glasshouses, provision and assessment is adapted to meet the needs of pupils with SEND.

This may involve making adaptations such as the colour/size of equipment, or by providing additional time during the sequences of activity or games. The curriculum will never artificially limit what SEND pupils achieve.

During the teaching of PE, discrete conversations are made to adjust enabling adaptations directly with children and are not treated as a homogenous group.

PE – Pillars of Progression

Pillar 1: Motor Competence

This is a person's ability to make a range of physical actions which include co-ordinating fine and gross motor skills. These are fundamental to participate in everyday activities as well as playing and partaking in physical activity.

PE will be the first time that some pupils are taught how to make confident and controlled motor movements. For children with greater prior knowledge, they will be taught how to develop their existing competences.

Pupils require sufficient and well-designed opportunities to improve their motor competence which should come primarily from opportunities within the PE curriculum. Opportunities for additional practice at playtime and lunchtime can augment this at Glasshouses.

Glasshouses provide high-quality instruction, opportunities to practice, and feedback to enable all pupils to develop their motor competences in a wide range of physical activities.

PE – Pillars of Progression

Pillar 1: Motor Competence

Pupils need to develop a good level of fundamental movement skills in the early years.

FMS are the 'basic, learned motor patterns that do not occur naturally'. FMS can be categorised as:

locomotor skills - such as running and jumping

stability skills - such as twisting and balancing

manipulation skills - such as throwing and catching

There are many benefits of establishing proficiency with FMS in the earlier stages as they support learning and proficiency with more complex activity beyond the initial area of practice.

Glasshouses' PE curriculum enables pupils to develop their FMS throughout every lesson. To get better at PE, children need plentiful time for practice as well as feedback to refine their FMS before progressing to applying them in more complex situations.

Subject expertise is an important factor in being able to recognise which children might benefit from additional practice. At Glasshouses, PE is delivered by a PE specialist to all year groups.

It is important that sufficient equipment is available to help develop these FMS in a range of contexts, such as throwing and catching balls of different shapes and sizes.

PE – Pillars of Progression

Pillar 2: Rules, Strategies and Tactics

Pupils will be taught how to move intelligently as well as competently. This involves responding to the needs of the context.

Pupils will be explicitly taught the rules, strategies and tactics involved with different types of activities.

Tactics are the decisions people make about how, when and where to move. Tactics are closely related to motor competence; they are only successful if pupils can perform the necessary movement.

Some physical activities don't have rules or tactics, but all have strategies for success.

PE - Pillars of Progression

Pillar 3: Healthy Participation

PE has a role to play to challenge and correct some misconceptions and knowledge that children have established outside of school.

It is important for pupils to make connections between their knowledge of health and how it applies to physical activity. Otherwise, pupils will struggle to make informed decisions about how to participate in physical activity in a healthy way.

Pupils' interest can be increased by teaching how the body works, so that they can understand the relationships between activity and its effect on the body.

Developing knowledge of the broader aspects of physical activity allow pupils to be able to make informed choices about their own participation outside of school.

Physical Education Vocabulary Progression - Games

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>space awareness looking up cone/marker, stretch, muscle partner pairs position hands up wide base knees bent follow</p>	<p>striking catching own space team speed direction passing controlling shooting scoring</p>	<p>keep possession scoring goals keeping score making space pass/send/receive travel with a ball make use of space points/goals rules tactics batting fielding defending hitting</p>	<p>keeping possession passing dribbling shooting support marking attackers/defenders marking team play batting fielding bowler defending hitting</p>

Physical Education Vocabulary Progression - Dance

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
travel stillness direction space body parts levels speed		space repetition action and reaction pattern	technique pattern rhythm variation unison canon action reaction

Physical Education Vocabulary Progression - Gymnastics

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
forwards backwards sideways roll slow body parts shape jump travel stretch wide narrow step		stretch push pull spring crawl still slowly tall long forwards high low roll copy jump land balance	muscles joints symmetrical/asymmetrical rotation turn shape landing take-off flight performance evaluation

