

Sunning Hill Primary School



PE Policy

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Reviewed by: Governing Body

Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world. Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

At Sunning Hill we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events, extracurricular clubs and first hand experiences.

Curriculum Intent for Physical Education

At Sunning Hill Primary School, we want all our children to develop a positive attitude towards Physical Education where our children develop an enjoyment of both competitive and non – competitive sport and they gain confidence and skills.

Physical Education is a practical subject which gives all children the opportunity to participate and succeed. We believe that PE experienced in a safe and supportive environment is a vital contribution to not only pupil's physical development but also positive mental health and well-being.

All children take part in a body blast activity following morning assembly and teachers implement these at different times of the day when they feel children need an active break. At playtimes children are encouraged to be active and lunchtimes are structured with a variety of games to ensure children are as physically active as they can be. Only a limited number of our children attend any out of school sports clubs therefore we provide a wide range of extra-curricular clubs which are mainly accessed before school as our children have other commitments after school. We attend a wide range of sporting competitions organised by the local cluster and transport the children to the venue.

Sunning Hill Primary School follow the statutory programme of study and attainment targets for Physical Education at KS1 & 2. For the Early Years Foundation Stage, we use the 'Development Matters' non-statutory guidance, 'Physical Development'. The school has chosen Get Set 4 PE as the chosen scheme of work for all areas of the PE curriculum. Our curriculum overview aims to develop the fundamental movement skills from reception to Year 3. In Year's 5 and 6 children revisit some of the games units they have been introduced to in lower KS2. We feel this approach is beneficial to

our children as it then allows pupils to consolidate what they have learnt and apply the skills they have practised.

Curriculum Implementation for PE

The intent of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. The following are the ways we ensure that the curriculum is taught in line with our aims;

- The PE curriculum is delivered as a discrete subject from Nursery 3's – 6 with Nursery 2's embedding physical development into their daily routine. There is a consistent approach across all year groups.
- There is a clear balance of knowledge and skills. Knowledge and skills are mapped out to ensure progression between year groups. This promotes a PE curriculum that is progressive and allows children to build upon previous learning.
- Expert teacher subject knowledge is developed through the use of a scheme and in-house training.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- Collaboration is promoted in lessons and children regularly have the opportunity to work in groups or pairs.
- Feedback is given verbally and peer assessment is used. The purpose of any feedback given is to move a child forward with their learning.

Curriculum Impact for PE

Through the clear and aspirational intent and structured implementation of the PE curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in PE. The impact of this is measured in the following ways;

- Monitoring of the subject through teaching and learning visits and pupil discussions to measure the impact of PE in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through teaching and learning visits and pupil questionnaires. This information is used to plan staff meetings and training opportunities.
- Setting clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Quality first teaching helps to ensure children with a wide range of abilities to make a good level of progress.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.

PE POLICY