



## **St. Merryn PE Curriculum Overview**

### **Curriculum Lead - Ed Watson**

#### **1. Rationale for the curriculum, including the purpose and the key ideas**

At St Merryn we believe Physical Education, School Sport and Physical Activity should give all children the opportunity to improve and achieve physical competence in line with their age and potential. Physical Education, School Sport and Physical activity also enables children, whatever their circumstances or ability, to take part in and enjoy a wide range of activities. The wider benefits of PE include the promotion of positive attitudes to health and well-being the development of emotional resilience and a wide range of personal skills including leadership. The curriculum at St. Merryn aims to uphold the 5 key indicators of the Primary PE and Sport Premium throughout and promotes the ethos of becoming physical literate people. Our curriculum drivers of 'Resilience, Reach and Reflectiveness' are consistently embedded in our weekly PE lessons. Pupils are given the opportunities through a range of activities across both key stages to progressively deepen their knowledge of physical literacy and build up the skills to access that knowledge. Children build their cultural capital through visits, workshops, fun daily playground activities and having sports leaderships roles for upper key stage 2 – these develop transferable skills including problem-solving, reasoning and enquiry.

#### **2. Subject planning, delivery and assessment**

##### **Planning**

- St Merryn uses the Arena PE schemes of work together with 'Leap Into Life' at EYFS and KS1
- PE lessons are planned so that they build upon the prior learning of the children.
- There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.
- At KS2, all components of the National Curriculum are taught through Athletics, Dance, Games, Gymnastics, Outdoor Adventure Activities and Swimming are covered throughout the year, so that children receive a broad and balanced curriculum.
- A curriculum map and curriculum provision map are in place to show the progressive stages the children access as they move through the school.
- PE lessons are planned so that they build upon the prior learning of the children.

- There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.

### Delivery

- St Merryn delivery follows a uniform style approach that is led by the ARENA scheme of work.
- Each lesson is supported by a thorough pedagogy.
- Each lesson will begin with a warm-up and children will be offered the learning objectives and success criteria which are visible throughout the lesson.
- Key vocabulary will be introduced to children and modelled throughout the lesson by teachers with the expectation that children use this vocabulary also.
- A warm-up will take place from EYFS through to Year 6 where teachers progressively build upon knowledge gained in previous years e.g. discussion about improved blood flow, prevention of injury and noticing what is happening to our bodies as we exercise.
- Teaching activities follow a carefully designed format whereby teachers and/or pupils will model an activity before moving on to the children having their turn.
- Teachers aim for an 80:20 proportion\* whereby children are active for 80% of a lesson and teacher talking time is reduced to 20% (\*wherever possible).
- The use of ICT is encouraged within lessons. This may take the form of:
  - Videos of good technique
  - Children filming and evaluating technique within lesson
  - Photography
- Each lesson will incorporate a cool down similar in the pedagogy of a warm-up.
- Each lesson will provide the children with an opportunity for self-assessment against the lesson objectives.

### Assessment

- St Merryn school uses formative and summative assessment within P.E.
- Within each lesson, children are given the opportunity to assess their achievement using the Bronze, Silver and Gold ratings which are related to the lesson objectives and success criteria.
- At the end of a unit, children are teacher assessed using the same Bronze, Silver and Gold assessment criteria basing their knowledge on the objectives covered throughout the sporting overview.
- With the inception of Otrack, St Merryn are also trialling the use of Otrack systems and curriculum statements in order to complete formative assessments of the children's attainment.

### **3. A clear rationale for the curriculum, including the purpose and the key ideas**

- [See point 1 for curriculum rationale](#)
- The development of this curriculum has taken place through the ARENA Sports Partnership which is based at Callington Community College. The scheme of work follows the national curriculum, has assessment opportunities built-in and enables lessons to be taught that cover a wide range of sports and activities.
- Throughout the subject, the 5 key indicators of the Primary PE and Sport Premium are at the core of the pedagogy and curriculum design.
  - i. The engagement of all pupils in regular physical activity

- ii. The profile of PE and sport is raised across the school as a tool for whole-school improvement
  - iii. Increased confidence, knowledge and skills of all staff in teaching PE and sport
  - iv. Broader experience of a range of sports and activities offered to all pupils
  - v. Increased participation in competitive sport
- The St Merryn curriculum is also deepened by the expectation that children will facilitate the Active 30:30 campaign. Children are encouraged to reduce sedentary behaviour and increase activity in young people outside of timetables curriculum PE. This initiative also addresses how to help influence the remaining 30 active minutes to be achieved outside of school through families, clubs and community groups.

