



## **Subject Statement**

**“I am the vine; you are the branches.”**

**John 15:5**

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This subject statement reflects our Christian vision. We value the efforts of all pupils, supporting them in developing their skills and knowledge through positive reinforcement and constructive feedback. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

### **Our Vision for Physical Education**

At The District CE, we aim to promote a ‘Sports for All’ attitude amongst the children, where all pupils develop a keen interest in sport and are eager to partake in most sporting activities. We aim to create positive experiences by ensuring physical activity and competition provision is designed to reflect, the motivation, competence and confidence of our pupils. In doing so, we aim to provide a variety of engaging lessons delivered by staff and external experts, deploying a wide range of teaching strategies, which in turn, will enable pupils to participate in sport competitions across both key stages. These competitions will inspire, aspire and celebrate. By accessing the curriculum and seeking opportunity to participate in competitions.

### **Implementation**

At The District CE, our curriculum content is adapted from LPC programme of study and scheme of work planning toolkit for Reception to Year 6. Physical Education lessons are taught weekly and consist of a 60-minute lesson. The lessons are underpinned by the National Curriculum and are based around one of our school’s core themes: ‘Health and Wellbeing’. Each lesson consists of a warm-up and cool-down, enabling staff and children to explicitly discuss the benefits physical education has on our bodies and the effect exercise has on our bodies. Each lesson will also focus on skill teaching and revisits, followed by opportunities to practise and then apply these in a range of tasks. This may be a small team game or a group exercise. Our aim is for every pupil to develop their skills, knowledge and ability to lead a healthy lifestyle in primary school and beyond. Furthermore, as a school, we pride ourselves on giving our pupils the opportunity to experience ‘non-traditional school sports’, such as martial arts, fencing, archery and judo. These sports are not outlined within the National Curriculum, however the skills and sporting behaviours the children are taught are transferrable.

### **Early Years Curriculum**

At The District CE, we encourage the physical development of our children in Nursery and Reception as an integral part of their learning as outlined in the Early Learning Goals, which underpin the curriculum planning for children aged 3-5. We will ensure that by the end of Foundation Stage, the majority of children will be able to move with confidence and control the way they move; show an awareness of space (of themselves and others) and use a range of small and large equipment and tools. We give all children in our Foundation Stage the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support both gross and fine motor skills.

## **Long Term Overview**

At The District CE, we have 6 explicit units in our physical education curriculum, which ensure that the children learn the skills outlined in the National Curriculum. Each year group, from Years 1-6, focuses on the same theme each half-term, enabling children to revisit and build upon their skills and knowledge each year.

Children in Y6 attend swimming weekly for one hour per week, in a group of approximately 12 children, until they achieve the expected level. Once Y6 has pupils have reached the expected standard, Y5 non-swimmers start to participate in weekly swimming sessions.

## **Opportunities and Resources**

Complementing the physical education curriculum, cross-curricular links are made to other subjects, if applicable. A Sports' Week, which includes a Sports Day for all year groups, is planned annually. We partake in multiple tournaments throughout the year, which promote the importance of a good skillset, a healthy lifestyle, and help to further develop the 'Sports for All' attitude within our pupils. When available, inspirational sporting figures are invited into school to share their experiences and to participate in class circuit training. Sporting achievements are recognised in Friday's celebration worship. We access a range of quality resources and organisations to support our teaching and learning, including:

- [www.bbc.co.uk](http://www.bbc.co.uk)
- [www.yourschoolgames.com](http://www.yourschoolgames.com)
- [www.thepeshed.com](http://www.thepeshed.com)
- [www.afpe.org.uk](http://www.afpe.org.uk)

## **Inclusion**

As a school, all pupils are expected to engage in physical education, irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. As far as is appropriate, pupils with special educational needs should follow the same P.E. education programme as all other students. Teachers plan ways to adapt lessons and support pupils, so that all children can participate in learning to the best of their ability. It is not the school's policy to withdraw pupils from physical education to catch up on other National Curriculum subjects: these aspects of physical education are as important to all pupils as their academic achievement.

## **Assessment**

All teachers or specialist external coaches will undertake a baseline assessment of the children's abilities at the beginning of a unit of work and will repeat the assessment at the end of every unit to measure the children's progression. At the end of the year, an overall PE judgement is given, based on pupils' attainment over the three projects. This is shared with parents in the end-of-year pupil report. Assessments are carried out through observations during lessons. A running record of progress against the learning objectives is marked on the planning documentation. Assessments will be recorded on Insight. The outcomes are used to plan future units of work and to make an annual summative assessment for every child. KS2 swimming data is tracked to ensure pupils meet the end of key stage standard of 25m. Assessment for Learning (AFL) should take place in every lesson, with children being encouraged to self and peer evaluate and assess against the learning intention.

## **Monitoring**

The P.E. lead monitors and reviews the implementation and development of the P.E curriculum in consultation with the Headteacher, SLT, staff members and governors. Monitoring is carried out through a range of methods including:

- Regular book scrutiny;

- Learning walks;
- Display and learning journey observations;
- Teacher observations;
- Teacher surgeries;
- Pupil voice surveys.