

**Culture: PE, sport and active learning at the heart of our curriculum**

At Holy Family, PE, sport, health & wellbeing and active learning have been at the heart of our creative curriculum since 2013. During the Section 8 inspection in November 2018, children commented to the inspector “We are a very sporty school” and, during the Section 5 inspection in October 2021, PE was highlighted as a significant strength of the school. Pupil voice survey held in September 2021 & 2023 saw PE named as the favourite subject in the school ahead of art and maths. Children at Holy Family enjoy PE & physically active learning. Attendance at extra-curricular sports clubs is exceptionally high (**95% of KS2 attended clubs in 2023-2024**) and it is rare for children to miss PE lessons unless they are sick or injured. **72% of children attended sports clubs outside of school in 2023-2024**

Our PE curriculum aims to develop a broad and deep knowledge of key PE principles through sequential planning, a wide range of physical skills such as co-ordination, speed, balance, strength & stamina but also focuses carefully on developing mental/emotional characteristics such as leadership, resilience, respect, determination, creativity and team work. We also focus closely on developing a thorough understanding of the language/vocabulary of PE and children are exposed to this from an early age. In this way, our PE facilitates the development of the whole child.

We have continued to implement engaging and challenging lessons that inspire every child. We continue to have an extensive competition programme and as a member of the School Games programme were the first school in Surrey to achieve 5 consecutive Gold awards, culminating in a Platinum award for 2016/2017. This made Holy Family one of the first 100 schools in England to collect this prestigious award. In 2019, we became the first Surrey school to be awarded Platinum for a second time. In 2017 we were also awarded the YST Gold Award, the highest award available for a primary school.

With a national emphasis on increasing physical activity for children we provide an extensive range of sports clubs and opportunities for physical activities throughout the school day including active cross curricular lessons, outdoor learning, daily mile, active break and lunchtimes and active bursts. To improve physical and mental health problems we have teamed up with Active Surrey to make a PALSS pledge and increase physical activity throughout the school day. We were a Surrey lead school for PALSS and were featured on BBC News for our inspiring approach to PE & active learning. In 2019, we also featured in the UK Parliamentary Review as a best practice case for our implementation of Active Maths and, more recently, in several national publications, including Education Today & Primary Matters, for our commitment to physically active learning. In the summer term of 2021 we were asked to be one of 3 national ambassador schools for Teach Active’s campaign to get every school involved in active learning.

**Curriculum: Intent, implementation, Impact**

**Intent:**

Our PE curriculum aims to inspire all children, irrelevant of their needs, to develop a love of physical activity and sport so they can learn how to be successful life-long participants in a healthy lifestyle. It is planned sequentially to help build a broad and deep understanding of key knowledge & vocabulary. The curriculum allows children to understand what physical activity looks and feels like and how with practice they can improve their skills sets to reach high quality outcomes. All children will engage in a deep and varied PE experience. They will be able to call upon an extensive range of skills and link these together to perform more complex movements and tasks. They will have the confidence to work well within a variety of group dynamics and apply tactical and strategic thinking in a range of contexts under pressure. Children will be able evaluate their own performance and that of others. They will have the opportunity to develop leadership, communication, social and creative thinking skills. They will learn how an active lifestyle leads not just to enable positive physical health but also to good mental health & wellbeing.

## Implementation

Lessons are planned to cover the national curriculum themes of athletics, dance, gymnastics, OAA and games (net & wall, invasion and striking & fielding). The curriculum considers the importance of both the breadth and depth of learning. The allocated curriculum time is split between the class teacher and specialist PE coach depending on the skills/responsibilities of the class teachers. Class teachers are supported with PE resources that provide extensive teaching and learning materials to build teaching confidence and also benefit from regular CPD and team-teaching with the specialist PE coach. We use the GettSet4 PE curriculum which provides a learning journey that develops a very broad and deep understanding of key knowledge, skills, vocabulary and personal character traits.

Lessons usually begin with a quick starter to engage and focus pupils. Children then work through a range of progressive activities around a theme or intended learning outcome. There are opportunities to extend and challenge individual children and provide support for others. Lessons are linked over a number of weeks. A game, performance or task may be the focal point and can be revisited to allow skills to be refined and developed. We have developed a team of PE staff at Holy Family to lead and drive all aspects of PE, sport & healthy lifestyles across the school. The team includes the Head teacher, specialist PE coach, 2 class teachers and a Learning Support Assistant.

Staff have attended the Active Surrey PE Conference and best practice workshops to ensure teaching programme provides high quality learning opportunities for all children. The Head teacher frequently leads workshops and learning sessions as part of this forum. He is also a Head teacher Ambassador for The Youth Sport Trust, attending meetings, conferences and webinars where he also advises and guides others in how to embed a physically active culture within their school.

