



Little Sutton Church of England Primary School

PE Statement



Intent

Through the teaching of Physical Education at Little Sutton and the range of extra-curricular sport clubs that we offer, we aim to develop the children's processes of collaboration, coordination, spatial awareness, physical skill, fitness and general wellbeing - the ultimate goal of which is to enable the children to make informed choices about physical activity throughout their lives and to promote physical positive attitudes towards fitness and health. We expose our pupils to a variety of different sporting disciplines including swimming, multi-skills and a wide range of racket and invasion games. We intend to provide the children with opportunities to take part in intra and inter school competitive sport and games both inside and out of school - for them to compete with a sense of fair play and sportsmanship. We believe that P.E should give all of our children, regardless of ability, an enjoyable experience, which they will continue on into their adult lives.

Implementation

Little Sutton Church of England Primary School fully adheres to the aims of the National Curriculum for Physical Education to ensure all children 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, and lead healthy, active lives. This happens through the implementation of the 'Complete P.E' scheme

At Little Sutton Church of England Primary, P.E is timetabled twice a week. Taking part in local competitions as well as competitions in school, we pride ourselves on team spirit and good sportsmanship. We participate in intensive swimming programmes through Brio Leisure pools, with children in Key Stage Two which takes place for ten sessions per year group, per year. P.E is a vital part of the curriculum and promotes a healthy lifestyle for all of our children encouraging them to be alert and active. Our children thoroughly enjoy all of the stimulating P.E sessions that are delivered to them.

Impact

Physical Education is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if it is taught well and the children are allowed to succeed, then they will continue to have a physically active life through secondary school, into their adult life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities. At Little Sutton, we provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport, builds character and helps to embed values, such as fairness and respect.

Physical Education in the Early Years

Physical Education starts as young as birth, in the name of Physical Development in the Early Years Foundation Stage Framework. This is where the child will focus on their balance and different ways of movement, i.e., running, skipping, jumping etc. As well as throwing, catching, kicking and the lead up to being able to hold tools correctly. By the end of Reception, the aim is for children to show good co-ordination and control in both gross motor and fine motor skills,

move confidently in a range of ways and handle equipment and tools effectively ready for the transition into Year One.

Physical Education in Key Stage One

Pupils 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are 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.

Physical Education in Key Stage Two

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

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics);
- 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.

Equal Opportunities and Inclusion

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided and demonstrated by children who require further challenge. All pupils are entitled to access the PE curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's Inclusion Policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different group of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress

in each curriculum area, according to their full potential.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- observing children at work, individually, in pairs, in a group and in class during whole class;
- teaching using differentiated, open-ended questions that require children to explain and unpick their understanding of ideas and techniques;
- providing effective feedback in line with our school's marking and feedback policy;
- continuous assessment is carried out by class teachers and subject leaders throughout the school year using the progression of skills document.

British Values and Christian Distinctiveness

As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and follow our three school rules: 'Be kind, be safe, be respectful'. As a friendly and welcoming primary school in Little Sutton, our children learn about British values like respect, tolerance, democracy, liberty and law. We appreciate and celebrate diversity through the teaching of stories, values and celebrations from a variety of faiths and cultures.

The Curriculum Leader for Physical Education is:

Mrs. Linzi Georgeson