

PESSPA Curriculum

PESSPA vision statement

Our aim at Sunnybrow Primary School is to create a high quality, inclusive PESSPA (Physical Education, School Sport and Physical Activity) curriculum that inspires, challenges and motivates all children of all abilities from all backgrounds.

With our school being in an area of high social deprivation with generally low aspirations and, in some cases, a reluctance to engage in other areas of school, PESSPA can provide an alternative to those children within school who do not always excel or enjoy classroom-based lessons. It can provide them with a focus and a source of enjoyment, which could inspire them to take up a career in a sporting field when they leave school.

We realise that PESSPA can play a vital role in the development of social, emotional and communication skills for all of our children while building their resilience and, in the case of school sport, learn how to deal with winning and losing in competitive situations. Throughout all subjects in our school curriculum, we have looked for opportunities to embed physical learning while providing children with movement breaks and encouraging them, where possible, to be active in their lesson to achieve the expected additional 30 minutes of physical activity per day.

As a school, we have seen a large increase in the number of children presenting with social, emotional and mental health difficulties. We recognise the importance of applying aspects of our PESSPA curriculum to our overall SEMH provision to educate children about mental health and wellbeing and how PESSPA and exercise can be used as a strategy to improve mental health and wellbeing among our children.

Through Physical Education, School Sport and Physical Activity we believe all of our children can achieve both intrinsic and extrinsic success while promoting a strong sense of self-confidence to build key life skills. Skills that our children will then be able to fall back on when dealing with the challenges of secondary school and beyond.

Intent

By the end of their time in each class, the key information and skills that we want children to have and apply is as follows:

Class 1:

Children should be able to move freely in a range of ways including slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping while travelling over, under and through different types of equipment. While running, children should be able to adjust their speed or direction to avoid obstacles and negotiate space successfully. Children should be able to handle equipment and tools effectively, including pencils for writing.

We expect children to be able to catch large balls and show increasing control over other objects by pushing, patting, throwing, catching or kicking it.

In terms of gymnastics and dance-based activities children should be able to imitate and create movement in response to music and tap out simple, repeated rhythms while using their movement to express their feelings.

Begin to understand the importance of good health in relation to physical exercise and a healthy diet. Children should also be able to talk about ways to keep healthy and safe.

Class 2:

Children should be able to master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. This includes:

1. Being able to move into a space or jump to stop, catch or strike a ball.
2. Be a competent mover so they can avoid others while maintaining their balance.
3. Control and make decisions when playing with balls of various sizes and shapes.
4. Roll and throw underarm and overarm to a partner.
5. Receive balls of various shapes and sizes from a partner.
6. Bounce and catch on the spot and on the move.
7. Hit the ball with some form of bat when playing with a partner.
8. Master basic movements (running, jumping, throwing, catching).
9. Perform dances using simple movement patterns.
10. Balance on a range of different apparatus in different ways showing agility and co-ordination.

Children should participate in team games, developing simple tactics for attacking and defending and begin to make up their own rules to apply to games to make them enjoyable and challenging.

Team skills are also introduced, children should begin to recognise what they and others can do well, keep to the rules of a simple game and begin to recognise how they and others feel when they find activities easy or difficult and when they win or lose.

Class 3:

Children should build on what was taught in Key Stage 1 and begin to master some more complex combination movements, develop tactical awareness further, modify games and create their own games while applying movements (such as running, jumping, throwing and catching) to competitive situations across a range of sports. Examples include:

1. Being able to run smoothly at different speeds.
2. Be able to warm up themselves safely.
3. Throw and catch with greater accuracy/control in combination with different movement (running, jumping) with a partner or larger group.
4. Perform a gymnastic sequence with clear changes of speed, 3 different balances and 3 ways of travelling.
5. Consistently hit a target with a range of striking equipment/implements.
6. Be able to run, jump, throw and catch in isolation and in combination.
7. Play competitive, modified games (basketball, dodgeball, handball, cricket, netball, football, hockey, tennis) and apply the above skills successfully.
8. Perform combination of jumps (hop, step, jump).
9. Take part in outdoor adventurous activity challenges both individually and within a team.
10. Perform dances using a range of movement patterns.

Children should also continue to develop their team skills by developing an understanding of what fair play is, keeping to rules, apply principles of attacking and defending and work well as part of a team in competitive situations.

Class 4:

Children should be at a point where they are now mastering all of the previous skills, applying them with confidence to a range of team and competitive situations and learning to adapt their skills based on the activity they are completing. Children should be able to lead a basic, safe warm-up and some activities while modify games to challenge themselves and others. Examples include:

1. Being able to sustain pace, while running, over longer distances – 2 minutes.
2. Throw with greater accuracy, control and efficiency or movement and different equipment.
3. Create longer, challenging dance phrases.
4. Create a gymnastic sequence of upto 8 elements (shapes, balances, rolls, changes of direction, mirroring, jumping).
5. Organise small groups to safely take turns when throwing and retrieving equipment.
6. Demonstrate a range of jumps showing control and consistency when taking off and landing.
7. Play competitive games, modified where appropriate.
8. Use running, jumping, throwing and catching in isolation and combination.
9. Take part in outdoor and adventurous activity challenges individually and as part of a team.
10. Perform dances using a range of movements patterns.

