



# Curriculum Evening

- PE
- PSHE
- Computing
- British Values



# PE at Loughton School

The national curriculum for PE aims to ensure that all 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



# The importance of PE in reducing inequalities

- Some groups of pupils, including those from ethnic minority backgrounds and those with special educational needs and/or disabilities (SEND), report lower levels of physical activity.
- Therefore, timetabled PE lessons might be the only opportunity that some pupils have to learn the knowledge they need to make informed decisions about their own participation in physical activity.
- Through the careful selection and sequencing of curriculum content that develops pupils' competence, more pupils can believe that PE is for them and inequalities can be reduced.



# The 3 pillars of progression

- Motor competence
  - Rules, strategies and tactics
  - Healthy participation
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- In PE, developing competence is important because of its relationship with motivation.
  - There is evidence showing that when pupils move through a well-sequenced curriculum their self-efficacy increases because of increased knowledge and competence.



# Fundamental movement skills

- To have the best chances of establishing and maintaining physically active lives both across a broad range of activities and in the long term, it is important that pupils develop secure foundations for movement. To do this, they need to develop adequate levels of fundamental movement skills (FMS) in the early years.
- FMS can be subdivided into 3 sets of skills:
  - locomotor skills, for example running and jumping
  - stability skills, for example twisting and balancing
  - manipulation skills, such as throwing and catching



# New curriculum map 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				<i>Dance all year groups</i>		
Year 3	Multi skills-(mile)	Korfball	Gymnastics	Fitness	Athletics	Athletics
	Cross Country	Yoga	Football	Hockey	Tennis	Cricket
Year 4	Tennis	Football	Gymnastics	Fitness	Athletics	Athletics
	Cross Country	Self defence	Handball	Tag Rugby	Basketball	Cricket
Year 5	Tennis	Hockey	Gymnastics	Fitness	Athletics	Athletics
	Cross Country	Yoga	Basketball	Football	Netball	Cricket
Year 6	Volleyball	Tag Rugby	Gymnastics	Fitness	Athletics	Athletics
	Cross Country	Self defence	Netball	Hockey	Cricket	Rounders

# Fundamental movement skills



Lawson and others found that when exploring a wider range of FMS, including the hop, skip and stability skills, fewer than 40% of pupils aged between 7 and 10 in England achieved mastery in each skill, and 27% had not achieved mastery in any of the skills.



# Fundamental movement skills

All pupils, therefore, need time to practice and refine these movement patterns, both in isolation and through 'transitional activities' that challenge them to extend their knowledge.



# Vocabulary in PE

- PE is a vocabulary-rich subject.
- Pupils will only know the meaning of terms like this and be able to attempt to respond as intended if they have been taught the specific language of the activity or sport. A lack of shared understanding can be a barrier to participation, and pupils can feel excluded from certain activities and sports if they do not know the terminology. This exclusion extends beyond physical participation, hindering pupils' ability to discuss and debate sport and physical activity.



# Powerful demonstrations

- The requirement to check pupils' understanding through effective questioning plays an important role here to check for misconceptions. Coupled with positive and encouraging use of praise, demonstrations can be an important part of strong pedagogical practice in PE.
- <https://primarypeplanning.com/members-home/>



# Lesson design

## In the classroom

1. Go over the outcomes with the children. By the end of the lesson today you should be able to...
2. Vocabulary
3. Watch any video clips that show the skills the children will be learning in the lesson using Primary PE Planning
4. Warm up
5. Skills
6. Small game
7. Warm down

The Association for PE recommends that pupils actively move for 50% to 80% of the available learning time.



# Extra Curricular clubs

- We offer an excellent extra – curricular programme for all pupils of all abilities throughout the year.
- The sporting clubs will change each term so there is a variety of different sports for pupils to attend.
- We encourage the pupils to come and try some of our clubs and have lots of fun!
- This year we will look to introduce some new clubs too such as netball!



