

**Goostrey Community Primary School**

**Physical Education**

**INTENT**

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their individual aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

A further benefit, and one that everyone in education will welcome, is the increasing evidence that high quality physical education and school sports leads to better pupil attendance, behaviour and attitudes to learning, thereby helping to raise whole school standards.

**IMPLEMENTATION**

During Reception and Key Stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They improve the skills of co-ordination, control, manipulation and movement, which help them gain confidence and enable them to feel the positive benefits of being healthy and active. Pupils develop a positive sense of well-being. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

During key stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

School Sports Partnership

The partnership allows the school to enhance their links with other primary schools through inter school competitions and through skill based training sessions.

Premier Sport provision

This company is employed to deliver high quality lessons for the children over the school year. They also run before and after school clubs.

Gifted and Talented

The school recognises young people with sporting talent and nominates them for gifted and talented events and clubs. Premier sports timetable will include time to work with the recognised talented children to enhance their specific skills. This enables the pupils to extend their learning in order to raise their aspirations and improve their performance, motivation and self-esteem.

Multicultural issues and equal opportunity

The school accepts its responsibility to provide a broad and balanced curriculum for all pupils. It does so by:

* Setting suitable learning challenges.
* Responding to pupils' diverse learning needs.
* Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

3 Guidelines for teaching

The school’s Scheme of Work is used as the basis for work in PE. It is based on Val Sabin’s Scheme of Work for Games and Dance. It shows how the subject will be taught to children attaining levels broadly appropriate for their age. Class teachers have learning outcomes to inform their planning over the year.

4 Monitoring delivery of the Scheme of Work

 Premier sport coaches provide on their dedicated website assessments for each child. The lead will over the year watch lessons taught by teachers and Premier Sports coaches.

5 Assessment procedures

Assessment and planning will follow the school’s assessment and planning policies.

6 Cross curricular learning

PE will contribute to learning across the curriculum by providing opportunities to promote:

* + Spiritual, moral, social and cultural development.
	+ Key skills of communication, application of number, IT, working with others, improving own learning and performance and problem solving.
	+ Thinking skills, team work, enterprise skills, work-related learning and education for sustainable development.

**IMPACT**

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. The children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities Opportunities to compete in sport and other activities within after school clubs and external competitions help to develop good sportsmanship and team work.

PUPIL VOICE - through discussion and feedback, children talk enthusiastically about their PE lessons. To be proud of their knowledge and feel that they can confidently show the skills learnt and confidently take part in tournaments.

EVIDENCE IN KNOWLEDGE – pupils can use the skills they learn in PE to extend their skills and use them when engaging in sporting tournaments and also when participating in sports outside of school.

EVIDENCE IN SKILLS - pupils use correct vocabulary in PE lessons as well as build on skills learnt across: dance, gymnastics, games and athletics.

BREADTH AND DEPTH Teachers plan a range of opportunities to use PE inside and outside school and across different subjects – sticky learning.

Use of ICT across the curriculum

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in PE (at key stage 1, there are no statutory requirements and teachers will use their judgement to decide where it is appropriate).

7 Health & safety in PE

Pupils will be taught to:

* + Recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
	+ Use information to assess the immediate and cumulative risks.
	+ Manage their environment to ensure the health and safety of themselves and others.
	+ Explain the steps they take to control risks.
	+ Understand the need for hygiene and a healthy lifestyle.

**When monitoring my subject in school I expect to see:**

PE lessons being taught over the year in all classes according to the curriculum

 All equipment treated with respect and put away neatly.

Children taking responsibility for moving large mats and gymnastic equipment in the hall.

All children active all the time

Where possible have PE integrated in other subjects.

Progression of skills over a sequence of lessons.

Children given time to appraise their learning and that of others.

Children observing best practice as demonstrated by peers.

Discussion with outside coaches on the children’s progress

Correct clothes for the activity.