



What Physical Education (P.E) looks like at Roxton CE Academy

Implementation

The National curriculum purpose of study states:

"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."

We aim to provide opportunities for pupils to become physically confident in a way that supports their health and fitness, whilst boosting self-confidence, self-esteem and supporting the development of social skills; encouraging all children to become successful, lifelong learners.

We aim to provide this through:

- At least 1 hour of dedicated Physical Education per week
- EYFS/ Key Stage: 1 - At least 1 hour of physical activity delivered through Forest School (digging, planting, building and exploring)
- Up to 6 hours of structured physical activity and unstructured physical activity (football, hula hoops, skipping and other small equipment) at break and lunch times
- 2 hours of physical activity weekly, available each term in before and after school clubs

We are aware that research has shown a direct link between children's physical and mental health and therefore we aim to provide experiences that will inspire pupils to not only develop physically but ensure mental wellbeing and a desire to succeed.

As the children move through the school, knowledge and skills are built upon and learning takes place sequentially. Our curriculum is designed in a way that enables the teachers to have the flexibility to ensure that the children develop knowledge and skills through the use of a wide range of sports.

SEND

We support our children with SEND by ensuring the development of gross motor and fine motor skills which can then be applied throughout the curriculum and utilised in writing and subjects such as computing, maths and art. We aim to personalise (Chance to Shine) the PE curriculum to enable participation by and success for all. That may include adapted, modified or alternative activities that offer an equivalent degree of challenge that enable the pupils to make progress; specific support to take part in certain activities or types of movement or careful management of their physical regime to allow for their specific medical conditions.

Learning Connections

Our P.E. scheme ensures a broad and balanced coverage of the National Curriculum requirements. The fundamental movement skills, encourage fine and gross motor development that increase muscle strength and bone density which helps with pencil control and writing across the whole of the curriculum. Striking and field units and invasion game tactics provide pupils with the opportunity to learn and apply transferable skills across a range of different sports and utilise the confidence, team building and problem-solving strategies, which the children develop during P.E., to support their development and work ethic in other areas of the curriculum. Meaningful links have been created to other subjects such as science, in the development of the human body, a healthy diet and the different systems in the human body; Maths when measuring time and distance when completing personal best challenges; PSHE and keeping safe when learning about warming up and cooling off and the benefits (both physically and emotionally) of exercise and keeping fit and healthy.

Impact

We monitor and assess the impact of our P.E. scheme through both formative and summative assessments. Each lesson provides the teacher with the opportunity to assess the children against the learning objectives make a summative assessment against children's ability to perform, their personal and social development and their attainment over the course of each unit and adapt the lessons or tasks in light of these assessments. EYFS children are assessed against age and stage related outcomes in the Early Learning Goals. Simple assessment of the children against their ability to perform; to work collaboratively and to compete help to build a profile of the individual's attainment and progress as well as progress across year groups and the whole school. The use of The PE Passport allows for the monitoring of standards in school as well as the children's participation in clubs and competitions.

The expected impact of our P.E. scheme of work is that the children will:

- Have access to high quality, enjoyable and active P.E. lessons.
- Through collaborative learning in P.E., develop higher-level thinking skills and boost their confidence and self-esteem.
- Understand the importance of a healthy and active lifestyle on their physical and emotional well-being.
- Increase physical fitness levels and participation in activities.
- Develop self-confidence, empathy and understanding by encouraging children to work together and support each other.
- Show a clear progression of skills across all areas of the National curriculum.
- Meet the end of key stage expectations outlined in the National curriculum for P.E.