# Girl's Sport



## Loughton's actions to empower girls in sport:

Extra-Curricular Clubs on offer

Girl's confidence and involvement in P.E

Highlighting role models in sports through displays

Children's voice – Children's questionnaires

Building confidence, in class teachers, teaching P.E

“49% of girls aged  
5 to 11 take part in a  
team sport, compared  
to 70% of boys.\*”

# Festivals and fixtures

At Loughton School we aim to participate in as many festivals and fixtures as possible throughout the academic year. These will be across a variety of different sports.

Milton Keynes Schools Sport Partnership host a large range of festivals for schools to attend including leagues, larger competitions such as the cross country festival and also individual fixtures.

As a school we will also host and attend a variety of fixtures and festivals for all abilities.

Some sports there may be open trials for pupils to attend so we can get as many pupils and teams involved as possible!





## PSHE

- PSHE is taught in discrete weekly lessons across the school. By having the class teacher deliver these sessions, children can form strong foundations and trust in the sessions to fully engage in the process.
- The life skills taught in these lessons are then built upon and reinforced within the wider school curriculum.



**Year 3**

Online  
Safety

Anti-bullying

RSE

Mental  
Health

Transition

**Year 4**

Online  
Safety

Anti-  
bullying

## PSHE Curriculum Road Map

RSE

Anti-  
Bullying

Online  
Safety

**Year 5**

Transition

Mental  
Health

RSE

Mental  
Health

Transition

**Year 6**

Online  
Safety

Anti-  
bullying

RSE

Mental  
Health

Mental  
Health

Transition

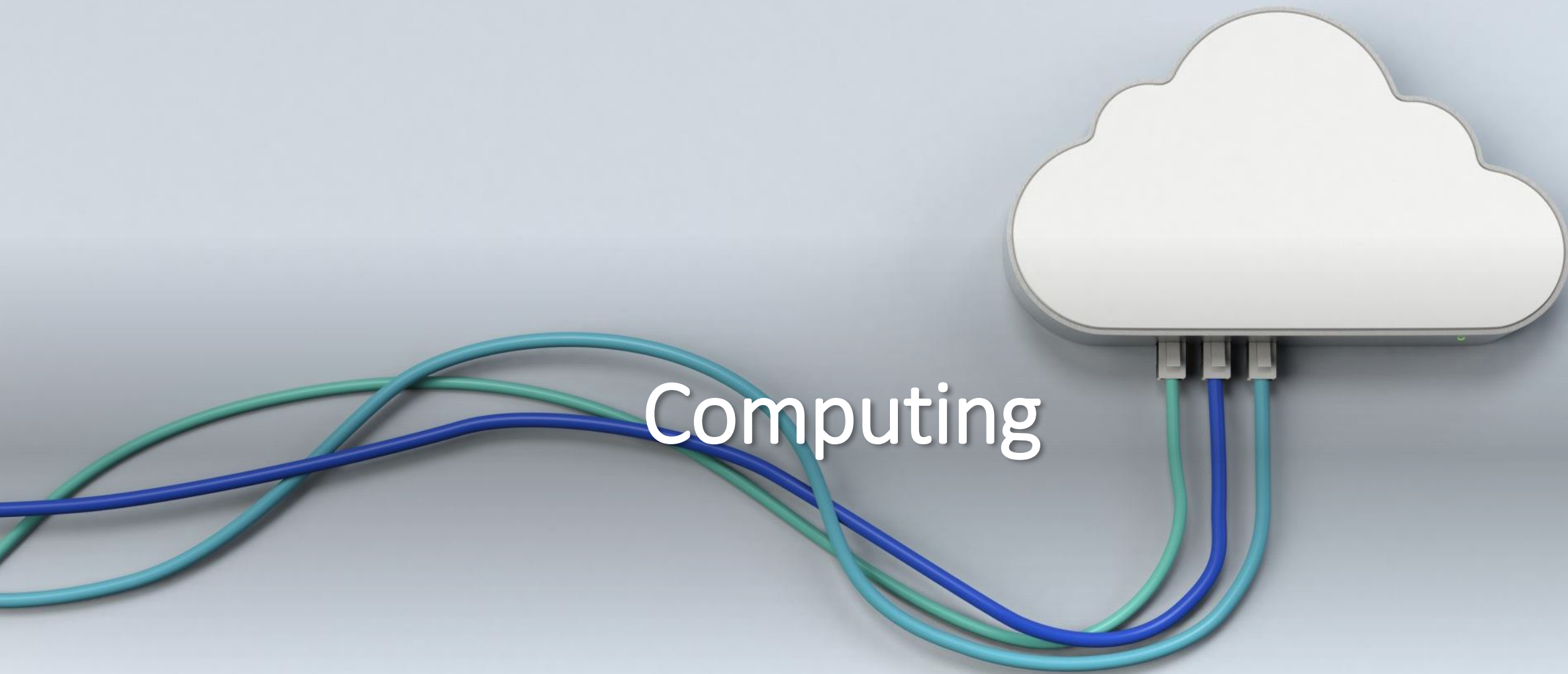


# Core areas- links with PSHE association

- Living in the wider world
- Relationships
- Health and wellbeing

Look at the handouts on your table.





Computing

# Three pillars of progression



Digital literacy



Information technology



Computer science



LS

Year 3

Online Safety

Documentary week

Microsoft applications - Word

STEM week

Introduction to programming

Year 4

Online Safety

Coding with Scratch

Year 5

Microsoft applications- Powerpoint

Robotics

Online safety

iMovie

STEM- Microsoft PowerPoint

Emails

STEM week

Microsoft applications- Excel

Year 6

Online Safety

Microsoft applications - Excel (enterprise)

