
PHYSICAL EDUCATION



PORTSWOOD PRIMARY SCHOOL

KEY INFORMATION

PHYSICAL EDUCATION INTENT



At Portswood Primary School we strive to **engage** all pupils in physical activity, and to be **confident** in developing new skills whilst building a **passion** for Physical Education.

PE is an **engaging** and **inspirational** subject that encourages **active learning** and a **healthy lifestyle**. We believe that developing a mastery of skills that can be transferable enables **self-confidence** and **creativity**, which in turn fosters a sense of **pride** and **achievement**.

Our aims for PE, reflect the aims of the national curriculum. Pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Our units provide a **broad, enriched, high quality** curriculum that teaches the necessary skills for basic movements such as **running, jumping, throwing** and **catching**. This progresses into further development with their **balance, agility, technique** and **co-ordination**. The curriculum then provides opportunities to compete in sport and other activities to build **character** and help to embed values such as **fairness** and **respect**. This is further encouraged through participation in sports fixtures and extra-curricular activities.

Pupils at Portswood Primary School experience a range of sports and activities, ranging from team games to dance. They have been provided with imaginative teaching methods that encourages a '**can do**' **attitude** when faced with **adversity**. Pupils should be aware of the importance of being **healthy** and **active** throughout their lives.

PHYSICAL EDUCATION IMPLEMENTATION



Physical Education is taught each term at Portswood Primary School.

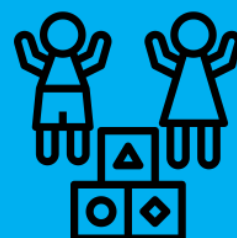
Four units of learning are planned for each term. These units are taught weekly as this ensures each child has at least two hours of physical activity a week. Each half term a year group will teach two units which consist of an Outdoor Game as well as an Indoor PE lesson.



Teaching is whole-class based, supported by effective teaching practice. Pupils will experience working independently, in pairs or in groups learning a broad range of skills or physical activities. Lessons are organised so all pupils can participate at their level. Working with others allows for the skills of communication and co-operation to be promoted, as well as allowing pupils with expertise in specific areas to demonstrate these strengths.



In Reception, Physical Education takes place once a week as a discrete lesson as well as being part of child initiated learning. This may be through Discovery Time or as part of outdoor learning. In Nursery, PE takes place as child initiated learning with some adult input.



PHYSICAL EDUCATION IMPLEMENTATION



Long term curriculum planning, for Physical Education is created so that the pupils develop fundamental movement skills and become increasingly competent and confident in these. The LTP enables the pupils to use these skills in different ways and enjoy communication, collaborating and competing. The LTP matches the aims set out in the Primary National Curriculum.



In each unit of planning pupils will be taught:



Skills



Vocabulary

They will also be given an opportunity to:



Practice



Apply

These skills are supported by strands within the curriculum which allows pupils to retain and build upon previously learned skills.

These strands are:



Athletics



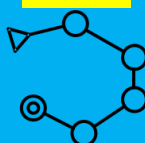
Dance



Gymnastics



Games



Outdoor and Team
Games



Swimming

PHYSICAL EDUCATION IMPLEMENTATION



Whole School provision for Physical Education:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Balancing, travelling, jumping	Dance – Nursery rhyme	Dinosaur Dance	Team Games- Pirates	Ball Games/skills	Transition to Year 1 - fundamentals
Year 1	Football	Basketball	Team games	Hockey	Athletics	Striking and fielding
	Gymnastics	Gymnastics	Then and now dance	Circuit Training	Irish Dancing	Cricket
Year 2	Football	Tennis	Team Games	Volleyball	Athletics	Cricket
	Gymnastics	Gymnastics	Country Dancing	India dance	Dodgeball	Cheerleading
Year 3	Hockey	Basketball	Create a game	Rugby	Athletics	OAA
	Gymnastics	Dodgeball	Greek Heroes/monsters dance	Greek Olympics	Rhythmic gymnastics	Rounders
Year 4	Football	Tennis	Netball	Volleyball	Athletics	OAA
	Gymnastics	Team Games	Antarctic Dance	Country Dancing	Swimming	Swimming
Year 5	Hockey	Basketball	Handball	Rugby	Athletics – running training	Rounders
	Gymnastics	Basketball dance	Dodgeball	Haka	Circuit training	OAA
Year 6	Football	Tennis	Netball	Rugby	Athletics	Cricket
	Gymnastics	Dances through the century	Rhythmic gymnastics	Circuits + boxing	Indoor athletics	OAA

There should be an emphasis on the teaching and modelling of appropriate skills and vocabulary in order to develop competence in physical activity.



Safety and PE:

Pupils will have had appropriate modelling and discussion of how to use/ hold equipment before partaking in physical activities.

Pupils will be aware of the importance of leading a healthy and activity lifestyle. This includes warming up before any physical activity and the teacher will ensure that this occurs before any lesson.



