**Curriculum Intent**

At Kirkby CE Primary School, we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point.  We celebrate our difference.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group.

 ­­­­­­­­­­­­­PhysicalEducation will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at Kirkby CE Primary School, which will prepare them for life in 21st Century Britain.

Our offer is underpinned by our vision and ethos of ‘Building on a tradition of achievement and values in a caring environment”.  We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential within ­­­­­­­­­­­­­PhysicalEducation.

* Every child will be educated to the highest possible standard, as set by the Department for Education.
* Every child, in every lesson, will be provided with opportunities to: be engaged in, challenged and process their learning.
* Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
* Every child will be encouraged to be enterprising, creative and resilient in order that they may succeed in an ever-changing world.
* Every child will be provided with opportunities to experience the wider world as a core part of their curriculum.

Our daily assessments and timely feedback means that teachers and pupils always know exactly how much progress they are making and where they may need more help.

Our clear curriculum overviews and medium term plans are designed to:

* Develop strong characters in order to be resilient and cope with adversity.
* Develop creative individuals who collaborate and co-operate and can solve problems seeing failure as an opportunity to learn.
* Develop pupils who can think critically and care about their learning so they always do their best.
* Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental British values.
* Ensure all pupils have high aspirations.
* Develop a thirst for learning for all pupils

**Planning and Teaching**

 We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

Our curriculum is carefully crafted so that our children develop their academic, social and cultural capital.

Teachers use carefully chosen experiences to enhance the subject taught.

Based on our knowledge of the National Curriculum 2014, we have broken down the programmes of study into a series of skills and knowledge and our long term curriculum plans show how at Kirkby CE we intend to cover the fundamental concepts of ­­­­­­­­­­­­­PhysicalEducation. This includes the building of skills and concepts over time.

We recognise children’s prior learning, encourage the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children are supported to achieve their potential and progress with confidence to the next phase of their education.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and independent practice. The development of children’s knowledge and skills across all primary subjects is key when building on prior learning, this supports pupils for the next stage of their learning.

**Aims and objectives in ­­­­­­­­­­­­­PhysicalEducation.**

Physical Education (P.E) curriculum intent.

Here at Kirkby C of E, we believe children should be happy, healthy, fit and active. We believe all children are unique, talented and deserve to feel the rush of learning something new, being part of a team or refining skills to be a successful individual athlete. We promote high quality sessions, which promote; curiosity, determination, resilience, a sense of accomplishment and attributes to be a well- rounded, respectful, fair and confident sports person.

We want our children to remember our P.E sessions, to create positive memories and embrace their talents to further develop and deepening understanding outside of school. Which is why, our Physical Education curriculum promotes a thirst to learn, whilst creating empowerment, and develops our children to become: proud, independent, confident and supportive citizens. We want to make sure that our children learn, not only, the minimum requirements of the National Curriculum, but have the maximum potential to be a talented, aspiring and influential athletes of the future.

The main aims of P.E are to:

* Create high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sports and other physically demanding activities.
* 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.
* Develop competence to excel in a broad range of physical activities.
* Become physically active for sustained periods of time.
* Engage in competitive sports and activities
* Lead healthy and active lives.

Pupils should be taught:

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.

Water Proficiency

* 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.

**Resources**

All specialised Physical Education resources are kept in the general stock cupboards. Main climbing equipment are kept in the main hall area. All equipment is regularly inspected to a good safe standard.

It is the responsibility of the teachers to return the resources in good condition as soon as they have finished with them.

**Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking any physical activities.

* The following considerations are carried out to safeguard children from being put to unnecessary risk.
* All practical equipment are kept in good condition stored safely and well-organised.
* Equipment is risk assessed, tested and checked before and after use, any concerns are reported immediately and equipment will be out of use to prevent any unnecessary risk.
* Appropriate equipment are introduced with care and children are supervised at all times.
* Floor areas are risk assessed before undertaking any activity.
* Floor spillages are cleared up immediately
* Care is taken when new items are purchased to ensure they are suitable for young children.
* Children are aware of the skills needed when handling materials.
* New skills are taught safely to ensure no risk to injury.
* During swimming sessions, it is encouraged for children with long hair to wear swimming caps.

For Physical Education it is encourage for children to have a water bottle to hydrate, appropriate clothing and footwear is worn and any piercing are removed or covered, as well as, tying long hair back to prevent unnecessary harm or risk.

Before undertaking any activity that may pose a hazard to staff or pupils a full risk assessment will be undertaken. It is the responsibility of the class teacher leading the activity to ensure that this is undertaken.

Any off-site visit will be conducted in line with school policy and the relevant risk assessments completed. Risk Assessments for off-site visits are held in the school office. Teachers are required to ‘tick’ the risks relevant to their trip.

**Assessment**

Assessment in Physical Education is used to inform planning and facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made. AFL is used to offer clear feedback and improve a child’s involvement and progress.

At the end of each topic the class teacher undertake an assessment tracker stating if each child is working towards the expected standard, at the standard or at greater depth.

**Monitoring**

The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year:

* Learning walks;
* Pupil conferencing;
* Image documentation.
* Lesson drop in.
* Surveys and questionnaires.

Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is feedback to the SLT and Staff through the relevant meetings.

Progress should be clearly evident over the course of the P.E topic.

**Staff Development**

Staff CPD within Physical Education is linked to the school development plan If a member of staff asks for support then the subject leader can offer this themselves through coaching and mentoring or will find a suitable course for that teacher to attend (subject to SLT approval and budget). Subject leaders may also lead parts of INSET days and staff meetings to ‘cascade’ information through the school or to train all staff in a particular area.

**Equality**

Please refer to the school’s equal opportunities policy for further information.

All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances.A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

* Differentiating lessons (through use of resources, tasks, level of support, outcome);
* Using a range of teaching styles to match the range of learning styles represented in a typical class;
* Ensuring the classroom environment is safe and secure and accessible for all.

**Policy was compiled by Maegan Cleary** ­­­­­­­­­­­­­PhysicalEducation **Subject Lead**

**Date of Policy: Autumn 2021**

**Date of Review: September 2023**