

PE Intent

All children at Bessemer will experience high quality Physical Education and school sport that brings them joy, develops their physical, interpersonal, and cognitive skills, and inspires them to be physically active for the rest of their lives. PE, physically activity and school sport will be at the heart of our school with the aim of developing children with a high level of physical literacy.

Physical literacy can be defined as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate, supports their development as competent, confident, and healthy movers (Primary Physical Literacy Framework).

Staff will implement our vision and intent for PE if everything they do ensures all children discover and develop:

- The joy of moving and being physically active
- A driving passion to develop and reach their potential
- Be able to reflect on situations and grow as a person
- Lifelong affiliations and powerful relationships
- A sense of personal glow and wellbeing
- A positive outlook on, and framework for living their life

Learning at Bessemer Primary School is meaningful and memorable by embedding:

- Clarity about what good looks like
- A sense of significance
- A degree of challenge
- Options and choices
- An end goal and performance

The expectations of the staff being great 'teachers' in the Physical Curriculum are that they inspire pupils by:

- Modelling the vision for the physical curriculum in what they do and talk about
- Showing commitment, a desire to learn, self-confidence and a willingness to work hard in all aspects of the physical curriculum
- Becoming the teachers that children will remember as significant influences on how they felt and what they achieved in school

Implementation

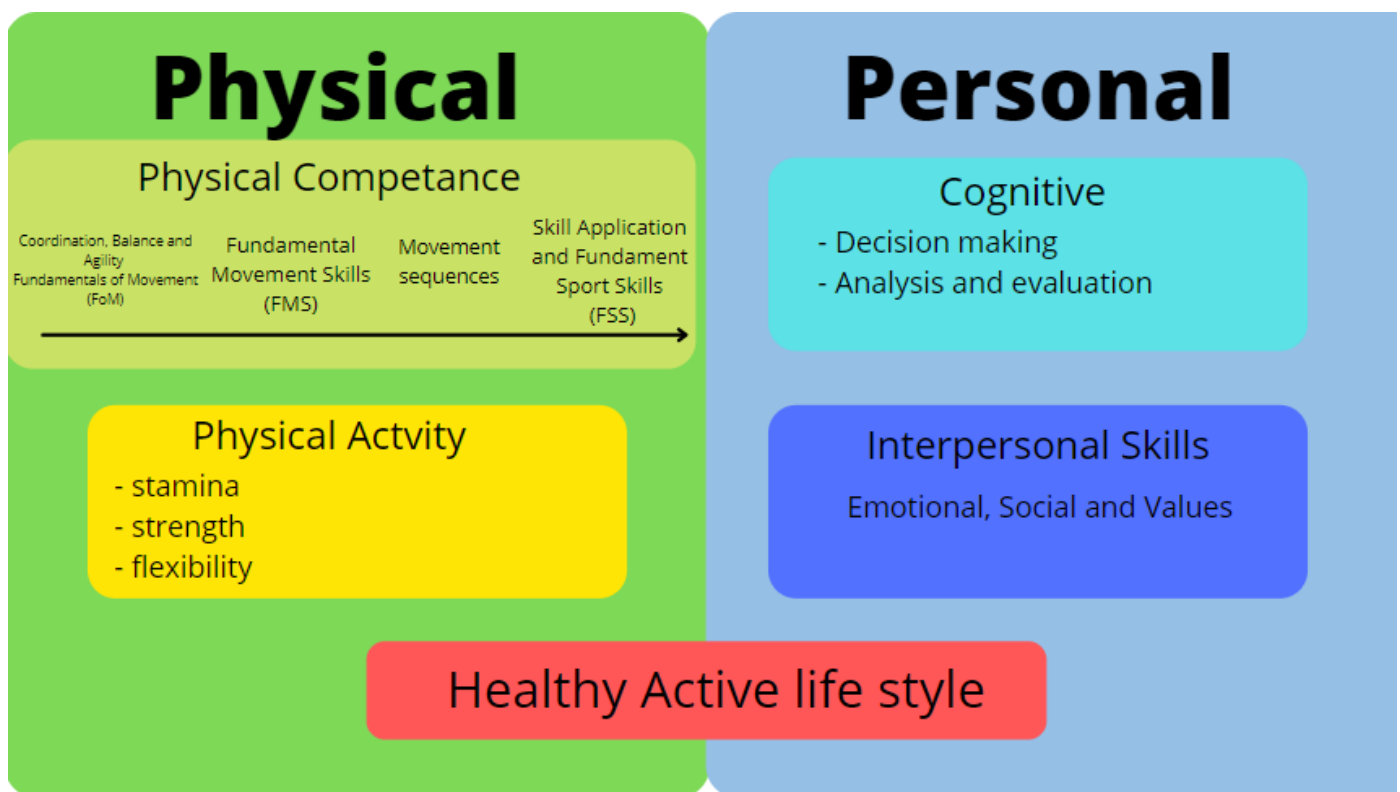
Fundamental to the teaching and learning of PE is ensuring learning meets the physical needs of children. Therefore, objectives, planning and teaching is based on the stages of maturity below.

First Stage of maturity Reception to early part of Year 2	Movements are still being learnt and developed and children tend to play alongside a friend rather than with one. Basic rules and behaviours are being learned and children show great enthusiasm to have a go as experience has not yet taught them fear or danger awareness. There is a limited awareness of space and others.
Second Stage of maturity Year 2 to the beginning of Year 4	Basic movements have been learned and children start to develop these into more recognisable skills though control and fluency are still inconsistent. Children like to play with one or more friends and need to be noticed as individuals as they become more self-aware. They tend to enjoy physical activity but want more structure and rules as they begin to recognise some risks. They are also much more aware of space and others.

<p>Third Stage of maturity</p> <p>Year 4 to beginning of Year 7</p>	<p>Children have more formed and clear movement. They begin to refine them so that they become more recognisable specific skills that are performed with greater control. They like to feel part of a group or team and get their recognition from being part of something bigger. Some children tend to lose some interest in physical activity as other activities start to take their interest, so they are more discerning about what they do and take part in. They understand and use rules and structures and begin to be more creative about how they tackle tasks and challenges. They also become more critical in their evaluations and can come up with their own solutions and approaches.</p>
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Our curriculum has the whole child at the heart of it. Learning is focused on the physical and personal with physical competence, physical activity, interpersonal skills, and healthy lifestyle being the threads that make up our curriculum.

Below is a visual representation of the different components of the PE curriculum at Bessemer and how these relate to each other.



Teaching and learning is planned to ensure clear progression across units, terms, year groups and key stages. With each unit, teachers promote powerful learning by ensuring everything children are taught is significant, challenging, has an end goal, clear expectations around what good is and provides learners with options and choices.

End of year objectives are planned to ensure progression across the school with the teachers using their judgements against these objectives to promote learning, progression and achievement. To ensure there is depth to children's learning, end task is planned for units to ensure everything children learn in a unit, progresses to an end point, where they are appropriately challenged and able to apply their skills. These tasks progress in challenge and complexity across year groups and phases and link back to previous learning. This ensures that as children progress through school, their skills are developed, refined and challenged.

Impact

Excellent teaching and learning should see all children at Bessemer demonstrate great levels of engagement in physical activity with children developing the skills, knowledge and understanding they need.

Teaching and learning through our curriculum should see children make planned progress in their physical competence and cognitive skills whilst also developing their physical activity levels and interpersonal skills. Children see a progression in their physical competence and cognitive skills across units, terms, year groups and phases. Where children are not making the expected progress, teachers adjust the teaching to meet the needs of children to secure progression.

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