PHYSICAL EDUCATION

Key strands: Athletics

IMPLEMENTATION



Key stage 1:

To develop fundamental movement skills. This will include mastering basic movements such **running, jumping, throwing** as well as developing **balance, agility** and **co-ordination**.

Key stage 2:

To continue to improve in fundamental movement skills. This will include mastering movements such **running, jumping, throwing** as well as developing **balance, agility** and **co-ordination**. There will be a focus on developing **flexibility, strength, technique, control** and **balance**. In Upper Key stage 2 there is a focus on running for **endurance**

The curriculum has been designed so that each year group will experience an athletics unit. Revisiting athletics allows pupils to build, develop and improve their technique, stamina and previous skills learnt .



PHYSICAL EDUCATION

Key strands: Dance IMPLEMENTATION



Key stage 1:

Pupils are encouraged to perform dances using **simple movement patterns**. This provides an opportunity to improve their **agility, balance** and **co-ordination**. Firstly, they are immersed in the dance, then they are provided an opportunity to **perform** before creating their own dance performance for an audience.

Key stage 2:

Pupils are encouraged to perform dances using a **range of movement patterns**. This provides an opportunity to improve their **agility, balance** and **co-ordination**. Firstly, they are immersed in the dance, then they are provided an opportunity to **collaboratively perform** before creating their own dance performance for an audience. They are then encouraged to **evaluate** their performance with peers.

The curriculum has been designed so that each year group will experience dance units each year. Revisiting dance allows pupils to revise, refine and develop further skills within dance. These may be linked to other areas of their curriculum.



PHYSICAL EDUCATION

Key strands: Gymnastics

IMPLEMENTATION



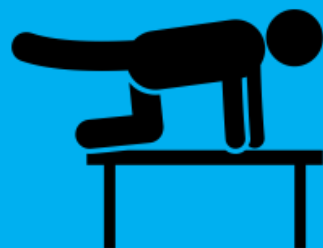
Key stage 1:

Pupils are taught to develop basic movements including **creating shapes, balancing, moving** and **jumping**. They practice these skills before creating **simple sequences** of different movements.

Key stage 2:

Pupils are taught to develop movements including **creating shapes, balancing, moving** and **jumping**. These are applied in different contexts, such as rhythmic gymnastics. Pupils develop their **flexibility, strength, control** and **balance**. They practice these skills before **collaboratively** creating and performing **sequences** of different movements. Finally, they **reflect** and **comment** on performances.

The curriculum has been designed so that each year group will experience at least one gymnastic unit each year. Revisiting gymnastics allows pupils to revise, refine and develop further skills within the unit.



PHYSICAL EDUCATION

Key strands: Games

IMPLEMENTATION



Key stage 1:

Pupils are introduced to a variety of team games that involve **running, throwing, catching** and **striking**. These games include **hockey, football** and **cricket**. Skills are taught and practiced before being applied in mini-games.

Key stage 2:

Pupils learn to play a broad range of different games which include **rugby, tennis** and **volleyball**. Skills are learnt to improve their **agility, co-ordination** and a **range of techniques**. These are then practiced before playing **mini competitive** games, modified where appropriate and apply basic principles for **attacking** and **defending**.

The curriculum has been designed so that they experience a broad range of games throughout their school years.

Revisiting units allows pupils to revise, refine and develop further skills within that game. Lots of skills that are taught are transferable to different games.



Pupils are taught the **principles of working in a team** to solve problems. They experience units where they can create their own games using their **imagination** and **prior knowledge** of different activities.

Pupils are taught the **principles of working in a team** to solve problems. They are encouraged to **communicate, collaborate** and **compete** in a variety of different games. They experience units where they can create their own games using their **imagination** and **prior knowledge with rules, rewards** from **experience** of different activities.

The curriculum has been designed so that each year group will experience at least one outdoor or team games unit. Revisiting these units allows pupils to refine and develop their communication and collaborative skills within a team.



PHYSICAL EDUCATION




Key strands: Swimming

IMPLEMENTATION



Year 4:

In Year 4 pupils are given a 10-week course, provided by the University of Southampton, where the aim is for the pupils to:

-  Swim competently, confidently and proficiently over a distance of at least 25 metres
-  Develop a range of strokes effectively such as front crawl and backstroke.
-  Develop an awareness of water safety – entry to and exit from the water



PHYSICAL EDUCATION IMPLEMENTATION



Coaches:

Coaches are used to increase the confidence, knowledge and skills of all staff in teaching PE. Medium term planning is then reviewed and improved if needed. Through doing this we regularly improve the standard of teaching and the quality of the curriculum.

Sports premium:

Please follow the link below to read all about the Sports Premium PE Funding for Portswood Primary School:

[Sports Premium | Portswood Primary School, Somerset Road, Southampton, Hampshire SO17 3AA](#)

Residential visits:

In order to encourage children to take risks and take part in outdoor and adventurous activities and challenges both individually and in a team. A residential visit is organized for pupils when they are in Year 6. Activities they take part in include mountain biking, dry slope skiing and orienteering.

PHYSICAL EDUCATION IMPACT



At Portswood Primary School we pride ourselves on providing high quality resources so that children are able to participate and learn key skills in Physical Activity.

