

## Intent

Well-being is a school value that underpins everything we do in order that children thrive in primary school and beyond. Children learn best when they are feeling calm and have their basic physical, social, and emotional needs met.

As such we recognise the vital role play, physical activity and P.E have in contributing to the emotional and physical well-being of our children.

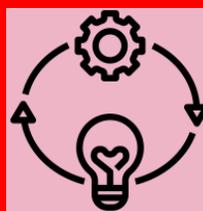
At Harbinger, Physical Education is taught to give children the skills and understanding required to make a positive impact on their own physical health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. P.E. can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team-based physical activities. Within dance it will allow children to explore their personal and spiritual identity. Our P.E. Curriculum, along with PSHE and Science, teaches children about the importance of healthy living and learning about the need for good nutrition. At Harbinger, we aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being.



## SEND Provision

An inclusive environment in PE is vital. When PE units are planned and designed, consideration is taken to minimise any potential barriers so that all pupils can fully take part. Children who may be working below age-related expectations in core subjects are not necessarily working below in PE – in some cases, they may excel in this subject and PE can empower all.

All adults help pupils with SEND to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled pupils in all aspects of PE. To overcome any barriers to participating and learning, some modifications or adjustments will be made to include everyone. For example, providing a 'parallel' activity so that all children are working towards the same learning objective but in a different way; considering multi-sensory approaches to support alternative ways of communicating. Planning for pupils with SEN and/or disabilities is part of the planning process for the whole class and any personal targets the pupil has will inform this planning and the learning objectives and approaches staff will use to remove barriers for pupils with SEN and/or disabilities. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. Teachers also consider the questions they will ask different groups and individuals and the ways they will check that pupils understand. Some pupils with SEN and/or disabilities will show they understand in different ways from their peers, so a range of opportunities for pupils to demonstrate what they know and can do are used.



## Implementation

All children will have the opportunity to take part in a minimum of 2 hours per week of high quality physical education each week. This usually consists of one indoor and one outdoor session per week. Lessons are taught by class teachers and we make use of sport specific coaches and work with other organisations when opportunities arise to provide high quality lessons. Teachers make use a range of published resources (**Complete PE scheme of work**) to plan engaging and age-appropriate lessons for all children and ensure coverage of the National Curriculum.

We provide opportunities for children to learn how to stay safe by starting swimming lessons in KS1 and continuing in Year 4 to ensure children become confident in the water, knowing how to keep safe and also meet the National Curriculum requirements of swimming 25m by the end of Year 6. In addition to the 2 hours per week, teachers may also build in opportunities for physical activity in the school day, for example a Daily Mile type activity. We also enhance our offer through a range of after-school sports clubs run by support staff or specialist coaches, if available. To provide opportunities to experience competitive activities, we take part in a variety of inter-school events organised at local level on the Isle of Dogs, for example cross country, and events organised by Tower Hamlets.

### **Assessment**

At the end of each half-term unit, teachers record children's attainment using assessment criteria for that specific unit. These criteria are 'below', 'emerging', 'expected' and 'exceeding' and will help teachers plan and support so pupils are on track to meet the end of key stage requirements. Teachers will also track each individual child's level of physical activity per week in addition to their P.E. lessons.

### **Monitoring**

The P.E. Lead and SLT will monitor the teaching and learning of P.E. in line with the school development plan and the expectations of our curriculum intent. Monitoring will take place in the following ways, including: work scrutinies, planning scrutinies, lesson observations & pupil conferencing.

### **CPD**

The P.E. Lead will lead on the dissemination of good practice in the subject through leading INSET, staff meetings and team-teaching lessons to support teacher's subject knowledge. The school's monitoring, evaluation and development schedule provides an overview of the PE-related staff meetings, which develop teachers' professional subject knowledge.



## Impact

All children participate in a minimum of 2 hours physical activity per week and complete each key stage with a high proficiency in each aspect of P.E. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. We equip our children with the necessary skills and a love for sport.

They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through P.E. The school achieves well in a number of sporting activities and achieved an Active School Award at bronze level in 2018-19 (award not available in 2019/20) in recognition of its P.E. provision and children's access to competitive sports, which the school has maintained.

## Enrichment

We provide a range of P.E.-related activities for children before school, during break time, lunchtimes and at the end of the school day. These encourage children to further develop their skills in a range of activity areas and specific sports. These sporting clubs change each term in the school year. In addition, external providers offer sports clubs after-school. As well as sporting opportunities within the school community, the school also enters sporting events with local schools so children have opportunities to competitively play in a range of sports and activities. These experiences allow for children to apply their sporting skills, develop team skills and learn how to play competitively.