

## **PURPOSE OF STUDY**

A high-quality physical education curriculum inspires all pupils to succeed and excel in **competitive** sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as Teamwork and respect.

## **AIMS**

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities/sports
- Are physically active for sustained periods of time
- Engage in **competitive** sports and activities
- Lead and promote healthy, active lives.

## **SUBJECT CONTENT**

### **KEY STAGE 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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.

### **KEY STAGE 2**

Pupils should continue to 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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.

## **TEACHING & LEARNING**

At Bladon Primary School Physical Education is a core subject in which children learn the importance of an active healthy lifestyle and have the opportunities to play in **competitive** sport. All children (Year 1-6) receive a minimum of 2 hours of PE teaching a week and in Reception class receive 1 hour 30 minutes a week. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers/ Coaches model sporting skills then provide children with opportunities for them to practise. Teachers draw attention to good examples of individual performance as models for the other children and encourage the children to evaluate their own work as well as the work of other children. Within lessons children are given the opportunity to both collaborate and compete with each other, in addition to having access to a wide range of resources.

## **ADDITIONAL PE OPPORTUNITIES**

At Bladon Primary School, we aim to provide a variety of sporting opportunities. The school provides a range of PE-related activities for children during lunchtimes and at the end of the school day. These encourage children to further develop their skills in a range of sporting contexts. The sporting clubs change each term in the school year. As well as sporting opportunities within the school community, the school also enters the partnership sporting events, learning to play competitively. The children have opportunities to competitively play in Tennis, Swimming, Athletics, Rugby, Cricket, Hockey, Netball and Dance.

## **CURRICULUM PLANNING**

PE is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in PE. In Key Stage 1, children are taught a range of sporting activities in which they will develop their balance, agility and co-ordination. These skills are taught through dance, games and gymnastics lessons. In Key Stage 2, children are taught dance, games (team, invasion, throwing and striking), gymnastics and athletics. In addition, swimming and water safety is taught in Key Stage Two with the expectation that all children leave being able to confidently swim 25m. Long-term plans identify individual PE unit taught across the year group phases and follow a cycle. PE taught by individual class teachers and coaches who together take responsibility of planning, resourcing and delivering this area of the curriculum.

## **EARLY YEARS FOUNDATION STAGE**

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **SPECIAL EDUCATIONAL NEEDS**

All PE lessons are tailored to the needs of the children in the class. The teachers/coaches model activities as well as providing different levels of difficulty to support the lower ability children as well as extend the more able. The school runs after school activities which invites children who are less active and/ or have a SEND which affects their physical ability or confidence. (Pupil premium)

## **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## **ASSESSMENT & RECORDING**

Teachers assess children's work in PE by making informal judgements as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

## **MONITORING & REVIEW**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader and Head teacher. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

<b>Policy Adopted by the Governing Body:</b>	September 2016
<b>Review Date:</b>	September 2017