Children are enthusiastic, eager and passionate about PE. When talking with Upper Key Stage 2 children, they will often talk about memorable units from previous years. PE and games topics give children the opportunity to work on different sets of skills. For example the introduction of indoor Athletics this year and the many inter and intra competitions that we have competed in this year.



As different skills and units are revisited throughout key stage 1 and 2, there is progression and children build on prior skills. For example, football is introduced in Year 1 and then skills are further developed in Years 2, 4 and 6.



The quality of teaching is high. Teachers are enthusiastic and keen to teach PE. Coaches are provided to upskill and develop confidence in class teachers so units can be constantly adapted and provide the highest quality learning. As a school, we strive to link units in with other units of planning, such as Year 4's Antarctica Dance and Year 2 India

Dance.

PHYSICAL EDUCATION IMPACT



PE is celebrated at Portswood Primary School with a designated PE display board showing activities across the school. Once a term, there is a Sports Star for each class which celebrates effort and achievement from a pupil. We regularly share outstanding sporting achievements outside the school at celebration assembly, such as swimming certificates and trophies.

Planning for each PE unit is adapted from the MTP. The short term planning consists of 6-8 sessions which are taught weekly over a half-term period. As a school, we offer a broad range of physical activities. We ensure that the necessary skills are taught, as well opportunities to compete in competition, or perform routines, which builds character and embeds the values of fairness and respect.



At Portswood Primary School we strive to develop a positive relationship between our children and their physical journey. This is achieved in many ways including through a broad and varied curriculum, positive messages about our mental well-being and how this can be impacted by physical activity and connections with people, opportunities for all regardless of background to participate in sport and opportunities for all to compete in sporting competitions.



PHYSICAL EDUCATION

IMPACT – QUALITY OF TEACHING



The subject leaders are keen to develop an *‘interest and enjoyment of physical activity for life’*. They see links with the school curriculum philosophy in making pupils curious and inquisitive in PE as the children seek to develop skills and be creative such as through dance. At key stage 1, children develop multi skills that lead into recognised games such as hockey and football. Year 2 pupils recall learning these and see the purpose of PE as being to *‘To be fit and have fun and be about teamwork’*. The school takes part in a range of external sporting fixtures including cross-country and football and uses initiatives such as skipping to further raise the profile of healthy lifestyles.

The profile of PE has risen over the last year including more participation in external competitions such as cross country and cricket. External coaches are used and matched to the requests of teachers such as for dance. Teachers can make the most of these sessions by recapping learning after sessions and when changing for the next session. This would mean the coach can focus on demonstration and activity rather than discussion. PE leaders could also consider what displays in classrooms help pupils remember for PE. The curriculum is well planned and has a clear progression of skills meaning the focus for leaders is on monitoring the implementation of the curriculum and developing meaningful and manageable ways to assess it.

(February, 2019)

PHYSICAL EDUCATION IMPACT



By the time pupils leave Portswood Primary School, they can:

- Run, jump, throw and catch in isolation and in grouped activities



- Develop flexibility, strength, technique, control and balance



PHYSICAL EDUCATION IMPACT



By the time pupils leave Portswood Primary School, they can:

- Plan, perform and evaluate dances using a range of movement patterns



- Take part in team games challenges, both individually and within a team



- Play a broad range of competitive games which allows for attacking and defending



Portswood achieve Gold!



We are delighted to announce that we, Portswood Primary School, have achieved the School Games Gold Mark Award for the 2023/24 academic year.

The School Games Mark is a Government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward schools for their commitment to the development of competition across their school and into the community, and we are delighted to have been recognised for our success.

Our sporting achievements this year include:

- competing in a range of inter-school competitions including Netball, Football, Athletics and Cross Country
- organising and competing in a range of intra-school competitions including multi-skills, Sports Day and football
- Improving the provision of lunch time clubs
- sports leaders running 4 successful Sports Day events
- Girls enjoying an afternoon of Football in the 'Let Girls Play' event
- A week of celebrating the Euros Football with mini games and competitions

With many young people competing in local inter-school competitions this year, we are extremely proud of our pupils for their dedication to all aspects of school sport, including those young volunteers, leaders and officials who made our competitions possible.

As part of our application, we were asked to fulfil criteria in the areas of participation, competition, workforce and clubs, and we are pleased that the hard work of everyone at our school has been rewarded this year.

A special thanks to:

Miss Upfold, Miss Byrne, Mr Green and all the teachers and parents that have made keeping active at our school possible.

We look forward to applying once again in 2025!



PHYSICAL EDUCATION

IMPACT – PUPIL VOICE



Year 2

We do PE to stay fit and healthy!

When you exercise it releases happy hormones which put you in a good mood.



Year 5



Year 6

The Let Girls Play event was an amazing opportunity. I hope we can do one every term!

I love all the different sports we play, especially learning about the Greek Games.



Year 3



Year 4

Swimming was really good fun as I didn't feel confident in the pool before but now I do.