



1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

Our curriculum is brought to life through the 'Learning Challenge' enquiry based approach. As according to cognitive scientists nothing has been learnt until it is in your long term memory we focus on ensuring learning sticks. We understand through research, including with our children, what aids long term memory and include these strategies in all our teaching sequences. A focus on key knowledge for every topic and a clear assessment, away from the point of learning, demonstrates the effective implementation and impact of our curriculum.

2. Rationale

At Priory, we aim to develop the physical potential of all children, to help them to be 'the best that they can be'. We want to help our children to prepare for a healthy future, with a firm understanding of what this means and how to achieve it. Our intention is for every Priory pupil to live a healthy, active life, in accordance to our school rights, whilst in our school and beyond.

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

3. Aims and Objectives

- participate in high quality PE sessions each week
- develop positive attitudes to physical endeavour including fair play, perseverance and sporting behaviour
- learn how physical activity affects the body and contributes to a healthy lifestyle
- understand the needs for safe practice in P.E. and how to achieve this
- acquire, develop and explore physical skills with increasing control, co-ordination and confidence in a range of physical activities and contexts
- work and play with others successfully in a range of group situations showing appreciation of the differing abilities of others
- learn how to apply skills, tactics and compositional ideas to suit different activities
- evaluate their own work and that of others, and use what they have learnt to improve the quality and control of their performance
- experience the enjoyment of physical activity through creativity and imagination
- take part in a range of tournaments and sports festivals, both within school between year groups and with other schools

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- utilise the expertise of the staff at Trentham High School - THS staff will work with every KS1 and KS2 class each term (either in school or at THS)
- all feel involved, included and challenged, whatever their ability

4. Teaching and Learning

PE is a foundation subject in the National Curriculum. We teach dance, games and gymnastics at Key Stage 1 (swimming in Year 2). In Key Stage 2 we teach dance, games, gymnastics, swimming and water safety, and athletics; all children receive two hours of PE per week on their PE areas. Outdoor and adventure activities are covered through residential visits.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

(2018-19) Each class in years one to six have one hour per week of expert teaching from 'Time4Sport'. Our teachers use this as CPD in order to develop their future and present teaching in the subject.

5. Assessment

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age-related expectations. We use the on-line programme 'Classroom Monitor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

Basic: understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

Advancing: understanding of key knowledge, independent application, can explain, use or summarise understanding

Deep: has an exceptional understanding of knowledge and skills (gifted and talented)

6. Resources

There is a wide range of resources to support the teaching of PE across the school; these all help to support the statutory requirement of two hours of PE per week. We keep most of our equipment in the main PE store. The children use the sports hall and main hall for gym, dance and games activities and the school field and yard for games and athletics activities - the local swimming pool at Trentham High School is used for swimming lessons

7. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the Revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching. These documents set out the aims and objectives for each Phase and provide details regarding what is to be taught.

The Revised EYFS (2012) is broken down into areas of development. There are two main sections of the curriculum, the "Prime" areas and the "Specific" areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society. Physical Education is covered through a wide of areas during the Early Years setting, including: 'Physical Development' through the strands of 'moving and

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handling' and 'health and self-care'. In addition, it is also covered through the area of learning 'Expressive Arts and Design', through the strands of 'exploring and using media and materials' and 'being imaginative'.

Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years lead tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads regarding achievement in the relevant strands.

<p>The Prime areas of development are:</p> <p>Personal, social and emotional development Making relationships Self care and self awareness Managing feelings and behaviour</p> <p>Physical Development Moving and handling Health and self care</p> <p>Communication and language Listening and attention Understanding Speaking</p>	<p>The Specific areas of development are</p> <p>English Reading Writing</p> <p>Mathematics Number Shape, space and measure</p> <p>Understanding the world People and communities The world Technology</p> <p>Expressive arts and design Exploring and using media and materials Being imaginative</p>
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8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

9. Equality

Priory is a caring school that aims to provide a high quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

10. Monitoring and Review

The subject leader is responsible for monitoring the standards in Physical Education. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

11. Other related policies:

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- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting
- Health and Safety
- Disability and Equality

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Responsible Committee: Teaching and Learning Committee

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