Children will continue will be secure in team skills including understanding what fair play is, applying rules and fair play to competitive games and using their skills in isolation or in combination with team members to gain points in competitive situations.

Implementation

Current long-term plans are being adapted to cover a range of different sports over each class' two-year cycle. Each class should be offering a wide a broad range of sports for children to be practicing and applying learned and developed skills as outlined in the 'progression of skills' document issued by Durham County Council. Each sport covered and less should also be offering an opportunity for children to practice their skills in a competitive situation (1v1, 4v1, 6v6 etc.) Gymnastics, Dance and Athletics are the only 3 sports which should be offered every single year on both cycles A and B. The other half termly slots should be made up of a balance of invasion games (predominantly during the Autumn and Spring terms), Striking and Fielding sports (Spring and Summer terms) and Net and Wall based games (Spring and Summer terms). Sports and their timings in the year/planning are positioned to consider weather conditions for each and facilities available but also reflect the seasons when these sports would be played at elite/professional level.

PE lessons will be spread throughout the week led by either the main class teacher, member of Education Enterprise or PE Support Assistant (under supervision of main teacher). Every Monday afternoon in school provision is being provided by Education Enterprise as part of school SLA agreement. Two classes will have an hour session each with the coach, classes will be rotated every half term. This will also act as CPD for teachers who will be part of the lesson in a support role to learn skills from professionals. Swimming will take place on Thursday afternoons at Bishop Auckland. Remaining hour of PE for each class to take place on Friday throughout the day led by teachers – all teachers to teach at least one hour of PE per week with no coaches.

School Sport opportunities will take place every Wednesday evening (after school) against other schools in cluster group. Each half term will be a different sport to cater for different ages, skill and ability levels, giving every Key Stage 2 child the opportunity to experience competitive school sport. Key Stage 1 will experience competitive sport through festivals during school times in different sports throughout the year. These festivals will also be available to Key Stage 2 children.

See SLA 2019-20 overview for specific events, festivals, leagues dates, age groups and times.

School sport opportunities will also be provided through School Sport Games events throughout the course of the year. Predominantly aimed at the more able children and gifted and talented children with the opportunity to progress to county finals but open to all children within age group of each sport. This will not be whole school, just for those who want to take part in events. School will aim to attend 3 School Sport Games events to achieve Bronze Mark.

School Sport will also be run during school time. PE support assistant will run games during lunch time in dodgeball, football, rugby, handball. With the aim of establishing in school/lunchtime tournaments with mixed aged and ability teams competing against each other.

After school clubs will be run on a Monday as part of SLA agreement by a coach. Clubs will be based on the same sport as the league that is running for the corresponding half term – links to PE and SS. Clubs will take on children's voice and run accordingly. PE support assistant, PE co-ordinator and one other member of staff will also run after school clubs throughout the course of the academic year based on different types of fitness (Boot Camp, Circuits, Boxercise) and other sports.

Staff CPD to be run each term alongside Education Enterprise coaches around area of need as targeted by audits and teacher discussions – first CPD based on Gymnastics during Autumn term 2019.

Impact

Elements of PESSPA should be integrated throughout the whole school curriculum where possible. Instead of showing progress through books, the aim of PESSPA is to improve the personal, social and mental health of children across our school. Children should be healthy, happy and prepared mentally to complete tasks across other subjects. You will see regular monitoring of PESSPA through learning walks, lesson observations and close analysis of data (specifically PE assessment data and attendance in after school clubs and representing the school at central venue leagues).

With regards to specific PE skills you will see children being assessed by their teacher or PE lead using a working document, which is coloured using a traffic light system, at the end of each unit of PE. Children are marked against the key skills and progression statements (some of which are listed above) as a guide to where they should be at the end of each class and year. Any children who achieve green across all the elements on the assessment documents will be labelled as greater depth and placed on the gifted and talented register and chosen for gifted and talented sport sessions being ran at a local secondary school. This provides a clear pathway based on sporting ability.

School sport opportunities through Central Venue Leagues are provided termly for all children, but also providing those gifted and talented children with an opportunity to apply their skills to a competitive situation. You will see children who are struggling and frequently hitting 'red' on their assessments being targeted for additional support and intervention by our PE lead.

You will see the provision of after school clubs will be monitored based on the number of children who are attending these clubs on a weekly and term by term basis. Comparisons will be made between the previous academic year and current with the aim of increasing the percentage of children accessing after school clubs' term by term.

The impact of our PESSPA curriculum is measured through participation in after school clubs, central venue leagues participation, ongoing PE assessment and the personal, social and mental health of our children measured through pupil voice questionnaires. You will see more children added the gifted and talented register, more children representing the school in school sport and children who are more engaged, happy and focused around school and in the classroom as a result of a high quality PESSPA curriculum.

Pupil feedback shows that most children throughout the school enjoy PE with a lot of the children suggesting that it is, 'fun and enjoyable' with the older children stating that it 'cannot be improved'.

You will see elements of our PESSPA curriculum embedded throughout our wider school curriculum, with a focus on the 'Physical Activity' element, getting children up and active in their lessons where possible, keeping them active and stimulating their minds so they are engaged and focus on their learning. Learning through PE will show children how to keep healthy, look after their bodies and minds and develop social skills. The School Sport element allows children to apply their skill, develop transferable communication and teamwork skills while learning how to deal with success and disappointment. All of which are vital life skills to prepare them for secondary education and their adult life.