EYFS/KS1 Physical Education - Long Term Overview

	AUT 1	AUT 2	Spring 1	Spring 2	Summer 1	Summer 1
2023- 2024	Multi-skills Fundamental movements	Activities leading to simple skills in receiving and moving	Activities leading to Gymnastics	Dance	Ball skills Throwing/ catching	Athletics
2024 - 2025	Multi-skills Fundamental movements	Activities leading to Invasion Games	Simple movements in Gymnastics	Dance	Striking and Fielding	Athletics

Lower KS2 Physical Education - Long Term Overview

	AUT 1	AUT 2	Spring 1	Spring 2	Summer 1	Summer 2
2023-2024	Team Games	Activities leading towards Invasion Games	Gymnastic s Swimming	Dance Swimming	Striking and fielding	Athletics
2024 2025	Team Games	Net and Wall games	Activities developing basic skills in Fitness/ flexibility and strength Swimming	Dance Swimming	Athletics	Striking and Fielding

Upper KS2 Physical Education - Long Term Overview

	AUT 1	AUT 2	Spring 1	Spring 2	Summer 1	Summer 2
2023-2024	<p>Net and Wall games</p> <p>Swimming</p>	<p>Activities leading towards Attacking and defending</p> <p>Swimming</p>	Gymnastics	Dance	Team games	Athletics - Link to Olympics and Paralympics
2024-2025	<p>Paralympics - Disability Games</p> <p>Swimming</p>	<p>Invasion games</p> <p>Swimming</p>	Fitness	Dance	Athletics	Striking and Fielding

Physical Education Knowledge

Substantive Knowledge

Substantive knowledge in PE is based on deliberate practice and development of specific skills that can be used in a variety of disciplines, sports and games e.g.:

- Running, jumping, throwing and catching
- Tactics within a team game e.g. strategies for attacking and defending
- Being able to perform specific actions, balances and movements in line with year group expectations
- Being able to swim confidently and competently over 25 metres
- Being able to perform a safe self-rescue in water.

Disciplinary Knowledge

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.

PE	EYFS
Games	<ul style="list-style-type: none"> • I can take part in group activities. • I am developing and refining a range of ball skills including throwing, catching, kicking, passing, batting and aiming. • I am developing confidence, competence, precision and accuracy when engaging in ball activities.
Dance	<ul style="list-style-type: none"> • I can move in a more fluent style with coordination and grace. • I can use and remember sequences/patterns of movements which are related to music and rhythm.
Gymnastics	<ul style="list-style-type: none"> • I am developing my body strength, balance and coordination.
Athletics	<ul style="list-style-type: none"> • I am refining fundamental movements in running, walking, jumping and skipping (including and extended to, crawling, rolling, climbing and hopping)., • I am developing my overall agility.

PE	Year One	Year Two
Games	<ul style="list-style-type: none"> • I show control when rolling a ball • I can hit a ball with control, using appropriate equipment I can run with control • I can jump with control • I can catch a ball / moving object • I can kick with control 	<ul style="list-style-type: none"> • I understand the terms 'opponent' and 'team mate' • I can develop basic tactics for small team games • I can lead others in small game situations • I can set myself targets to improve my performance.
Dance	<ul style="list-style-type: none"> • I can move with control and co-ordination • I can link two or more actions in a sequence 	<ul style="list-style-type: none"> • I can copy and remember moves and positions • I can choose appropriate movements to communicate mood / feelings / ideas
Gymnastics	<ul style="list-style-type: none"> • I can move with some control and awareness of space • I can link two or more actions to make a sequence • I can show contrasts (e.g.: small / tall, straight / curved, wide / narrow) • I can climb safely on low level equipment • I can stretch and curl to develop flexibility • I can jump in a variety of ways and land with some control and balance 	<ul style="list-style-type: none"> • I can copy and remember actions • I can travel by rolling forwards, backwards and sideways • I can hold a position whilst balancing on different points of my body • I can climb safely on large equipment • I can stretch and curl to develop increasing flexibility • I can jump in a variety of ways and land with increasing control and balance
Athletics	<ul style="list-style-type: none"> • I can run at different speeds. • I can jump from a standing position • I can perform a variety of throws with basic control. 	<ul style="list-style-type: none"> • I can change speed and direction whilst running. • I can jump from a standing position with accuracy. • I can perform a variety of throws with control and co-ordination.

