



Rationale

'Physical fitness is not only one of the most important keys to a healthy body. It is the basis of dynamic and creative intellectual activity.'

John F Kennedy

At Neston Primary School we are athletes! We want our children to love physical education and sport. We want them to have no limits to what their ambitions are and to grow up wanting to be personal trainers, nutritionists, sports journalists or gold medal winners. We want them to embody our Neston Promise. We all believe that, "We shine and reach for the stars and we do not give up!" Our PE curriculum has been carefully crafted so that our children develop their sporting capital. We want our children to remember their PE lessons in our school, to cherish these memories and embrace the opportunities they are presented with! **Many of our children go on to join clubs locally or at secondary school of the sports that they were introduced to at Neston Primary. Recently we brought children to the Rec in Bath to play tag rugby against children from another school in front of all the spectators there to watch Bath v the Leicester Tigers! This event piqued their interest in rugby and many subsequently joined our extra curricular tag rugby club which is still going strong (in both Key Stages).** Bringing physical education alive is important at Neston Primary School.

Intent

The PE curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient – like all curriculum areas.

We want to equip them with not only the minimum statutory requirements of the physical education National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. **Part of our quest is to impart to our pupils as many different sporting disciplines as possible. In our curriculum lessons, we have introduced handball, lacrosse, basketball and archery. To further demonstrate our commitment to providing a broader experience of a range of sports and activities, we now offer extra-curricular yoga, street dance and golf. The clubs are very popular and the children were fascinated by the taster sessions we provided to introduce them to the disciplines. The past two years, we have also started a cross country running club that is led by our Y6 Games Mentors and culminates in a cross-country running competition against other schools in our area.**

We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the PE curriculum. **For example, we organised a visit from, and training session for all our children with Paralympian athlete, Ben Rushgrove. Meeting Ben was hugely inspirational to the children by bringing to life the values of determination, equality and courage.**

We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this kindles their interests and passions. **For example, recently six lucky pupils took part in a biathlon at the impressive Sports Campus**

at the University of Bath, where they got to meet and be inspired by future Olympians who also train there, such as gold medal winning Joe Choong. Every year we also take teams to participate in the Quadkids athletics event at the track at Bath University. This has led to our teams qualifying, for five consecutive years, for the Level 3 event at the Wiltshire School Games, where our children experience an opening ceremony modelled on the Olympic Games and participate in additional fun activities following the actual competition. In addition, we have recently taken six of our children to experience climbing for the first time and they were all so proud of their personal achievements, whether they made it to the top of the wall faster than all the others or whether they conquered their fear by getting into the safety harness and making it half way up. We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.

Implementation

In April of 2021 we invested in the Complete PE SOW which provides sequences of learning which cover all areas of the Physical Education National Curriculum. All of the units flow in sequential order, presenting our teachers with a clear progression of learning to support the delivery of Physical Education. We are also continuing to use units of work from the LTA for Schools and Chance to Shine for Schools, both coaching plans designed specifically by experts in tennis and cricket respectively and mapped to national curriculum outcomes. Our PE curriculum has been carefully built and the learning opportunities and assessment endstones for each year group crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. The long term plan begins by focussing on the fundamental skills (ABC) and then moving onto skills and activities that can lead to different sports. We start making the links between sports, becoming more sport specific in lower KS2 and fully so in Years 5 and 6. Children are given plenty of opportunities to build upon prior knowledge, allowing children to know more, and remember more. Children are given plenty of opportunities to take part in competitive sports throughout the year. Provision is enhanced through the use of the Sports Premium Funding and is covered by the 5 key performance indicators.

Each child receives a minimum of 2 hours per week of curriculum PE, which is carefully planned and mapped out to ensure a broad and full range of skills and activities. These sessions are either delivered by our class teachers or specialist coaches.

Pupils in KS1 are given ample opportunities to develop their fundamental movement skills and extend their agility, balance and coordination. They engage in competitive and cooperative physical activities through games, dance and gymnastics.

In KS2, pupils continue to apply and develop a broader range of skills such as running, jumping, throwing and catching. These skills are incorporated into competitive games, performances using movement patterns and evaluations of their own and others' work. Pupils communicate and collaborate with each other and develop an understanding of how to improve in physical activities. There are many opportunities across the year for children to take part in inter and intra school competitions, as well as festivals, where children's successes in sports are celebrated. All children in Year 6 are given an opportunity to take part in five days of outdoor and adventurous activities, such as canoeing, climbing, orienteering and coastal walks at Stackpole Outdoor Learning Centre in Pembrokeshire, Wales.

In addition to PE in curriculum time, we also strive to provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs such as: yoga, street dance, tag rugby, golf, football, cricket and circuit training. Every year, all children in both Key Stages are given opportunities to take part in taster sessions delivered by local coaches. Each year, our Years 3 and 4 classes get 6 weeks of curriculum cricket coaching through the Chance to Shine programme and two classes in KS1 receive cricket coaching from the All Stars programme. With the support of a coach, upper KS2 members of our Sports Council lead a weekly active lunchtime club for our less active children. We started the Daily Mile initiative in 2020 to ensure that we are giving children at our school the best possible chance of achieving the recommended 60 minutes of physical activity each day.

Physical Education subject specific characteristics, which we expect the children to demonstrate, underpin all work in PE and form a focal point for display areas and provide a common subject specific vocabulary for staff and pupils. These characteristics are:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

Our subject leader has developed a year group specific long-term curriculum map which identifies when units will be taught across the academic year, though we empower our teachers to make adjustments where they can make meaningful links across subjects. **For example, during their history unit on Ancient Baghdad, the Year 6 children learned and created their own scarf and dabke dances, while the Year 5 children learned dances linked to their Macbeth learning to perform in their class assembly.** Our children are taught the right, connected knowledge.

Our short-term plans are produced on a weekly and daily basis. We use these to set out the learning objectives for each lesson, identifying engaging activities and resources which will be used to achieve the learning objectives.

Impact

We use both formative, including the use of questioning and knowledge organisers, and summative assessment in our PE lessons. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including providing greater challenge when necessary. The assessment endpoints for each phase have been carefully mapped out and further broken down for each year group. This means that skills in PE are progressive and build year on year. Children in Foundation Stage are assessed within the EYFS framework.