#### **4. Monitoring and evaluation of intent, implementation and impact of lessons**

##### Monitoring and evaluation of intent

St Merryn teachers create a positive attitude to Physical Education learning within their classrooms and reinforce the expectation that all pupils are capable of achieving high standards in PE. Therefore, it is important to St Merryn that we seek and utilise the most recent information from:

1. Kernow School Improvement
2. Kernow Learning PE Leads Teams information area
3. Teach Meets
4. Ofsted updates
5. Publications
6. Networks including social media

##### Monitoring and evaluation of intent

St Merryn are dedicated to maintaining an up-to-to stance with the development and implementation of the curriculum content. Therefore, it is important to St Merryn that we seek and utilise the most recent information from:

- ARENA Sports Partnership
- Youth Sports Trust
- Ofsted

##### Monitoring implementation and impact of lessons

###### Implementation:

Subject leadership time is allocated to allow for the subject leader to carry out learning walks and planning scrutiny to ensure that the above curriculum delivery is followed as per this document and the subject policy. Regular books looks and pupil and staff conferencing take place.

1. PE is planned and taught using a progressive approach that enables the achievement of deeper understanding.

2. Through a wide range of formative assessments strategies, the quality of pupil participation is enhanced.
3. Teachers use precise questioning to test conceptual knowledge and skills and assess pupils regularly to identify those pupils with gaps in their learning.
4. ICT is utilised to enhance PE lessons by using high quality video examples of activities and also the use of ipads for photos and videos to provide children with instant feedback.

Impact:

Know more, remember more.

Due to our successful approach to teaching PE, our pupils are engaged in a high-quality education, that provides them with firm foundations for understanding the world. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children have gained every half term. Impact of lessons will be monitored by teachers formatively throughout a unit of work. Teachers can be supported by the subject leader in order to aid the impact of lessons where required. At the end of units (half-termly) teachers and the subject lead will assess the impact of teaching and make action plans as appropriate. This may include supporting teachers, evaluating lesson plans used or the resources of the school.

1. Start of unit – we elicit ‘what we already know’
2. End of unit Gold, Silver, Bronze assessments
3. CPD for PE coordinator, and then for all teaching staff through inset sessions to ensure that teacher pedagogy and assessment is secure.
4. Subject monitoring, including book looks.
5. O Track statements
6. Regular low stakes knowledge assessments, using a range of creative approaches.

#### **5. Action plans related to whole school SIP**

See the [Action plan](#)

#### **6. Connectivity: a statement on how the subject works alongside other subjects**

Connectivity runs throughout each element of the curriculum at St Merryn.

Where possible and appropriate, connections can be made between other subject areas and P.E for example:

- English through debate on sporting topics.
- English (and all other subject areas) the tier 3 (domain specific terms) vocabulary that is encouraged. Refer to point ‘2. Delivery’
- Jobs that grown up people do and their influence on the world us. Famous sports stars with a positive influence on the world – Marcus Rashford and the campaigns for free school meals, Olympic values.
- Our school rules and values (creativity, curiosity, knowledge, perseverance, pride and respect)
- Assembly topics (Picture News, Newsround sporting matters, Marcus Rashford, sporting events of regional, national and international significance). This may include stories written by authors or anecdotes known by members of staff.
- Films and/or TV programmes

- Places visited
- Attending local sporting events

## **7. Budget**

The Primary PE and Sport Premium is overseen by St Merryn's Executive Head, Head of School, Subject leader and School governors. The spend, as is the curriculum, is focused on enabling the success of the 5 key indicators that school should expect to see improvement across, within PE. See Sports Premium on website.

## **8. Governance – Local Advisory Board (LAB)**

At St Merryn governors work together and share time between subject areas. At reviews points set out across the year, governors will be consulted with regards to all aspects of the PE curriculum using this documents, and subsequent updated versions, as an agenda to provide focus points for discussion.

Sports premium funding is an agenda item at each meeting and is on the Headteacher's report to LAB.

During subject area discussions, the subject leader will compile a presentation to update the governors on the position and direction of the subject area. This presentation will have been edited by the

## **9. Risk assessments**

Currently, PE in St Merryn is covered by the school risk assessments. Teachers are explicit about health and safety implications, and children are made aware of hazards and how to manage them safely.

### Off-site visits and peripatetic staffing

For off-site visits risk assessments will always be sought, reviewed and approved by Exec. Head, Head of School and Subject leader before any trips can go ahead.

Relevant risk assessments will be kept in a folder on the Staff shared drive and also a paper copy will be taken on the relevant trip with the off-site trip leader.

## **10. Peripatetic staffing and non-teaching staff**

Peripatetic staff are permitted to work within the school setting again following the outbreak of COVID-19.

All staff who plan to teach lessons in school will have to provide the appropriate lesson planning and risk assessments to the subject leader so that these can be added to the subject profile. All organised external teaching will only be approved when the knowledge of the curriculum adherence is sufficient.

