



Statement of Intent for PE 2022-23

Learning Growing Believing Together

“Encourage one another and build each other up”
Thessalonians 5:11

Intent

Our school aims to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children's wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

EYFS	KS1	KS2
<p>Early Learning Goals: <i>Personal, Social and Emotional Development ELG:</i> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs</p> <p><i>Physical Development ELG:</i> - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>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.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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, rounder's 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

Implementation

P.E. is taught at Trinity Church School as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught at a minimum of one PE session a week, but the norm is two discrete lessons of PE every week for every child.

Our whole school approach to the teaching and learning of PE involves the following:

- The curriculum is broken into core strands that are blocked out across the school to ensure children experience a wide range of sports and activities.
- Skills and games are revisited year within key stages to allow greater development, depth and consolidation
- Outside coaches and PE teachers work alongside teachers and support teachers to develop teaching.
- Minutes of activity can be recorded to highlight the number of active minutes children are receiving
- Skill and attainment are tracked to ensure teachers can build and develop upon existing skills.
- Trips and visits are tailored to extend and deepen children's knowledge.
- Every child is encouraged to represent the school in a sporting capacity.
- A wide variety of after school clubs are run by staff members throughout the year.

Impact

Our PE Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- A celebration of learning for each term which demonstrates progression across the school
- Pupil discussions and conferences to assess their understanding of key knowledge and vocabulary
- Learning Walks