



# Common Road Infant and Nursey School

## **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 builds character and helps to embed values such as fairness and respect.

## **Aims**

The National Curriculum for physical education aims to ensure that all pupils:

Develop fine and gross motor skills

Develop competence to excel in a broad range of physical activities

Are physically active for sustained periods of time

Engage and enjoy competitive sports and activities

Lead healthy and active lives.

## **Essential characteristics of physically active pupils**

The ability to acquire and develop new knowledge and skills exceptionally well and develop an in-depth understanding of physical movements and the positive affects these can have on the human body.

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.

To demonstrate high levels of physical fitness and to foster 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 have 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.

*Progression in skills document highlights specific skills for each year group throughout EYFS- the end of KS1*

### **Teaching & Learning**

We use the National Curriculum along-side our progression in skills document to plan lessons that promote the acquiring of knowledge and the applications of skill. In EYFS we use the Development Matters. These documents facilitate a focus on stages of development as opposed to ages of development and we organise our children into mixed learning groups to support this approach.

*We use the skills and expertise of Elite training in order to support with planning, delivering and assessing our child during weekly PE sessions.*

### **Monitoring & Assessment**

Children are monitored weekly and assessed half termly focusing on the skills acquired that half term. Appropriate measures and adaptations are put in place weekly through assessment for learning observations, which are designed to move that child's learning on within a weekly session.

### **Equal Opportunities**

All children should be entitled to opportunities to develop their understanding and skills surround all aspects of physical development, regardless of gender, age, faith and ability.

### **Role of Subject Leader**

The whole school development of Physical Education will be monitored by the PE subject leader using the school's knowledge and skills progression document to ensure that the delivery of PE lessons is set accordingly in order to ensure the needs of all pupils are met. This will include monitoring: planning, tracking and work scrutiny, learning walks, observations, purchase of further resources.

Policy written by: S.Dunkley April 2020