

Physical Education Subject Statement



Ethos and Intent

Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad and balanced curriculum with opportunities for all to be enjoyed.

Our high-quality PE curriculum develops physical literacy and will allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision-making and analysis, and social skills such as teamwork and communication.

At Alveley, our intent is to improve and increase the quality and quantity of high-quality PE for all pupils, to show how PE can enhance pupils' attainment and achievement and to create pathways for them to continue to be active beyond school, whether through higher level competitive participation or simply as part of a balanced lifestyle. We develop our links to outside agencies and clubs, which will help to generate positive interaction in the community. These can include the TrustEd Sports Partnership, local sports teams and national organisations.

Implementation

At Alveley Primary School, PE is taught as an area of learning in its own right, as well as being integrated where possible with other curriculum areas (for example science, such as when pupils need to measure heart rate). It is taught at a minimum of two PE sessions per week, and three sessions per week at times where we might have external clubs in to support.

The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Teachers or specially trained Teaching Assistants lead PE lessons. A senior member of the TrustEd Sports Partnership also teaches PE for three half terms per year, ensuring all pupils have access to high quality, specialist teaching.

Impact

By the end of each key stage, pupils are expected to know, apply, and understand the skills and processes specified in the relevant programme of study. At Alveley we use teacher assessment at the end of the year to report back to parents to determine children's understanding and inform teachers planning. Each part of the PE curriculum is reviewed yearly by the subject leader. PE impact is also measured in the following ways:

- Inter-house and whole school competitions and events.
- The training and usage of 'Bronze Ambassador' sports leaders.
- Successfully obtaining the TrustEd Sports Partnership 'School Games Mark'.
- Every pupil in school to have had the opportunity to have partaken in at least one out-of-school sporting event per year.

The impact of PE provision at Alveley Primary School is also reported through our Sports Premium Spending document.

SEND

Physical Education is a fully inclusive subject at Alveley and we are committed to the Special Educational Needs and Disability Code of Practice. While our curriculum is not narrowed for the with additional needs, the way in which the curriculum is taught, or the expectations of pupils may be adjusted in order to take into account particular physical needs. However, PE may also be a way of helping pupils with additional needs to achieve in other subjects, such as emphasising balance through gymnastics as a way of building posture when writing.