### Saints Southwest

With the membership to ARENA, we are entitled to staffing from Saints Southwest. This use of teaching time from non-teaching staff is used to support teachers who would like to improve their skills within a particular subject area. Currently, the staff from Saints Southwest are being used within Kestrels class to support an NQT+1.

### Bikeability (provided by ARENA)

Bikeability lessons are provided to the children throughout their schooling, working through balanceability in EYFS through to levels 1 and 2 of bikeability in UKS2. This is governed by ARENA and high standards are always met.

### Swimming and surfing lessons

Swimming and surfing lessons that take place throughout the year will be taken off site at specific sites (Wadebridge BETTER centre; Fitness4U, St Columb and the beach). The instructors are fully trained individuals who employed by each respective company though proof of certification and qualification will be sought before lessons can commence.

### Internal non-teaching staff

Other non-teaching staff are encouraged to come forward with their skill sets within a particular area of the national curriculum. We are currently very fortunate to have a former Zumba instructor who leads our 'Wake and shake' programme. She designs dances that are inclusive of fine and gross motor skills that are included from EYFS through to Year 6. The children are enthused by this input from our staff and love to become dance leaders.

#### **11. Examples of pupils' work:** learning walks, book looks and pupil conferencing.

Termly work scrutiny and book looks are done by PE Co-ordinator to monitor:

- consistency in curriculum delivery
- what is taught and learned
- how subject matter is taught and learned (from the perspective of how learning is structured to allow for efficient and meaningful acquisition of new knowledge)
- whether and how pupils consolidate knowledge so that it remains in their long-term memory

#### **12. Extra-curricular activities.**

St Merryn has had a very strong history of extra-curricular offerings to children in time outside of PE curriculum allocation.

After-school clubs are a regular and permanent fixture (outside of COVID restrictions). The clubs offered are offered to whole key stages and led by teachers with a particular interest in an area. We strive to encourage a wide range of physical activities that are supported by the ARENA schemes of work.

#### Active 30:30

Active 30:30 (as previously mentioned – see section 3 curriculum rationale) is an initiative that encourages children to become active for 60 minutes a day. As a school we are focused on ensuring

that the children utilise resources responsibly and are enthused to take part in activities each day. This is achieved by:

- Enabling all children access to all parts of the school on a timetabled basis – children have access to the top playground, bottom playground, right field (open space), left field (goaled area) and the woodland.
- The children have a continually changing menu of activities to keep them entertained and enthused about being active throughout the week.
- Children are offered a wide range of resources to play with throughout the week
- The children are encouraged to become sports leaders
- The children are educated about modifying sports and activities using STEP acronym (space, time, equipment, people)

Range of activities

As part of a curriculum that promotes physical literacy, the children are given opportunities outside of the curriculum allocation to try and succeed at a range of sports and activities.

In line with the progressions of skills, the children are encouraged to work at their progression stage when outside of curriculum taught lessons.

### **13. EYFS: how the subject is working to the standards set out in the EYFS framework**

In Early Years Foundation Stage (EYFS) children start to gain the PE knowledge that they build on throughout their time at St Merryn School, such as developing their skills of observation, prediction, critical thinking, and discussion. Planning is mainly taken from the ARENA scheme. This will involve activities and games focussed around physical development, fine and gross motors skills. Learning and development will cover some of the 7 key areas of learning within the Early Years Foundation Stage: personal, social, and emotional development.

- communication and language.
- physical development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

### **14. EYFS – information on outdoor play facilities**

The children at St Merryn are very fortunate to have many resources readily available to them to encourage and enhance their play and discovery through physical activity.

Examples of fine motor skill resources:

Building blocks, trains, pebbles, sand, conkers, stacking blocks, abacus, insect hotels, paints, pencils, pegs, tweezers, magnets, ribbon, marbles run, cars and other toys, magnifying equipment, binoculars

Examples of gross motor skill resources:

Sand pit, spade, rake, brushes, scooters, tyres, balance beams, ride on toys, tuff tray, balls, logs to balance, water pipe/hose, guttering, crates, wheel barrows, mud kitchen, oversized abacus and other toys.

Note: these lists are not exhaustive but provide a snap-shot of the resources available to the children at St Merryn.

Further to the resources and equipment available, the children also have use of generous sized outdoor spaces that are entirely focussed around moving, playing and discovering. The children have their decking area under canopy where children can get outside in poor weather as well as the outdoor area where there is space for water play and sand play. The EYFS children do also have the chance to go to the outdoor areas to make use of the garden allotment, outdoor classroom, stage and woodland areas.

**15. See our separate document on adaptations of PE for SEND**