



PHYSICAL EDUCATION CURRICULUM STATEMENT

Purpose of Study

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.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

Physical education (PE) is a compulsory part of the curriculum for all pupils at every Key Stage, from age four to 16. It is up to schools to determine how much time is devoted to PE in the curriculum but departmental guidance recommends that they should provide pupils with a minimum of two hours curricular PE per week.

The minimum content for each Key Stage is as follows:

- Foundation and Key Stage 1 - athletics, dance, games, and gymnastics
- Key Stage 2 - athletics, dance, games, gymnastics and swimming

Children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

Frances Olive Anderson C of E Primary School is achieving these active 30 minutes by:

- 15 minute daily mile
- Active Literacy/Maths activities
- GoNoodle, JustDance, BBC Supermovers and Yoga Story Telling.

Curriculum

Each year group will be taught PE in accordance with the long term plan. This is published on the 'Curriculum' page of the schools website www.olive-anderson.lincs.sch.uk

This will ensure continuity and progression through school in order to continue to improve standards in PE.



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Subject Content

Early Years and Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.



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Planning, Assessment, Recording and Reporting

Planning

We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Assessment

Summative and formative assessment in PE is carried out by class teachers:

- informally during the course of teaching through observation
- at the end of each unit of work teachers to complete pupil assessments in order to update the children's attainment and progress in that area of PE these are used to assist in reporting to the parents and passed on to the following class teacher
- in order to inform future planning.

Inclusion

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil. More Able and Talented pupils and children with Special Educational Needs and Disability will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

Equality

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

Resources

All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

Out of School Hours Provision

Depending on the time of the year, Frances Olive Anderson C of E Primary School provides opportunities for children in wide variety of areas. These after school clubs are updated and changing according to the interests of the children.



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After school clubs are available for children to attend from Year 1 to Year 6 and if required there is a subsidy available where finance may be an issue.

All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

PE & Sports Funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. For information on how Frances Olive Anderson C of E Primary School apportion its funding please visit the 'Key Information' page our website www.olive-anderson.lincs.sch.uk.

Review

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.