

# Subject policy

Subject: Physical Education

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## Curriculum intent.

Physical education at Chorlton Park aims to ensure all children are physically literate when they leave Year 6. We want them to leave with a love for physical activity that gives them a lasting and lifelong enjoyment of sport and physical activity. As a school we aim to deliver a high-quality physical education curriculum that builds essential skills and teaches children the importance of a healthy lifestyle. The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

## Sequencing

We offer a broad and ambitious curriculum that covers a wide range of skills, traditional and more modern sports and activities that are revisited during their time at school. This supports our work on metacognition as it doesn't strain cognitive load and ensures pupils revisit knowledge and skills so that they can make links between discipline and retain the skills and knowledge. Knowledge and skills are mapped out so that there ensure progression from EYFS to end of KS2.

The children are exposed to a range of sports under the disciplines of net & wall, invasion, striking & fielding, target games; as well as athletics, dance, gymnastics and OAA. KS1 focus on the fundamental movement skills and are introduced to the basics of these disciplines. Children in KS2 build on this focusing on more precise skills and knowledge required to master different sports. The children are introduced to a knowledge and skills objective for each lesson which they self/peer assess throughout the lesson.

It promotes skilfulness, physical development, self-confidence and knowledge of the body in a variety of movement situations. We provide opportunities for children to become physically confident in a way which supports their health and fitness. The National Curriculum objectives are taught through PE passport which provides progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitable, differentiated and logically developed tasks, it is intended that pupils, will enjoy success and be motivated to further develop their individual potential. Staff are committed to allow children to develop in a holistic manner; physically, cognitively, socially, and emotionally. Children learn to think in different ways to suit a wide variety of creative, competitive, cooperative, and challenging activities taught using Primary PE Passport. Our staff are knowledgeable in the subject area and can adapt plans to suit the needs all pupils using assessment for learning and the STEPs principle to differentiate. During units of work children are taught the knowledge and skills and given opportunities to apply it in competitive and non-competitive situations. Children also learn the value of fairness and respect through their physical education.



Children in the Early Years begin by developing fundamental movement and skills to participate and enjoy a range of activities and sports. They are also supported by coaches from Junior Sports Stars who provide sessions with our Reception children. Within KS1 and 2 children learn how to plan, perform and evaluate actions, ideas and performances. They will continue to improve their talents, abilities, preferences and make choices about how to get involved in lifelong physical activity using Primary PE Passport.

Swimming is provided by the local authority and is compulsory for our Year 4 pupils who have swimming lessons for the whole year. These lessons replace a weekly P.E. lesson for this year group. Any child unable to swim 25 metres by the end of the block lessons will return the following year in Year 6 until such time their curriculum level has been achieved.

## **Implementation**

### **Curriculum**

We provide 1 ½ to 2 hours of physical education lessons a week from Year 1 – Year 6. One lesson being taught by the class teacher and where possible with TA support. The other by our sports coach. There is no difference in the expectations or outcome between the learning in PPA PE lessons or class PE lessons. There is a high level of behaviour expectation throughout our PE delivery.

EYFS teach 1 hour of taught PE and continue to implement the Development Matter objective through continuous and outdoor provision.

Teacher adapt planning using Primary PE passport and follow the objectives set out in our whole school PE curriculum overview. The children are introduced to a knowledge and skills objective for each lesson which they self/peer assess throughout the lesson. Each lesson allows children time to be taught explicit skills, practice those skills in isolation and then use knowledge taught to implement the skill in a small game or competition environment. This is always age appropriate considering the optimum level of self or peer competition to ensure development, progression and success.

Children who are unable to take part in a particular PE lesson will be given a role link to the objective during the lesson so they can still learn and achieve as PE lessons are not only about the physical learning. This could be in the form of umpiring, coaching, giving feedback.

Our teachers and coach teach using the 7 step model using a range of teaching styles and strategies are to deliver an exciting and challenging curriculum. We believe that there is a balance between being safe and cautious and pupils are asked to take responsibility for parts of their own learning and decision making in a safe and supportive environment.

### **Inclusion**

Chorlton Park are committed to making sure that all children achieve the outcomes of our PE curriculum and leave school with a lasting enjoyment of physical activity. We aim to nurture and encourage all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities (article 29) provided in and out of school. Children who have EHCP IEPs will have their support with them during PE lessons to support the child to achieve their PE objectives. Through the use of STEP principle (adapting the learning using change of Space, Task,



Equipment, People) all lessons have the appropriate level of support and challenge for all pupils and allow SEND children to access PE lessons and feel successful.

We provide opportunities for pupils to attend 2 residential (Castleton in Year 4 and Ghyll Head in Year 6) We endeavour to inform and support parents in the best way possible to ensure all children can attend these trips We aim to not allow financial implications to hinder attendance on these and support families where possible. For children who cannot or choose not to attend, the school provide opportunities to explore OAA objectives during their time at school through the OAA curriculum.

### **Achievement**

Teachers will ensure that all pupils will feel like they have had time to reflect on what they have achieved in each lesson with use of clear learning outcomes and steps to success. They will be given time to either reflect on their own or a peer's abilities and achievements and discuss next steps in learning.

Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. At Chorlton Park we endeavour to support and promote excellence through PE whilst advocating healthy lifestyles (article 24) and the opportunity for children to engage in regular competitive sports and activities, therefore developing competency in a broad range of PE. Through mutual respect and appreciation, we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual. All children are encouraged to participate in a variety of sporting opportunities through termly intra competitions or inter school competitions. Competitions are attended throughout the year to foster differing abilities – excel, inspire and inclusion.

### **Professional development**

Staff are supported by 2 PE leads (KS1 and KS2) and a whole school sports coach. Regular training and PE updates are shared within staff meetings and CPD opportunities. Primary PE passport allows for ongoing curriculum training – planning, assessment, delivery and resources. PE subject leads attend CLIC Turst PE meetings as well as MTSA PE meetings. Further opportunities to observe experienced members of staff, CPD and questionnaires are provided to ensure staff feel confident and secure teaching the curriculum content.

### **The Sport Premium Funding**

The Sports Premium funding allows us to access in-school support for teachers, quality assured professional development training for teachers and teaching assistants, occasional input and support from qualified sports coaches, access to regular sports competitions and festivals including National School Games competitions, support with the development and delivery of primary Change4Life sports clubs and evaluation tools to help measure and monitor progress and impact.



## Impact

At Chorlton Park we believe our approach to teach PE will allow the children to progress in different domains of learning- cognitive, affective, social and emotional, psychomotor. A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil., where all achievements are valued. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding., where support and challenge is provided. They are also desirable for developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background across all areas of the curriculum.

We aim to provide parents with an understanding of the levels of attainment and achievement of their children verbally and/or in writing through our interim and end of year reports. Teachers and coach will update Class dojo with pictures of the children's learning in PE. We believe that parents support of Physical education, school sport and physical activity (PESSPA) is paramount to the children's success.

We believe that through this correct implementation of PESSPA there is great enthusiasm for it and it holds a very high profile in school.

