



## **Intent**

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.” John F. Kennedy

Physical Education (PE) at Ranvilles Junior School is not just about playing sports; it is about nurturing the physical and mental well-being of our pupils. Our intent is to inspire pupils to instil a lifelong love for physical activity and to equip our students with the skills and knowledge they need to lead healthy, active lives. We focus on developing competence, sustained physical activity, engagement in competitive sports, and the cultivation of healthy habits. Through this integrated approach, we hope to empower our students to realise their full potential, both on and off the field.

## **Implementation**

The PE curriculum is aspirational. It is biased and shaped to meet the individual, contextual and holistic needs of all pupils. Formative assessment is used constructively to secure ambitious objectives, supporting learners to maximise their abilities.

### **Diverse sporting activities**

PE at Ranvilles Junior school provides challenging and enjoyable learning through a range of sporting activities including: Invasion Games, Net & Wall Games, Strike and Field Games, Gymnastics, Dance, Outdoor & Adventure Activities and Swimming. Children participate in two high quality PE lessons each week, covering two sporting disciplines every half term.

### **Long term planning, assessment and progression**

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move from one year to another through the school. The long-term PE Curriculum Overview sets out the PE Units/Activities which are to be taught each half term throughout the year and ensures that the requirements of the National Curriculum are fully met.

We assess children each term using 6 strands;

- Dance

- Fundamental movement skills – through, fundamentals, fitness and athletics.
- Games– through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games.
- Body management –through yoga and gymnastics.
- OAA (outdoor adventurous activity)
- SET (social, emotional and thinking)

Using these strands, we can track the children’s progress within the academic year and throughout their primary journey, allowing skills and knowledge to be appropriately challenging and transferable between sports/activities.

### **Inclusive approach**

The emphasis of our PE curriculum is inclusion for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND (Special Educational Needs and Disabilities). We promote both participation and competition through P.E and sport in our weekly sport assemblies, where we celebrate pupils sporting successes both in school and outside of school. We ensure that all children experience competition at some level, individually or in a team.

### **Competition and Extracurricular activities**

All children participate in Intra House Sports competitions such as our annual inclusive House Sports Day, with the emphasis on participation, competition, and achievement for all. All competitors are assessed and appropriately selected for an ability group to enable them to compete.

Children are also selected to compete in local school events. Again, competitions are organised so that a range of ability groups can participate. This inclusive approach endeavours to provide children with an opportunity to experience new activities, learn new skills, improve their fitness, and try something new.

All children have the opportunity and are encouraged to participate in extra-curricular sports activities throughout the year – some of which are led by professional sport coaches we work in close partnership with, and others by our own teaching staff. Children access a range of activities each day during break and lunch times, including netball, basketball, football, skipping and scootering.

### **“Healthy Body, Healthy Mind”**

We facilitate 'Stormbreaks' in our school for 'every pupil, every day,' which aims to improve children’s mental health through movement, equipping them with sustainable, transferable skills and coping strategies to thrive during the complex demands of growth into adult life. Stormbreak enables children additional time to be active each day, as well as having an abundance of benefits for children such as:

- Building resilience, overcoming adversity, learning to face stress and pressure.
- Developing effective self-care, depression, anxiety and anger management skills.
- Developing optimism, focus, persistence and perseverance.
- Improving confidence, self-esteem, self-image and self-worth.

## **Swimming**

Children in years 5 and 6 complete swimming lessons to enable them to be safe and confident in and around water as well as swim the minimum 25m set out by the government. This focused programme assesses children carefully to ensure they are both confident and competent in the pool, providing additional sessions to ensure standards are secured. Emphasis is also placed on enjoyment, encouraging many pupils who have not swum before to develop in confidence and swim outside of school.

## **Leadership opportunities**

Year 6 pupils apply for the position of Sports Leaders and House Captains for the school. In their application they reflect on their personal and team achievements to date while identifying the characteristics that endorse them as effective sporting role models. This in-house prestigious role comes with responsibilities with older pupils supporting, guiding, and acting as role-models to their peers, promoting discipline and commitment. Practical duties include planning, organising, and writing weekly sports assemblies which they present, promoting pupils' achievements and offering inspiration through the analysis of professional achievements and goals in the sporting world.

House Captains and Sports Leaders develop into sporting role models for the younger children, setting up breaktime activities in play zones, assisting with lunch-time activities, our annual Sports day, home and away matches and play at the Infant school in the summer term. They are also responsible for looking after our sports equipment and ensuring all playtime zone are setup/tidied away during break times.

## **Residential OAA opportunity**

Year 6 students can participate in a Residential Outdoor Adventurous Activity (OAA) focusing on teamwork and personal development. The venue offers 45 acres of grounds with opportunities to climb, abseil, master four zip wires and three giant swings, two low ropes courses, two challenge courses, three trapezes and more. Pupils develop as individuals and as talented team players utilising a range of characteristics to overcome barriers and challenges, thinking, and behaving like sports persons to maximise their potential.

## **Impact**

Knowledge, built in the discipline of PE, is utilised in the Ranvilles SMSC 'Big Debate' at the end of a half term. The Big Debate connects key subject disciplines. Learners draw on the knowledge and skills explored in PE to: **S**equence ideas, **T**hink critically, **A**rticulate precisely, **R**espond respectfully and **S**ynthesise collaboratively. We witness active, engaged learners who understand the importance of a healthy lifestyle, both physically and mentally. We ensure our PE curriculum is inclusive, progressive, and contributes positively to students' physical and mental well-being.

Through our holistic approach to PE, we aim to cultivate a love for sport and physical activity that transcends primary school years, impacting future lives. This process enables learners to positively push new boundaries in exploring the world. The opportunities to participate and represent the school at various sporting events, reflects the success of our PE programme in fostering teamwork, leadership skills, and a lifelong passion for physical well-being. Summative assessment is used carefully to evaluate success and plan to meet future needs.

At Ranvilles Junior School, we measure the impact of our PE curriculum through various lenses:

- **Regular Learning Walks:** Observations to assess the effectiveness of teaching and the engagement of students in PE activities.
- **Pupil Questionnaires:** Soliciting feedback from students to gauge their enjoyment, understanding, and perceived benefits of PE.
- **PE Premium Spend Analysis:** Ensuring that resources allocated for the PE Premium are effectively utilised to enhance the quality of PE provision.
- **Analysis of Participation:** Assessing student involvement in after-school clubs and competitions organised by the Local School Sports Partnership.
- **Assessment Data:** Evaluating students' progress and achievements in PE through formal assessments.
- **Photo and Video Analysis:** Reviewing visual evidence of children's practical work to identify strengths and areas for improvement.

Our children know and value the significance of physical activity. Storm break is intrinsically linked to promote physical activity and mental well-being. Individual development alongside opportunities to compete promote learning today for the challenges of tomorrow. Our proactive, holistic approach focuses on the "now" and how healthy and fit we can be in the future through commitment and a positive mind-set.