



PE POLICY

Revised: Spring 2021

Next revision: Spring 2024

Curriculum Intent

At Clifton All Saints Academy, we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which are essential in supporting their physical, emotional, spiritual, social and moral development. Through Physical Education we will provide opportunities to develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. We aim to improve health and well-being, promote active participation and lifelong learning, and for each child to fulfil their potential. We aim to ensure that the children's experience of Physical Education is positive and motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum. A dynamic, stimulating and varied programme of activity is offered to ensure that all children progress physically through an inspirational, unique and fully inclusive PE curriculum. All children across the school have the opportunity to enjoy being physically active, maintain a healthy lifestyle and increase their self-esteem. We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience.

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

National Curriculum 2014.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- 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
- Lead healthy, active lives

Curriculum implementation

The teaching and implementation of the Physical Education Curriculum at Clifton All Saints Academy is based on the National Curriculum. We implement a curriculum that is sequenced precisely to ensure progression of knowledge and skills throughout a child's primary education, thus enabling children to build upon prior experiences and apply these fluently, with confidence. Teachers plan lessons for their class using a progression of skills document and use the 'PE Hub' scheme of work to support their teaching and planning.

All pupils receive at least two hours of high quality PE using the vast outside space or school hall. All children have a weekly PE lesson with their class teacher and have another weekly session with a qualified coach from Premier Sport.

At Clifton All Saints Academy, we endeavour to provide a broad range of activities based on children's interests and new initiatives. Competitions take place in school, allowing children to compete in different sports and against children of different ages. Although we enjoy the competitive nature of sport, we also appreciate and encourage the importance of children 'having a go' and promote positive experiences of being physically active and not always participate to win. We have an inclusive approach and value the importance of physical and mental well-being.

To develop leadership and communication skills, children in Year 4 can apply to become a Sports Leader. This is a responsible role in encouraging younger children to learn how to play collaborative games, respecting rules and to be as active as possible during playtimes. Children selected are positive role-models for younger members of the school, organising lunchtime games and assisting with annual sports days.

Children take part in a wide range of sports; invasion, striking & fielding, net & wall games and athletics. We also promote imagination and creativity in dance and gymnastics. Pupils are provided with opportunities to take part in after school clubs and have the opportunity to compete against others. In Year 4, the children attend a residential trip for outdoor activities. They also have swimming lessons at a local pool, in the summer term.

Early Years Foundation Stage

Physical Development

ELG: Gross Motor Skills

Children should be taught to:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children should be taught to:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Key stage 1

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

Pupils should be 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.

Key stage 2

Key stage 2 Pupils should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be 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.

Physical education – All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations
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Curriculum Impact

To fulfil our vision by inspiring a generation, at Clifton All Saints Academy we inspire children to instinctively utilise skills and knowledge acquired during PE lessons, encouraging them to take responsibility for their own health and fitness thus developing a love of sport leading to a happy and healthy life. The children participate in a variety of sports which are engaging and fun.

Responsibility

The school's PE Subject Leader is responsible for over-seeing the PE curriculum and monitoring the quality of teaching across the school.

The school's Premier Sport Coach is also responsible for teaching PE across the school, organising and running extra-curricular activities and inter-school/ intra-school competitions.

Assessment

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Teachers update this each term, using Balance. This data is analysed to inform and address any trends or gaps in attainment. Attainment and attitude to learning in PE is reported to Parents annually in our school reports.