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| **ASHURST WOOD PRIMARY SCHOOL P.E. POLICY**Our vision is for everyone to have a love of life, a love of learning and a love of people. |
| **CURRICULUM INTENT** At Ashurst Wood Primary our curriculum is designed to facilitate the school vision.**Physical Education Curriculum Intent** **Love of life**At Ashurst Wood, we aim to enthuse and inspire pupils to participate fully and develop a lifelong love of physical activity, sport and exercise. It provides pupils with the generic skills, knowledge and understanding they need to become physically literate, and at the same time develop the pupils socially, through developing leadership and team work skills. We place an emphasis on extracurricular activities. Both committing to high level of sports clubs and sports fixtures across a range of sporting competitions both locally and at county level.**Love of learning**Through Physical Education we aim to enthuse and inspire pupils to participate fully and develop a life-long love of physical activity, sport and exercise. PE at Ashurst Wood Primary School aims to develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel individual’s abilities in competitive sports and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We are proud to have play leaders who, inspire and motivate the younger children in our school to have a love of PE.**Love of people**P.E.at Ashurst Wood, provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Pupils will have opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect. Here at Ashusrt Wood, we are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. We believe children should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.**Essential characteristics of P.E.*** To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
* To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
* To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
* To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
* To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others’ safety and well-being
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| **Implementation Overview*** Each class is timetabled so that they can access the hall at least twice a week regularly.
* The playground areas and field are used to facilitate activities such as outdoor activities and games.
* Teaching staff and dedicated P.E. Coach deliver high quality PE activities/lessons for 2 hours per week.
* Real P.E. is throughout the school in 1 of the weekly sessions.
* Swimming lessons are provided by qualified teachers at Brambeltye swimming pool.
* Coaches from local sport clubs (e.g. Tennis/ Cricket) regularly provide additional opportunities for extending the PE curriculum.
* After school clubs run weekly for all children and a sports club and netball club is run once a week for KS2.
* Through the EGGs partnership schools link, the children are all given regular opportunities to participate in after school competitive sporting activities. School staff accompany the teams to these events.
* The school has strong links with the local Secondary school who specialise in sports coaching. We provide opportunities for staff there to attend our school for training e.g. Sports crew.

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:**Expected*** Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
* Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

**Exceeding*** Moving and handling – Children can confidently hop and skip in time to music.
* Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.
* Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

**Teaching of P.E. in EYFS*** Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
* Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
* Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

**Teaching of the P.E. in Key Stage 1 and 2*** The school follows the PE Schemes of Work as set out by QCA – These have been adapted to meet the needs of each individual class and are supplemented with ideas and activities from other sources. The schemes are in accordance with the current National Curriculum guidelines.
* Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.
* Currently swimming lessons take place weekly for Year 4. This is in addition to the PE time allocation.

**CONTRIBUTION OF PE TO TEACHING IN OTHER CURRICULUM AREAS:****English**Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.**Maths**Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.**ICT**Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.**PSHE**PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.**Christian Values**Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.**Healthy Eating**The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups. |
| **SPECIAL EDUCATIONAL NEEDS*** Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
* Lessons will provide good quality experiences that are suitably challenging for all pupils.
* Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
* For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
* For the purposes of competitions, all children will be given the opportunity to participate in the experience.

**SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.**ASSESSMENT & RECORDING**Teachers assess children’s work in P.E. by making informal judgements as they observe them during lessons and at the end of each unit of work. At the end of the year, the teacher makes a summative judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child’s annual school report. Key pieces of work are recorded on Tapestry (currently EYFS) building up a picture of a child’s ability and understanding through their time at the school. This will be rolled out throughout the rest of the school in due course.**MONITORING & REVIEW*** The subject leader will oversee the continuity and progression within annual and medium term plans.
* They will also monitor the quality of teaching and learning through observations.
* The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

**SCHOOL SPORTS PREMIUM**The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. |