

**Intent:**

At Eastfield we aim to deliver a high quality PE curriculum that inspires all children to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for children to become physically confident that supports their health and fitness. We encourage our children to compete in sport and other activities to learn how to co-operate and collaborate with others, as part of a team, build character and embed values such as fairness and equity of play to embed life-long values.

Our PE offer aims to develop initiative and leadership skills, promoting positive attitudes towards physical activities. Enabling children to make informed decisions concerning a healthy lifestyle. We aim to provide a lasting legacy of sporting enjoyment and success for our children both now and in their future lives.

***Our curriculum is designed to help our children to:***

- 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
- have an awareness of significant sporting individuals & their sporting achievements.

**Implementation:**

***Curriculum Organisation:***

The Long Term Plan is organised so that the children focus on two aspects of PE across each half term; **Gym**, **Dance**, **Games** and **Athletics** to ensure all children develop the confidence, tolerance and the appreciation of their own and other's strengths and weaknesses. We offer an inclusive approach that endeavours to encourage not only physical development but also well-being.

Children access **Swimming** in Y4 for 10 weeks. This is further supplemented by the use of the Sport Pupil Premium funding to provide access to swimming in Y5 & Y6 for half a term.

Significant sporting individuals have also been identified for each half term, for each unit of PE taught. These have been carefully chosen to support children's cultural awareness, the role of both women and men in sport, and how significant sporting individuals have overcome physical disabilities to be accomplished sports people in their chosen sport.

**EYFS**

The curriculum is based on the development of Physical Literacy skills through a discrete weekly P.E. session (Nursery, a minimum of 30 minutes & Reception, a minimum of 60 minutes). This is further enhanced through specific programmes to develop fine and gross motor skills, e.g. Dough Disco, Squiggle while you wiggle & Digit Dance etc. In addition, to further opportunities available in continuous provision, both indoors and outdoors to develop gross and fine motor skills. Children are also taught about how to keep themselves healthy.

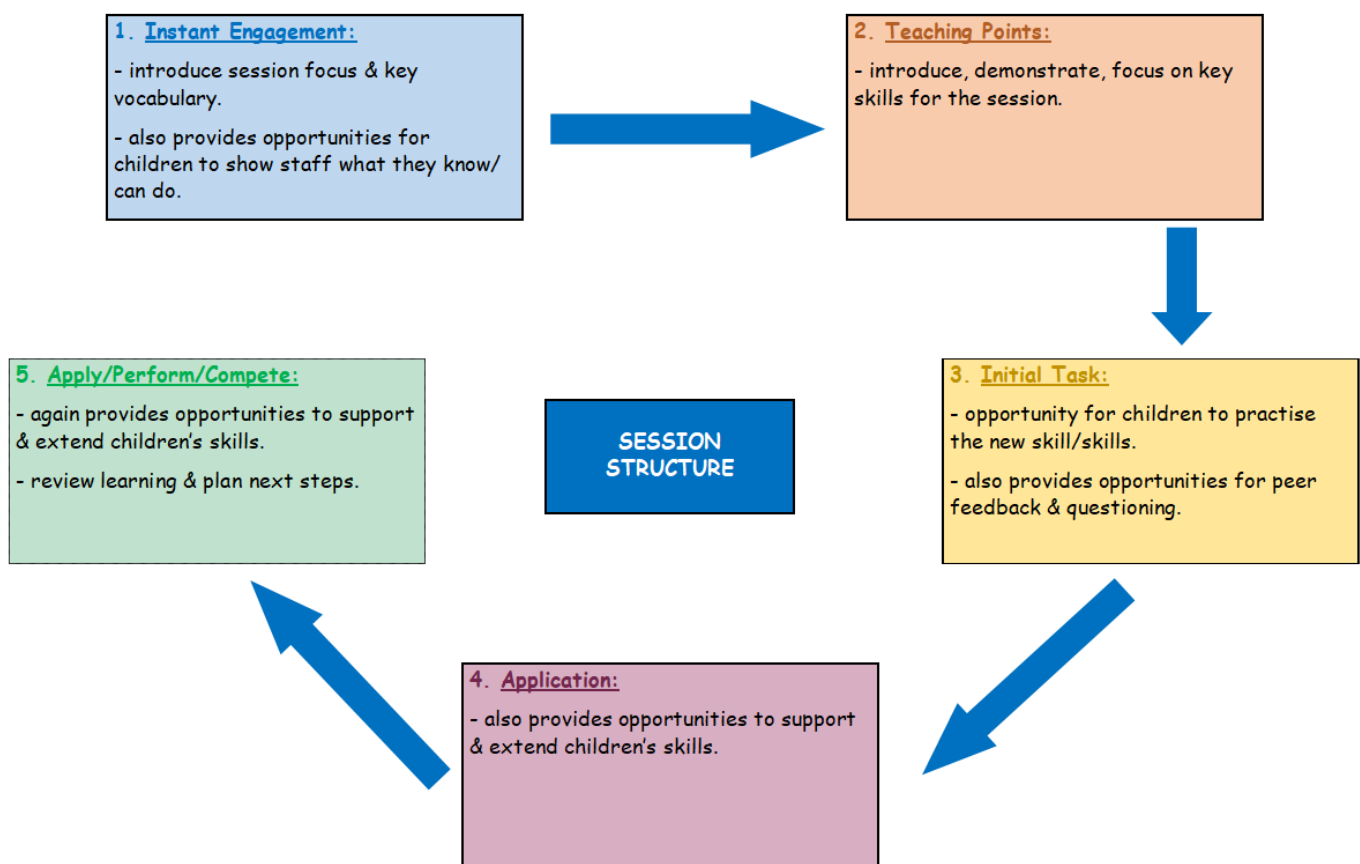
## Key Stage 1

The curriculum is designed on the Physical Literacy skills started in Early Years, developing these skills even further. Children learn to develop their skills and begin to apply them in small games situations. There is also an increased emphasis on teamwork and character education, and how exercise is important in keeping themselves healthy.

## Key Stage 2

The curriculum builds on the skills children have developed in Key Stage 1. Planned opportunities allow children to compete in small sided games and they promote the development of leadership and creativity skills. There continues to be a focus on children understanding the importance of exercise and the long term benefits. Planning caters for all, making it easy to both support and challenge children.

Children have access to PE for two, one-hour sessions per week, based on the following pedagogical approach:



Children also access our OPAL (Outdoor Play & Learning) offer at break times and lunchtimes to encourage children to get physically active and to play. The OPAL Primary Programme rationale is that "... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."

Taught sessions of PE are further enhanced by the opportunity for children to attend after-school clubs that support forthcoming competitions offered through our local School Sports Partnership.

## **Impact:**

### **At the Leadership Level:**

PE has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** - identifying the work that needs to be conducted *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*
2. **Development Activity** - focused improvement work *e.g. CPD, staff coaching/mentoring, purchase of resources etc.*
3. **Development Moderation** - impact of leadership work *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*

PE has an identified Subject Lead and is part of the Humanities Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any monitoring and the Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of PE across the school.

On an annual basis teachers provide a summative assessment for children within their class. This is analysed by the Subject Lead.

**PE Subject Lead: Kerry Thompson**