Websites

STEM week- programming

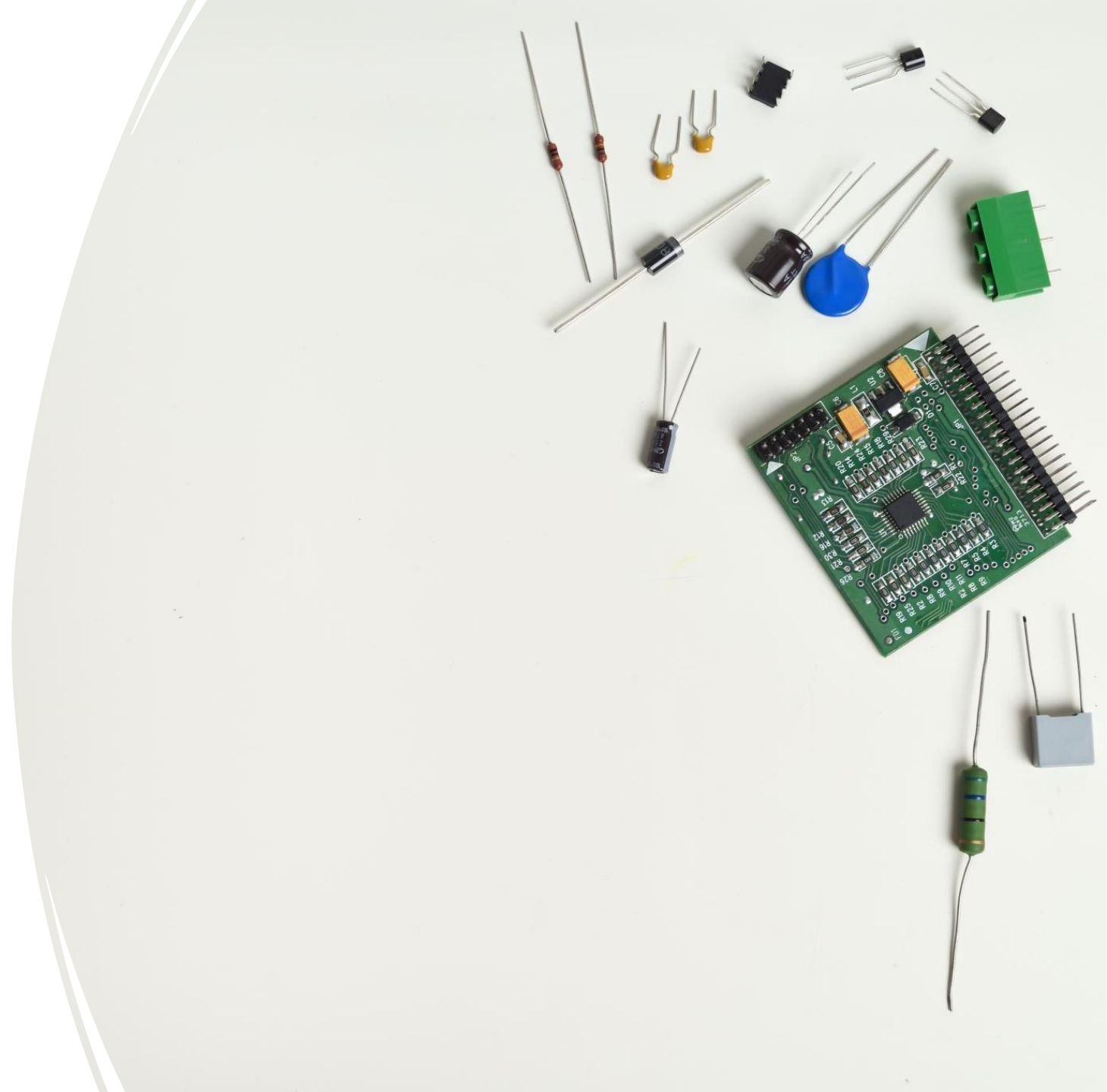


# Computing Curriculum Road Map

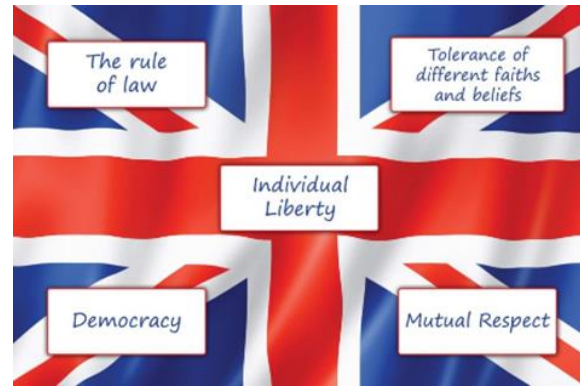
# Devices used at Loughton School

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- Laptops
- iPad
- Kindles
- Drones
- Bee bots
- Micro:bit
- VR headsets (new 2024)



# British Values at Loughton School



The department for education describe British Values as being:  
democracy  
the rule of law  
individual liberty  
mutual respect and tolerance

We support the latest Ofsted framework which says that schools should ensure that they '*promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain*'.

At Loughton School, we promote these fundamental British values through throughout everyday school life. In particular, our promotion of the school's ethos and vision statement which guide our behavior and thinking; spiritual, moral, social and cultural understanding and our assemblies is where these values are routinely and explicitly taught. Additionally, they are taught both in stand-alone lessons and are interwoven within our immersive curriculum, including wider opportunities, which gives children real and meaningful opportunities to explore these values.

As a result, our children will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life as valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.



# What do we do at Loughton School?

## **Democracy**

Loughton School....

- Provides pupils with a broad general knowledge of, and promote respect for, public institutions and services.
- Teaches pupils how they can influence decision-making through the democratic process, which is used to vote for student voice representatives and for decisions about class treats amongst other things.
- Teaches the advantages and disadvantages of democracy and how it works in Britain.
- Encourages pupils to become involved in decision-making processes and ensure they are listened to in school.
- Holds 'mock elections' so pupils learn how to argue and defend points of view.
- Helps pupils to express their views.
- Teaches pupils how public services operate and how they are held to account.
- Models how perceived injustice can be peacefully challenged.

## **Rule of Law**

Loughton School....

- Ensures that school rules and expectations are clear and fair.
- Helps pupils to distinguish right from wrong.
- Helps pupils to respect the law and the basis on which it is made.
- Helps pupils to understand that living under the rule of law protects individuals.
- Includes visits from the police.
- Teaches pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws.
- Develops restorative justice approaches to resolve conflicts.

