



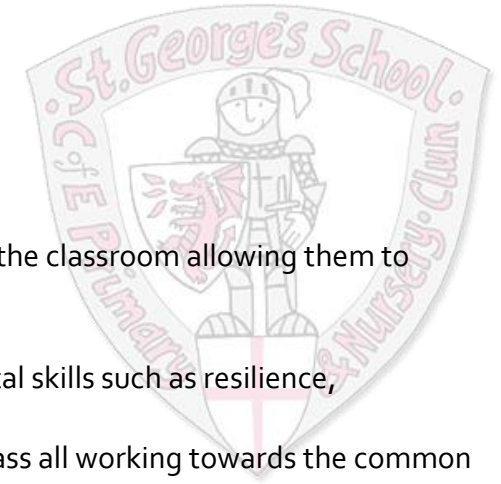
What do we intend?

What Physical Education looks like in our school:

- Opportunities to inspire children's curiosity about the world.
- Students will experience a variety of opportunities and experiences, challenging them both inside and outside the classroom allowing them to excel in a broad range of physical activities and engage in competitive sports and activities.
- They will focus on improving their fitness, health and well-being through knowledge and application.
- Students will develop physical, technical, and tactical sporting skills; enhanced by an embedded focus on mental skills such as resilience, determination and confidence.
- Throughout the curriculum children are given the opportunities to work in partners, small groups and whole class all working towards the common goal of success.
- Pupils are taught the values of fair play and the importance of being a good sportsperson in competitive play.
- As swimming is an important life skill, we aspire for all children to leave primary school being able to swim at least 25 metres.

This is our philosophy:

- It is our ambition to create, positive relationships with physical activity for life through an inclusive culture. Enabling all children to develop the physical literacy and the emotional and thinking skills to achieve in PE, sport and life.
- High quality teaching and learning in PE is characterised by a broad,
- holistic approach where the aim is to develop the 'whole child' through
- the Real PE curriculum.
- To create an environment in PE where children feel valued, challenged
- and supported to achieve their maximum potential.
- We want all students to feel they belong as part of a team, creating a
- teaching and learning environment where both staff and children enjoy
- working hard together to achieve success.
- We trust that our broad and innovative PE curriculum will allow students to
- develop their love of movement and sport well beyond their time with us.





This is the knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

Physical Development: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive Arts and Design: Being Imaginative and Expressive

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

By the end of Key Stage 1 pupils will:

- Use fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and
- Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

By the end of Key Stage 2 pupils will:

- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement
- Enjoy communicating, collaborating and competing with each other
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situation



How will we implement it?

Each class has different PE skills to focus on, in a rolling 2-year programme.

- All children receive a minimum of two hours PE teaching a week. Active playtimes are prompted with a range of activities and sports available for the children.
- The whole school PE curriculum plan using PPP ensures progression in learning across all year groups in a variety of sports and activities.
- Through half-termly PPP units the focus of learning is on the fundamental skill acquisition and personal development challenges. As part of this, children are also able to develop their leadership skills.
- We use a variety of teaching and learning styles in PE lessons providing children time to practice and apply their newly learnt skills.
- Within lessons we give children the opportunity to both collaborate and compete and use a wide range of resources.
- Children have the opportunity for physical activity through a range of inclusive PE related activities available at playtime, lunchtimes and after school. These encourage children to increase their involvement in physical activity and further develop their skills in different activities.
- Children participate in a variety of competitive sports through inter school and inter house activities; enabling them to apply their sporting skills, develop team skills and learn how to play competitively.
- Children in key stage 2 participate in swimming lessons.
- Children in year 5 & 6 will participate in a residential outdoor adventurous week.

This is what adults do:

- Plan exciting progressive lessons which build on prior learning enabling children to develop fundamental skills and apply them to a variety of sports and activities.
- Create a positive learning environment that supports and provides opportunities to demonstrate improvement enabling children to achieve their personal best.
- Help children to lead a healthy active lifestyle and understand the importance of exercise.
- Promote resilience, team work and fair play.



This is how we support:

- Differentiated ability tasks enabling children to progress at their own pace. Differentiation using the STTEP model – space, task, time, equipment and people.
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- We celebrate individual pupil progress in their learning journey.
- We make cross curricular links whenever possible.

This is how we challenge:

- Differentiated ability tasks enabling children to progress at their own pace. Differentiation using the STTEP model – space, task, time, equipment and people.
- Additional activities to stretch/ unlock learning within the lesson.
- We use teacher and self-assessment to quickly identify any child who requires additional challenge.
- We celebrate individual pupil progress in their learning journey.
- We make cross curricular links whenever possible.

This is how ensure all children can access the curriculum:

- Children who have SEN or EAL needs have key vocabulary shared with them prior to the start of units/ activities.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques.
- More frequent repetition and revisiting to help make it stick.
- Small group/1:1 support in lessons

How will we know it is working?

- Engagement and perseverance from all learners.



- Children practicing and applying knowledge to different situations.
- Happy, confident, independent learners.
- Physically active children across the school day.
- Children talking about, sharing and reflecting upon their learning
- Peer coaching and leading
- Participation whole school in events and celebrations that promote healthy active lifestyles and physical activities.

This is how we know how well our pupils are doing:

- Use of assessment at the start and end of each unit enables progress in fundamental movement skill and personal and social skills to be assessed and progress monitored.
- Teachers assess the individual progress of a child is against the learning objective for the lessons/units of work. At the end of the year, the teacher
- makes a summary judgement about the work of each child in relation to the national curriculum 2014. These are reported to parents as part of the child's annual school report.
- Use of surveys and questionnaires (pupils and staff).
- Monitoring of the standards of children's learning and the quality of teaching and learning in lessons.

This is the impact of the teaching:

- Children with a keen interest in PE and a willingness to participate in sport with positive attitudes.
- Children with a good level of physical fitness, leading healthy lifestyles and exercising regularly.
- Children understand the values and importance of fair play and being a good sportsperson.
- Children developing personal, social, cognitive, and creative life skills which they can use and apply in other areas of learning and school life to achieve their maximum potential.
- Children develop detailed knowledge and skills across the PE curriculum and, as a result, achieve well.
- Children with SEND achieve the best possible outcomes in PE from their starting points.
- Children's work across the PE curriculum is of good quality.