



Lewknor Church of England Primary School

Physical Education Policy

September 2024 – September 2026



Christian Vision

Building strong foundations for a happy and successful life

'Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does.'

Nelson Mandela, 2000

Intent

At Lewknor Primary School, we take the power of sport, physical education and activity very seriously and see it as a critical player in ensuring our children are physically and mentally healthy and develop to become successful learners, confident individuals and responsible citizens. We believe that Physical Education and sport is for everyone! PE is the heart of our school and we aim to give them a love for PE, Sport, physical activity and a healthy lifestyle that continues throughout their lives.

Implementation

Our expectation is that every child will benefit from outstanding PE provision and be physically competent and confident through a planned and progressive curriculum. Planning has been developed so that progression is built into the scheme (an exciting learning journey from Early Years to KS2). This ensures our children are increasingly challenged, inspired and motivated in ALL PE lessons. We believe that mastery is paramount allowing ALL children to feel confident and motor competent when learning key skills. The curriculum provides a strong foundation from Early Years to Key 2 for an ongoing development of Physical Literacy. Our children receive an inclusive, broad and balanced programme of PE.

As a school, we value the benefits that sport brings. The values of passion, teamwork, determination, honesty, respect and self-belief cannot be underestimated in sport but also in life. We expect the values developed through PE and sport to transfer in to other areas of our children's lives, from academic to attendance and behaviour. Our Christian ethos of building strong foundations for a happy and successful life and the school values of friendship, integrity, resilience and wisdom ALL run through our PE curriculum and in every PE lesson. It is these values which tie our school together.

Our planning is structured through the **short**, **medium** and **long** terms:

Short term lesson plans provide children with the opportunity to develop their skills, develop/build on knowledge & understanding while challenging all abilities. We strongly believe motor competence is key. Children are given clear learning goals and expectations. The lessons allow for feedback, self/peer assessment through our progress-ometers. The children are also able to develop cognitive skills such as decision making and analysis of performance. Many lessons also have accompanying videos which model powerful demonstrations and through these the children develop a picture of what success looks like and can focus towards it.

Medium term planning provides an overview of each unit - it incorporates PE assessment criteria, physical, thinking, social and emotional key skills, cross curricular links and aspects of health and safety. With every unit of work, we have the PPP progression of key skills documents and knowledge organisers. The knowledge organisers provide an overview of prior learning and highlight key terminology, rules and skills. Incorporated within each unit is the second pillar of progression: Rules strategies and tactics that can be through competition, personal bests and teamwork.

Long term planning is created through a curriculum map, this is devised through collaboration with colleagues and children. We also ensure pupil voice- (through questionnaires and individual feedback) is valued. We also link with topic areas, creating strong cross curricular links. Connective planning also incorporates seasonal, local, national and global events including, for example, SSP competitions, Wimbledon, World Cups, amongst many others.

Impact

PE is an essential part of the curriculum and through our PE lessons children develop their physical literacy and key skills giving them the tools to become physically confident and motor competent. Our High-Quality PE curriculum focuses on the whole child, developing their physical, social and thinking skills. Our PE is taught in a safe and supportive environment and is vital and unique in its contribution to a child's physical and emotional development and health and wellbeing.

'Winning isn't everything but wanting to win is.' Vince Lombardi

We provide opportunities for the children to compete against themselves and others during PE lessons and competitions, building character and developing key values including fair play, respect, communication, collaboration, commitment, leadership and teamwork. Our children understand that winning is important, but also that the enjoyment of competing and knowing they have tried their best are equally as valuable.

Our school aims are linked to those in line with the PE national curriculum, which are to ensure that all children:

- Develop competence in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Understand how to improve in different physical activities and sports and know how to evaluate and recognise their own success.
- Lead healthy, active lives

The 'Three pillars of progression' are embedded throughout our curriculum:

These include:

1. Motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific
2. Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities
3. Healthy participation – knowledge of safe and effective participation

Teaching and Learning-Curriculum Implementation

Early Years Provision:

The planning provided for Reception is tailored towards the National Curriculum Early years and foundation stage EYFS set standards. Our planning is focused on the development stage for 4-5 year olds.

Progression is carefully planned and developed from Early Years through to KS2. We aim to develop **fundamental movements skills (FMS)** through **gross** and **fine** motor skills (first pillar of Progression: Motor Competence). In turn, these develop both confidence and control in activities such as running, jumping dancing, hopping, skipping and climbing. These FMS form the building blocks for more complex movement skills.

The lessons are challenging, engaging, fun, imaginative and well resourced. They also allow the children to transfer their learning skills from their PE lessons back into their classroom/outdoor play environment.

Key Stage One:

Children 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.

Children are taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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 Two:

Children 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.

Children are 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.

Enrichment and Provision in PE

We also offer and provide the following in order to enrich and enhance the provision of PE at Lewknor Primary:

- **1:1 support in lessons/TA support**
- **Most able/G&T provision:** Children have opportunities to analyse performance and refine skills, act as mini coaches, role models/young leaders providing **powerful demonstrations** to peers within lessons
- **SEND support:** We use primary planning SEND PE support resources; *SENsory skills and PE social stories*
- **Clubs:** Lunchtime and after school sport clubs
- **Competitions attended:** Partnership competitive sports, local competitions
- **Leadership:** Play Leaders are provided with training and children learn activities to play with other children at playtimes.
- **Community links:** Sports competitions with other local schools throughout the year for all years.
- **Sports Values:** Passion, teamwork, determination, honesty, respect and self-belief
- **Events:** Sports Day/Sponsored Walks
- **Active Daily Minutes:** Active breaks, Super Movers