## **Individual liberty**

Loughton School....

- Supports pupils to develop their self-knowledge, self-esteem and self-confidence.
- Encourages pupils to take responsibility for their behaviour, as well as knowing their rights.
- Models freedom of speech through pupil participation, ensuring protection of vulnerable pupils and promoting critical analysis of evidence.
- Challenges stereotypes.
- Implements a strong anti-bullying culture.

## **Respect and tolerance**

Loughton School....

- Promotes respect for individual differences and discusses differences between people.
- Helps pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Challenges prejudicial or discriminatory behaviour.
- Organises visits to places of worship and educational workshops about religion by people from that belief.
- Develops links with faith communities.
- Develops critical personal thinking skills.

LS

Year 3

PSHE

RE  
Identifying  
differing  
beliefs of  
people

RE  
Respond  
sensitively to  
the  
experiences  
and feelings of  
others

RE  
Make links  
and ideas in  
the stories to  
my own  
experiences

History  
Talk about the  
differences  
between  
monarchy and  
parliament

History  
Discuss crime  
and  
punishment

Respect,  
tolerance and  
courage

Year 4

PSHE

RE  
Compare beliefs to  
other faiths/non-  
believers. Show  
respect towards  
other religions and  
beliefs

RE  
Hinduism -  
Explain what  
the word  
respect means

Heroes and  
Heroines  
Explain the  
impact  
significant  
women had

Heroes and  
Heroines -  
respect,  
tolerance and  
courage

RE  
Refugees

Geography  
Compare India  
and the UK's  
public  
services

History  
Boudicca's  
fight for  
freedom

RE  
Discuss how  
we can be  
tolerant to  
one another in  
school

Year 5

Geography  
Climate  
change,  
recycling and  
plastic  
pollution

RE  
Explore  
different  
symbols of  
peace

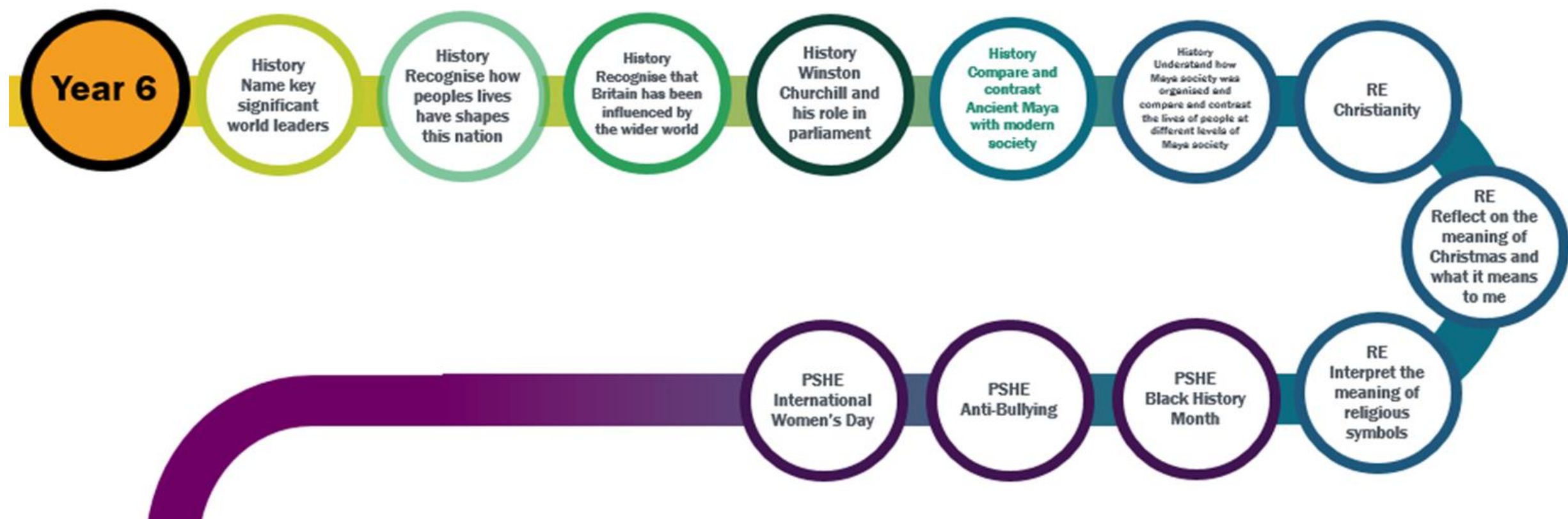
RE  
Explain the  
impact of belief  
on individuals  
and  
communities

