



Little Sutton Church of England Primary School Physical Education Statement



Intent

The three pillars of P.E underpin our aims at Little Sutton of the P.E curriculum.

- 1) Motor competence
- 2) Rules, strategies and tactics
- 3) Healthy participation.

With these principles, we encourage a strong cultural capital of pupils understanding that repeated movements and skills allows opportunities for muscle memory and recall in order to be successful through game situations. This encourages the whole child to develop their social skills, team work, communication, respect and to have positive mental health. Through healthy participation such as the range of extra-curricular sport clubs that we offer and the links with the School Games, 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 throughout their time at school where we use the School Games principles to help design the curriculum and give opportunities.

- 1) Tackling inequalities
- 2) Physical Literacy
- 3) Pupil Voice

We intend to provide the children with opportunities to take part in intra and inter school competitive sport and games in annual and termly events 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.

At Little Sutton Church of England Primary P.E is timetabled twice a week and we teach it using the Complete P.E scheme. It is also integrated where possible into other curriculum areas to link with the whole school priorities and School Development Plan. Specialist Coaches are employed to provide staff with CPD opportunities to gain in confidence in the delivery and implementation of P.E and the S.T.E.P process is used to adapt learning for specific groups. Taking part in community and regional competitions through our membership of Ellesmere Port School Sports Partnership, we pride ourselves on team spirit, especially when cheering on the teams on Sports Day. We also provide children with opportunities to engage in a wider variety of sport and physical activity through the School Games Calendar, including competitive sporting events with community pathways and SEND festivals. We participate in intensive swimming programmes through Brio Leisure pools, with children in Key Stage Two. 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 build character and help to embed values such as fairness and respect. Through pupil voice, we can decipher children's thoughts on the P.E curriculum and their learning as well as their personal development and well-being in the subject. The success is monitored by the number of external events Little Sutton attend in the School Games and how pupils go on to community pathways. Through assessment, all pupils learning is monitored using the Complete P.E assessment tool. This allows us to see specific groups of children which informs our curriculum.

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, 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 small and large movements, move confidently in a range of ways and handle equipment and tools effectively ready for the transition to Year One. The EYFS teach active training was delivered and implemented from the SGO providing CPD to staff in teaching P.E in the Early Years.

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 our 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 and teachers use the S.T.E.P acronym to provide support to pupils as well as challenge. Teachers also use the adaptive cards from Complete P.E to provide appropriate challenge for all.

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 the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. This is used in P.E lessons to allow pupils to understand

where they are at in each lesson and how to progress further. Our Complete P.E assessment tracker is used by teachers and P.E lead in order to track pupils at the end of each unit of learning. The P.E lead will also assess children's physical activity levels throughout the school year using pupil voice and monitoring of physical activities.

British Values and Christian Distinctiveness

Our school is a place where all can flourish, regardless of background or ability because, like St. Peter, everyone should be given opportunities and we will empower children to take responsibility within their communities and become courageous advocates for change. The high-quality physical education curriculum at Little Sutton Church of England School inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. The opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Furthermore, the following Olympic and Paralympic values are promoted through P.E and School Sport here at Little Sutton:

- Friendship
- Courage
- Inspiration
- Determination
- Equality
- Respect
- Excellence

Overall, a broad and balanced P.E curriculum at Little Sutton develops a range of life skills and values. Our whole school approach to P.E and School Sport successfully promotes fundamental British values and emotional and social development that is supported by all stakeholders, staff and families.