



# Bevendean Primary School and Nursery

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Headteacher: Mr. M Dally

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## A place for everyone to succeed and thrive

At Bevendean Primary School and Nursery, we are committed to providing our children with a curriculum that has a clear intention and impacts positively on developing them as a learner.

### Curriculum statement for the teaching and learning of PE

Intent	<p>At Bevendean Primary and Nursery, our PE lessons are guided by the National Curriculum and gives all of our children opportunities to achieve. We aim to develop a PE curriculum, which achieves the following:</p> <ul style="list-style-type: none"> <li>• Instils a lifelong understanding of the importance of physical activity in maintaining a healthy lifestyle and lifelong love of sport for all children;</li> <li>• Sequences the progression of knowledge and skills to enable children to build on prior learning;</li> <li>• Challenge children to develop their skills and knowledge progressively across a variety of sporting activities;</li> <li>• Meets the needs of all children, including the most vulnerable, so everyone participates equally;</li> <li>• Demonstrates consistent and confident teaching across all key stages.</li> </ul> <p>In Early Years, we give children opportunities to develop their early skills including fine and gross motor skills, moving in different ways, understanding how their bodies work, developing confidence, competence, precision and accuracy when engaging in physical activity and developing their awareness of competition.</p>		
Underpinned by:.	<p><b>Develop Competence in a broad range of physical activities</b></p>	<p><b>Being physically active</b></p>	<p><b>Engage with Competitive Sports Lead healthy, active lives</b></p>
	<p>Our PE lessons follow a sequence across the school to enable our children to build on their prior learning. We understand the importance of children having a secure knowledge skills base and provide a bespoke curriculum where needed or take this into account when planning and teaching. As a school, we understand the importance of having secure technical skills and topic specific vocabulary, which children use to share their learning. We ensure there are opportunities for developing this each lesson as well as providing opportunities for children to apply their Scientific knowledge around their understanding of their bodies and how they work.</p>	<p>As a school, we want to give children as many opportunities to be physically active throughout the school day. We want children to understand the effect of physical activity on their bodies and embed this as an important part of their daily routine. We also ensure that our staff and children realise the positive effect on children's SEMH physical activity has.</p>	<p>Throughout their time at Bevendean, we aspire to give our children opportunities to participate in competitive sport. We want our children to understand what competition means, encourage good sportsmanship skills and develop a passion for sport.</p>

Implementation	<p><b>How do we implement this?</b></p> <p>At Bevendean Primary School and Nursery, we follow the Rising Stars PE scheme of work. Lesson plans through this scheme are sequenced effectively by carefully selecting the areas of PE we want to cover across school with aims of progression for each year group. Sports are revisited throughout their school journey, which enables us to plan to build on prior learning. At the beginning of each lesson, prior learning is reviewed, to link with new learning, and topic specific vocabulary is discussed. This is followed by well-planned PE teaching embedded with meaningful, memorable and practical learning experiences to provide opportunities for pupils to develop and build on their PE knowledge. Throughout lessons, teachers will give direct instruction through modelling, enabling children to refine their new learning before applying it to a sporting context. Teachers can then identify children ready for greater challenge or further support and adapt the lesson and learning journey to take account of children's needs. This support is to ensure children keep up with the learning. Our curriculum has been designed to ensure all children can access skills that are progressive throughout each year group.</p> <p>In Early Years, weekly lessons are planned to teach skills or knowledge that prepare our children to access the PE National Curriculum. They are provided with opportunities of a range of activities, at an age-appropriate level, which aims to engage and interest them, encouraging them to develop their knowledge and skills. All of these activities are linked to 'Physical Development' aspect of the EYFS curriculum and ensuring the children are exposed different sports, different movement and techniques, develop knowledge about themselves, how their bodies work and how to keep themselves safe when using equipment.</p>		
Supported by ...	<p><b>Broad and Balanced Curriculum</b></p> <p>Within our PE curriculum, we ensure that our children are exposed to a range of sports, both in and out of the school day. Our lessons build on skills, year on year and from Key Stage to Key Stage. We embed recapping of learning within our lessons so that our children can see the links in their learning.</p> <p>After school activities are an important part of school-life and we look for opportunities to link these with our PE curriculum. Our inside and outside space is regularly used to enhance our lessons, which enables us to deliver the wide range of sports we want to.</p> <p>We provide CPD opportunities for our staff to ensure they feel confident in teaching PE, as well as addressing any needs that might arise through staff and student voice.</p>	<p><b>Competition</b></p> <p>This happens through intra-sports and inter-sports throughout the school year. All children in Key Stage 2, get an opportunity to try out for competitive teams and those who are successful, participate in a range of sports. When selecting the teams for these events, we don't just look at ability, we look at giving children opportunities that they may not get outside of school.</p>	<p><b>Developing Vocabulary</b></p> <p>Vocabulary is given high priority in our PE lessons to ensure our children have the necessary language to access a topic as well as developing their vocabulary bank. For each unit of PE, key vocabulary is identified, introduced and recapped across the series of lessons. The vocabulary learnt is then linked to specific skills/aspects of the lesson to give them meaning and purpose.</p>

<b>Thoughtful Questioning</b>	<b>Extra-Curriculum Activities</b>	<b>Daily Physical Activity</b>
In our PE lessons, questioning is used for a variety of reasons: to identify misconceptions from learning, to deepen understanding, to give opportunities for discussion/debate and to assess the children's learning and prior knowledge. The questions we ask are carefully thought through to ensure all children are able to access them and move the learning forward. All teachers use the assessment tool, which is supported using their observations and children's responses to questions.	We offer a range of lunchtime clubs. These range from traditional sports like netball and football, to lesser-known sports such as archery, curling and lacrosse. Our after-school club provider, Activ8, runs a series of clubs such as cheerleading, gymnastics and many more.	We want all of our children to be physically active every day. We achieve this through opportunities at playtime and lunchtimes, expectations of a regular daily mile using our dedicated track and giving children opportunities to attend lunchtime clubs. During playtime and lunchtime, we have a range of equipment available for the children to use, organise adult-led activities for children to get involved with and have a range of exercise equipment and climbing trails for the children to use.

<b>Impact</b>	<b>How do we measure this?</b>		
	Pupils acquire skills that make them skilful and intelligent sports people. They increase their physical awareness and have the ability to select and apply skills, tactics and ideas to suit a range of activities and sports. They develop the competence to excel in a broad range of physical abilities and do these well. They will lead healthy lifestyles and lead active lives. They will have developed a positive attitude to participation in physical activity. Teachers who are confident in assessing, will be delivering and planning PE programmes of study that ensure children who are happy, engaged and aware of the importance of exercise for a healthy body and mind and that we ensure we give disadvantaged children have the opportunity to experience sports that otherwise they may not.		
<b>Measured by....</b>	<b>Pupil Voice</b>	<b>Evidence in Knowledge and Skills</b>	<b>Support and Challenge</b>
	Through discussion and feedback, children talk enthusiastically about their PE lessons and can talk about why it is important. They enjoy their lessons and active break and lunchtimes and how this contributes to an active lifestyle.	Pupils can link skills and knowledge acquired and apply them accurately and appropriately in a range of experiences. Pupils show they can control their movement and control it in a way to suit the activity they are performing in.	Teachers plan a range of opportunities to use physical skills and knowledge through creative and inspiring lessons. Every child is given the support/challenge they need to achieve their individual best.