



# P.E. Subject Statement

*This document supports the school vision  
Caring For Others And Courageously Striving  
For Excellence*

## **Purpose**

A high-quality physical education curriculum 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. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The school 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.

The schools' key learning behaviours; determination, independence, aspiration, curiosity and community-mindedness are promoted in PE lessons. Teachers model our core Christian values of compassion, resilience and trust and foster the development of these in pupils.

In **EYFS** the Gross Motor Skills strand of Physical Development is fulfilled by continuous provision, adult-led activities, PE lessons and Forest School.

**By the end of Key Stage 1**, children 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.

**During Key Stage 2**, children are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare performances with previous ones and demonstrate improvement to achieve their personal best.

## **Swimming and water safety**

We provide swimming lessons for all children in Key Stage 2. We teach children 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.

## **Staffing and Staff Development**

Class teachers are responsible for the provision of the PE curriculum; they work closely with specialist sports coaches and TAs. All teachers and teaching assistants are encouraged to take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and awareness of current developments in PE.

**Entitlement**

The school provides Key Stage 1 pupils and Key Stage 2 pupils with at least two hours of high quality Physical Education each week. The organisation of PE in the school ensures that all children have the opportunity to learn to swim.

**Out of School Hours Learning**

A weekly football club offers opportunities for pupils to participate in sport after school, the daily After-school Club includes a session of outdoor physical activity. Pupils of all abilities take part in sports events including with other schools. Two TAs job-share the role of School Sports Co-ordinator to champion inclusive participation in locality events, and to organise these and inter-house events.

**Safe Practice**

Teachers make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. The school follows the 'Safe Practice in Physical Education' guidance provided by BAALPE. Pupils are taught how to handle and carry apparatus and resources appropriately. They are taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. All pupils wear appropriate PE kit, which consists of a white t-shirt and navy/black shorts, a school jumper and tracksuit bottoms, there are procedures in place to support this. Swimming is taught by a qualified ASA teacher, there is a lifeguard present and a qualified poolside adult.

**Equal Opportunities and Inclusion**

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular clubs and events.

**Equipment and Resources**

Resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of all the children in order to enhance learning; they are kept in an outdoor storage shed and in the store cupboard in the hall. Play equipment is available at break and lunch times. The person on duty distributes and monitors use of the equipment.

**The Learning Environment**

The hall is appropriately cleaned and suitable for bare footwork in dance and gym. The playground area is safe and free from hazards.

**Continuity and Progression**

Lessons are planned from an annual programme of study which ensures that all aspects of the curriculum are covered. Within each set of lesson activities, there is differentiation for tasks, which ensures continuity for all age groups.

**Active Play**

Opportunities for active play promoted during break and lunchtimes: a range of play equipment is provided, and decisions about the development of school grounds encourage physical activity.

**OAA**

All year groups are taught discrete OAA lessons. Year 5 and Year 6 pupils spend 5 days at a residential outdoor activities centre taking part in a wide range of outdoor and adventurous activities.