## Impact:

- At Holy Family, children's PE experience should provide a depth of learning in a positive, supportive, challenging and engaging environment.
- Basic underlying principles and skills will have been practised and opportunities to develop these into more complex processes will be readily utilised
- Children will be confident to try new things and take risks. They will be able to make quick decisions and choices when planning tasks or performances.
- They will have a range of strategies for solving problems and show resilience to keep going when they find things difficult.
- Children will understand the benefits of working in different group dynamics. They will have the confidence to lead and support others.
- They will understand the importance of physical activity in a wider context and possess the skills and enthusiasm to develop their learning further.
- They will understand how physical activity positively impacts on mental health & emotional wellbeing
- They will develop a love of physical activity and sport which they fully utilise and further develop outside of curriculum hours

### How does PE help to further develop SMSC & Cultural Capital in and around the school?

- Spiritual values are extensive in PE & School Sport. Children are encouraged to challenge themselves and be confident in their abilities.
- Moral values are developed with an emphasis on fair play, following the rules and children learn what constitutes good sportsmanship.
- Social values are abundant through collaborative learning and team activities. Children must accept differences and resolve conflicts quickly in order to achieve success. Turn taking, listening and leadership skills can all be significantly enriched through PE and school sport activities.
- Cultural values are evident through the fully inclusive nature of the subject with children working together regardless of gender, colour, religion or culture. All children are treated equally and given fair access to all opportunities. A wide variety of inspirational role models from the world of sport are used to enhance the children's understanding of equality and diversity.
- We embed our Activ8 principles alongside the School Games values and the YST sporting values to give children a broad and deep understanding of key virtues, behaviours and attitudes which will enrich their lives and the lives of others.
- PE provides frequent opportunities to enhance children's understanding of cultural capital. These include awareness of gender, ethnicity, disability, cultural traditions.
- Through the teaching of our PE curriculum, children will have the opportunities to accumulate knowledge, behaviours and skills they can draw upon, demonstrating their cultural awareness, knowledge and competence. These are key things children will draw upon to be successful in society, relationships, their future careers and the world of work.

### How are Fundamental British Values promoted within PE?

- In PE all our children are encouraged to share ideas and value those of others.
- Through PE & sport we learn to work together and support all team members inclusive of all abilities and cultural backgrounds.
- Respect for all is a key concept at the heart of all learning in PE.
- We use the School Games Spirit of the Games programme to promote SMSC & FBV across the curriculum PE and school sport programme.
- The values of: Respect, determination, self-belief, passion, teamwork, tolerance & honesty are key features of all PE and school sport sessions. They are promoted and discussed in sports assemblies, PE lessons, festivals, training sessions and competitions.
- Children are taught the importance of rules and democratic decision making

### Cross-Curricular links:

PE has extensive links to most areas of the curriculum allowing for cross curricular teaching. Below are some examples:

- Mathematics: Counting and using the four rules when scoring games. Recording time using stopwatches when running over variable distances, or time keeping games. Measuring distances when throwing & jumping. Degrees of release in throws and bowling.
- Science: The effects of exercise on the body. Developing an understanding of momentum and how it helps to build force and enable rolls. Learning the names of muscles in body tension exercises. Exploring weight transfer for jumping and throwing for distance.
- Geography: Reading maps to navigate around a course. Learning how to orientate a map (OAA)
- English: Communicating with others. Providing structured feedback. Learning of key vocabulary.
- Citizenship / PSHE: Developing leadership skills when coaching others. Developing relationships through partner and group work. Understanding the need to follow rules and play fairly. Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion.

#### **Other key skills developed through PE:**

- Fundamental movement skills – speed, stamina
- Development of agility, balance and co-ordination
- Gross and fine motor control
- Decision making
- Working collaboratively with others
- Tactical thinking and problem solving
- Leadership
- Creativity
- Communication
- Resilience
- Perseverance & determination
- Humility & Sportsmanship

#### **What does a good learner of PE look like when they leave Holy Family?**

- Children will be confident in their ability to compete in physical challenges whether as an individual or part of a team.
- They will be physically literate and display confidence and competence in a wide range of skills and techniques
- They will have a variety of experiences covering a wide spectrum of sporting disciplines.
- They will have in depth understanding of game play and apply good decision making and tactical thinking in a range of situations.
- They will be able to cooperate as part of a team and solve a range of problems and challenges.
- Children will be able to demonstrate a range of core values recognising the importance of fair play, honesty, resilience and respect for players and officials.
- They will be confident to create, organise and lead physical activities for others

#### **Key targets for 2024 – 2025**

- Fully embed assessment in PE in line with other foundation subjects
- Focus on physical activity & wellbeing in targeted children, (particularly Y1 – Y3) and families in line with national priorities
- Continue to provide effective CPD for teachers
- In partnership with Dan Newman, begin to implement the Lifestyle First programme across the school
- Deepen the children's understanding of the intrinsic link between good physical health & positive mental health & emotional wellbeing
- Maintain the exceptionally high rate of attendance at extra-curricular clubs & intra-school competitions
- Further increase opportunities for leadership roles to develop physical & emotional wellbeing
- Find a practical, sustainable and long-term solution for the provision of swimming teaching
- Continue to invest in the improvement of facilities and resources to allow high quality outcome in PE

