



New Close Primary School
An Acorn Education Trust School

PE CURRICULUM POLICY

1st draft

1.0 INTRODUCTION

At New Close Primary School pupils in EYFS and KS1 are taught fundamental movement skills which explore a number of key areas to develop physical literacy. These skills are then developed with a sports specific focus in KS2 which culminates in Acorn Education Trust and County wide sports competitions throughout the year. The additional competitions and festivals allow fantastic enrichment opportunities for a large number of pupils.

2.0 VISION

We want to provide a carefully sequenced curriculum to enable all pupils to know more, remember more and do more.

Physically fit children will attain higher, behave better and live longer.

3.0 AIMS

- Ensure all pupils receive 2 hours of high quality PE per week
- All lessons are inclusive to ensure all pupils can access the curriculum. Careful consideration must be made for both SEND pupils and the most able.
- Personal development
- Overlap PE with a lot of opportunities in other areas of the curriculum and outside school
- The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents
- The curriculum supports learners to develop their character –including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- At each stage of education, PE prepares learners for future success in their next steps
- PE prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their

understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

3.1 WE WANT ALL PUPILS TO:

- Develop competence to excel in a broad range of activities
- All pupils to progress when they are ready
- All pupils should be physically active for sustained periods of time
- All pupils should engage in physical activities and competitions
- All pupils should lead healthy active lives

4.0 CURRICULUM INTENT

Foundation and Key stage 1

Our curriculum intent is that children:

- Develop a range of basic fundamental movement skills, actions and ideas, such as travelling, running, jumping and turning, rolling, balancing, throwing, catching or kicking a ball.
- Become increasingly competent and confident through watching, listening and experimenting with movement and ideas so they can extend their agility (locomotion), balance and stability, object control and coordination individually and with others.
- Learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive.
- Watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play.
- Grow understanding of how to work with others (social skills) and to develop compassion, creativity, resilience and empathy.
- Recognise and describe how their bodies feel during and after physical activity and to develop an appreciation for health and fitness and the benefits of an active life style.
- Learn to use space safely when they work alone and with others, showing increasing control over their movements.
- Engage in and enjoy competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Enjoy expressing and testing themselves in a variety of situations.

Key stage 2

Our curriculum intent is that children:

- Continue to apply and develop new skills across a range of activities that may include dance, gymnastics, games, swimming, athletics and outdoor and adventurous activities.
- Learn how to use these skills consistently by repeating their movements in different ways and be able to link them to make actions and sequences of movement until their performance is clearer, more accurate and controlled over time.
- Use their creativity and imagination in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenging activities.
- Develop an understanding of how to succeed in a range of physical activities, and how to evaluate their own success
- Develop co-operation, responsibility, compassion, creativity, resilience and empathy.
- Enjoy being active and know why activity is important to their health and wellbeing. We firmly believe in encouraging the value of self-belief, linking strongly to being fit both physically and mentally.
- Develop the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- Understand how to stay safe during PE lessons and sporting activities, including the need for rules and regulations.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success
- Develop the ability to take the initiative and become excellent young leaders, organising and officiating, evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

5.0 CURRICULUM IMPLEMENTATION

- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE lessons and school sport provision (within and beyond the curriculum) to raise pupils' attainment.
- Staff will use Complete PE which provides comprehensive support in the planning, delivery and assessment of PE. Its curriculum mapping feature provides clear opportunities and lesson structures to suit all confidence levels of staff. It also allows assessment of the whole child and is endorsed by the Youth Sport Trust.
- Improve the understanding of how high quality PE and school sport can be used as a tool for whole school improvement – particularly in terms of behaviour management, attendance and attainment.

- Improve the understanding of how high quality PE and school sport can be used to support healthy active lifestyles and physical activity.
- Use PE and school sport to support wider personal development including creativity, aspirations, resilience, empathy, and establish a generation of children with greater emotional wellbeing.
- Provide the opportunity for children to become physically literate through the multi-skills approach and the development of fundamental movement skills and, in doing so, create the bedrock for them to participate in lifelong physical activity and sport.
- Encourage more innovative interpretation of the PE programme of study to better meet the needs of all pupils to enhance achievement.
- Opportunities for more children to take part in a wide range of competitions, festivals and events.
- Sign post local clubs and organisations for all abilities of children with a variety of roles from participation, coaching, officiating and volunteering.
- Enhance cross-phase continuity to improve pupils' progress.
- Provide opportunities to take part in a diverse range of school sport.
- Provide opportunities for young people to challenge themselves through both intra and inter school events.
- Develop leadership skills through local School Games Organiser Primary Leadership Academy.
- Raise awareness of the best places to take part in sport and physical activity outside of school.

(Definition of a high quality PE lesson – clear age appropriate learning objectives with informed and highly motivated staff, accessible and up to date resources, good pace of lesson and a high percentage of the lesson being active, safe and positive environment, differentiated tasks supporting all learners, encouraging a sense of wellbeing, pride and enjoyment in taking part in physical activity)

6.0 CURRICULUM IMPACT

The impact we intend to achieve is seen by how the children approach a wide variety of challenges every day. By the end of each school year, we strive to ensure that our learners apply and understand the matters, skills and processes specified in the relevant programme of study and achieve their age-related expectations. We will evidence impact through assessment in lessons, observations of the children's daily interaction with all members of our school and wider community in classrooms, the playground and in the roles the children undertake. We will also use video evidence and surveys where appropriate.

Each part of the PE curriculum is reviewed on a termly basis by the PE subject leader. Our focus on the personal development of every child including co-operation, responsibility, compassion, creativity, resilience and empathy enables children to become fantastic role

models and the very best version of themselves. Through our broad, balanced and inclusive PE and school sport provision we intend that the impact is for children to be academically, physically and emotionally prepared for the next phase of their education and life beyond primary school. The impact is that children are motivated to utilise the skills and knowledge they have gained to live healthy and happy lives. Children should have the confidence to seek additional extra-curricular activities both in school and in external community sports club.