PE	Year Three	Year Four
Games	<ul style="list-style-type: none"> I can throw and catch various objects / balls with control and accuracy. I follow rules of games and play fairly I can maintain possession of a ball I can pass to teammates when appropriate 	<ul style="list-style-type: none"> I can strike a ball and field with control I can choose appropriate tactics to cause problems for the opposition I am an effective team member I can lead a team effectively
Dance	<ul style="list-style-type: none"> I can refine movements into sequences I can change speed and level within a performance I can develop suppleness through stretching 	<ul style="list-style-type: none"> I can plan, perform and repeat sequences I can move in a clear, fluent and expressive manner I can create dances and movements that convey a clear idea I can develop physical strength by practicing moves
Gymnastics	<ul style="list-style-type: none"> I can refine movements into sequences I can show changes of direction, speed and level during a performance I can swing and hang from equipment safely using my hands 	<ul style="list-style-type: none"> I can plan, perform and repeat sequences I can move in a clear, fluent and expressive manner I can travel in a variety of ways (e.g.: flight by transferring weight to generate power in movement) I understand centre and gravity and can use this to create interesting body shapes
Athletics	<ul style="list-style-type: none"> I can sprint over a short distance up to 60m I can use a range of throwing techniques (underarm / overarm) I can compete with others I can improve personal best performances 	<ul style="list-style-type: none"> I can run over a longer distance, conserving energy to sustain performance I can throw with accuracy to hit a target or cover a distance I can jump in a number of ways, using a run up if appropriate <p>I can compete with others and aim to improve personal best performances</p>

PE	Year Five	Year Six
Games	<ul style="list-style-type: none"> • I can choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking) • I can work alone or with team mates in order to gain points or possession • I can strike a bowled or volleyed ball with some accuracy • I can choose appropriate tactics for a game • I uphold the spirit of fair play and respect in all competitive situations 	<ul style="list-style-type: none"> • I can strike a bowled or volleyed ball with increasing accuracy • I can use forehand and backhand strokes in racket games • I can field, defend and attack tactically by anticipating the direction of play. • I can lead others when called upon. • I am a good role model to other
Dance	<ul style="list-style-type: none"> • I can compose creative and imaginative dance sequences • I can express an idea in original and imaginative ways 	<ul style="list-style-type: none"> • I can perform expressively and hold a precise and strong body posture • I can create and perform complex sequences • I can perform with high energy, slow grace or other themes and maintain this throughout a performance • I can perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands)
Gymnastics	<ul style="list-style-type: none"> • I can create complex and well executed sequences that include a range of movements: <ul style="list-style-type: none"> - travelling - balances - swinging - bending - stretching - twisting - gestures - linking shapes • I can link sequences of movements effectively • I can practice and refine gymnastic techniques 	<ul style="list-style-type: none"> • I can create complex and well executed sequences that include a range of movements: <ul style="list-style-type: none"> - springing - flight - vaults - inversions - rotations - shapes that are strong, fluent and expressive. • I can vary speed, direction, level and body rotation during floor performances • I can practice and refine the gymnastic techniques listed above • I can use equipment to vault and to swing, remaining upright
Athletics	<ul style="list-style-type: none"> • I can combine sprinting with low hurdles over 60m • I can throw accurately and refine performance by analysing technique and body shape • I can compete with others and keep track of personal best performances, setting targets for improvement 	<ul style="list-style-type: none"> • I can choose the best place for running over a variety of distances • I show control in take-off and landing when jumping • I compete with others and keep track of personal best performances, setting challenging targets for improvement