History  
Compare and  
contrast own  
beliefs to that  
of the Vikings

History  
Compare and  
contrast the  
role of Viking  
women  
throughout the  
ages

PSHE  
Black  
History  
Month

# British Values / SMSC Curriculum Road Map



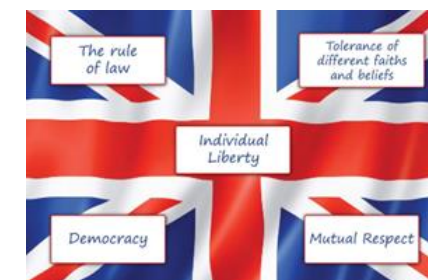
Our curriculum has been designed to:

- Develop keen awareness and understand of democracy, government and law
- Build upon skills and knowledge to explore political and social issues critically
- Allow children the opportunity to weigh evidence, debate and make reasoned arguments
- Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with faiths and beliefs or those without faith
- Enable children to leave Loughton going into year 7 and the world beyond as responsible citizens in society




## At Loughton...

- British Values and SMSC is not taught as a discreet subject in itself but rather it pervades all aspects of learning and aims to ensure our children learn to develop attitudes and beliefs that will make them well-rounded, tolerant, respectful, open-minded and informed future citizens
- School routines are built upon the concept of democracy
- We recognise the importance of not only respecting each other but respecting ourselves – this will be seen by the way we conduct ourselves throughout the school day
- Children are given opportunity to work co-operatively in a variety of different groupings
- Independent thinking and learning is encouraged
- Children are able to offer views and opinions about moral and ethical issues throughout certain units (e.g. Reduce, Reuse, Recycle) and through the established Student Voice groups
- Historical and cultural heritage sites form the basis of memorable experiences within the curriculum (e.g. Bradwell Abbey, Bletchley Park)
- We have a variety of enrichment opportunities
- We take part in community and charity-based tasks in order to raise children's understanding and awareness about the lives of different people in society (Children in Need, Guide dogs for the blind, reverse advent calendar for the foodbank are just a couple of examples)
- Child-led tasks promote enjoyment, enterprise and child-led thinking (e.g. enterprise task for family open days)
- We provide memorable experiences to include dramatic, artistic and musical performances (e.g. productions, music and dance workshops, Shakespeare, peripatetic concerts and festivals)
- We share learning with parents, carers and the local community in a variety of contexts (e.g. family open days, our art gallery during the summer term)
- We celebrate historic events with our wider community (e.g. Queen's Jubilee, Kings Coronation)
- We encourage children to reflect on how theirs and others actions, work or behaviour has contributed to their understanding and achievements (tea parties, celebration assemblies, restorative conversations)
- We discuss current affairs through assemblies and reflection of the week
- There are rewards and opportunities to celebrate success (e.g. achievement assemblies)
- The rich texts which form a basis of each unit of work spark children's curiosity, enjoyment and interest in a theme or project
- The curriculum has been designed to include artistic, musical, sporting and cultural opportunities



## ASSESSMENTS – AN EXAMPLE FROM YEAR 4

India							
<input type="checkbox"/> I can explain what the word respect means.	≡						
<input type="checkbox"/> I can show respect towards other people's religions and beliefs.	≡						
<input type="checkbox"/> I can explain what the word tolerance means.	≡						
<input type="checkbox"/> I can talk about how we can be tolerant to one another in school.	≡						