# P.E. Programme of Study

## Physical Development: Gross Motor Skills

Year R	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.
Invasion Games	
Year 1	Begin to send a ball Begin to control a ball. Travel into an area
Year 2	Send a ball to using close to a designated area. Become more confident with controlling a ball. Travel into an area for a reason
Year 3	Begin to send a ball with both feet/hands/stick. Control a ball within certain areas. Change direction and travel into a range of different areas
Year 4	Send a ball with both feet/hands/stick close to a designated position. Control a ball in a variety of ways. Confidently travel into different areas with purpose.
Year 5	Send a ball in a variety of different ways under pressure. Confidently control a ball in a variety of ways under increasing pressure. Explain their positional change and how it would tactically affect the opponent.
Year 6	Send a ball in a variety of different ways with increasing accuracy under pressure. Use their peripheral vision to confidently control a ball under pressure. Confidently travel into different areas with purpose and suggest where others should be under pressure.
Striking and fielding	
Year 1	Begin to send a ball to themselves (underarm). Begin to control a ball with their hands. Begin to strike a ball.
Year 2	Begin to send the ball to someone else (underarm). Become more confident with controlling a ball with their hands. Begin to strike a ball in different ways.
Year 3	Send a ball confidently (underarm) and explore overarm. Move into different spaces to control a ball with their hands. Explore grip to change how they strike a ball.
Year 4	Send a ball (overarm) to a designated area. Identify the flight of the ball and control it. Strike a ball to an area.
Year 5	Send a ball (overarm) to a designated area under pressure. Identify the flight of the ball and control it. Strike a ball to an area and explain the shot.
Year 6	Send a ball confidently in a range of different ways and under pressure in a game scenario. Move into the correct area and control the ball in a number of ways. Strike a ball, in a range of ways, to a specific area under pressure.
Net and wall games	
Year 1	Travel into an area. Begin to send a ball with a racket (forehand).
Year 2	Travel into an area for a reason. Begin to send a ball in different ways (forehand, backhand).
Year 3	Change direction and travel into a range of different areas. Send a ball to a different area with a racket (different strokes).
Year 4	Confidently travel into different areas with purpose. Send a ball in different ways using a racket (different strokes).
Year 5	Explain their positional change and how it would tactically affect their next move. Confidently change grip to send a ball differently (different strokes).
Year 6	Confidently travel into different areas with purpose and suggest where the ball may go. Confidently send a ball to a specific area in a range of ways under pressure (different strokes)

Athletics	
Year 1	Use varying speeds when running. Explore different methods of throwing. Explore footwork patterns.
Year 2	Run with agility and confidence. Throw different objects in a variety of ways. Run for distance.
Year 3	Run in different directions and at different speeds. Reinforce throwing techniques. Reinforce jumping techniques.
Year 4	Select and maintain a running pace for different distances. Throw safely and with understanding Identify different ways to jump.
Year 5	Use correct technique to run at speed. Throw with accuracy and power. Understand which technique is most effective for jumping for distance.
Year 6	Investigate running style and changes of speed. Demonstrate good technique and throw in a variety of ways. Understand the best technique for jumping in a range of ways.
Gymnastics	
Year 1	Make body tense, relaxed, curled and stretched. Begin to work alone to make to a sequence of moves/travels. Begin to show a way to roll.
Year 2	Make body tense, relaxed, curled and stretched in a range of movements. Begin to work in a group to make a sequence of moves/travels. Show more than one way to roll.
Year 3	Use a greater number of movements in response to a task. Work alone to create a sequence of moves. Link moves with a roll
Year 4	Create a perform a number of mirroring/matching moves. Work in a group to create a sequence of moves/travels. Lnk moves with a number of rolls
Year 5	Combine own work with work of others. Work confidently on their own to perform a varied routine. Incorporate rolls to fluidly link a range of moves.
Year 6	Select different routines to suit with different audiences. Work confidently within a group or on their own to perform a varied routine. Confidently link a range of moves with a range of rolls.
Dance	
Year 1	Copy dance moves. Make up a short dance. Change rhythm, speed, level and direction.
Year 2	Copy dance moves. Make up a short dance. Change rhythm, speed, level and direction. Make a sequence by linking moves. Link some movement to show mood and feeling.
Year 3	Perform pair/group dance. Respond to music in time and rhythm .Respond to music and express a variety of moods and feelings.
Year 4	Respond imaginatively to stimuli to create dance. Perform clear and fluent dances. Make up a dance with a small group.
Year 5	Show fluency/control in chosen dances. Perform fluent dances with characteristics of different styles. Adapt and refine paired/singular and group work.
Year 6	Create and performs dances in different styles. Aware of the use of musical structure, rhythm and mood.
Swimming	
Year 3	Swim confidently, competently and proficiently over a distance of 25m. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.
Year 4	
Year 5	
Year 6	