

At Ladybarn Primary School we believe all children should have access to a high quality Physical Education (PE) curriculum and PE should be an integral part of the whole school curriculum. Our School recognises the benefits high quality PE provision and school sport can give to all pupils. We want our children to experience as many different types of movement and sports as possible, and we aim to ensure that by the time our children finish their primary school education, all children understand the importance of exercise to their physical and mental health and well-being.

Our PE curriculum aims to ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to excel in a wide range of physical activities, by providing a broad & balanced curriculum with opportunities for all. We recognise that the benefits of exercise are huge - affecting your mood, your self-esteem, your sleep, your short-term and long-term health etc – and so we have developed our P.E curriculum to make exercise fun and engaging. Our P.E curriculum will improve emotional well-being, increase attendance, help develop positive behaviours and key skills such as leadership, confidence, social and team building skills and, therefore, reduce challenging behaviour.

MY PB



Following the First Government Lockdown and the subsequent return to school for all in September, we were really aware that children, generally, had not been as active during that six-month period as they would have otherwise been. We were also looking at the restrictions with space and equipment that Covid had brought. We decided to focus in on developing children's personal competitiveness. Traditionally, P.E has focused on external competition, which can be difficult for some children as they may be less competent. This can fuel negative cycles of engagement and behaviour. Whilst external competition plays a key role in sport, it is something to be used discerningly in the classroom.



We developed several units of work based around this idea of Personal Best. This is used effectively in many gyms with the chalk wall of PB numbers. Some gyms use a 'ring the bell' once you hit a PB and this is then celebrated. We want that culture for our lessons. That a new PB is a cause for celebration!

Each lesson follows a well-structured plan and these have been shared with staff via a video tutorial. These have been filmed by the P.E leads. This modelling and for pupils to see their teachers setting a high bar has helped to really engage the children in the new units. By developing their personal drive through these units, this feeds in to inspiring pupils to succeed and excel in competitive sport and other physically demanding activities.

Within each lesson, there will be a clear focus on intense cardiovascular movement - Anaerobic alongside aerobic. Once Covid restrictions lift we will be able to develop greater variation in the range of movements in the HIIT lessons as the halls will be available to you - in which case, movements that use the hands to weight bear (like planks and press ups) would be included too. These are not appropriate on the tarmac, unfortunately.

My only
COMPETITION
is the person I was
yesterday

Each block of work will have 5 tracking points. Like the example below for autumn term.

Skipping (will change each term)	Mile Run (fixed over the year)	HIIT (will change each term)
Tracking speed of skips in one minute	Tracking pace of individual laps as well as full mile	Series of high intensity movements PB tracking around 5 movements.
Skip variations: <ol style="list-style-type: none"> 1. Feet together bounce 2. Alternate Hop left / hop right 3. High knees 4. Criss cross 5. Switch 	Tracking data <ol style="list-style-type: none"> 1. Short sprint (50m) 2. One lap 3. Two laps 4. Half a mile 5. Full mile 	Key movements: <ol style="list-style-type: none"> 1. Jumping jacks 2. Lunge switches 3. Gorilla cross 4. Explosive squats 5. Lateral steps



A Pupil voice this term feedback that 93% of the children 'love' the MYPB lessons.

They said that they felt it was a really good challenge and all felt fitter!

By tracking their progress

In addition, a number of survey-based studies have demonstrated a connection between PB goals and academic outcomes. PB goals positively predicted students' educational attainment aspirations, class participation, enjoyment of school, and perseverance. (Martin 2006)



Our P.E curriculum offer provides opportunities for pupils to participate in competitive sports and activities both in and beyond the curriculum. This will mean that all pupils have the opportunity to participate in regular competitive sport.

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PE will develop not only physical literacy and physical skills, but it will allow pupils to learn about themselves, the importance of a healthy, active lifestyle, self-expression and concepts such as fair play and respect. It will also contribute to the development of a range of important cognitive skills, such as decision making and analysis, and social skills such as teamwork and communication. Our Trust strongly believes that high quality PE and School has a positive impact on the whole School and is a key part of sustained school improvements.

