



PE Intent

At Neville's Cross, we believe that a high quality physical education curriculum inspires all our pupils to succeed and excel in competitive sport and other physical activities. We provide opportunities for our pupils to become physically confident to support their health, fitness and wellbeing. These opportunities allow them to compete in sport and other activities, both in school and the wider community, build character and help embed values of fairness and respect. Our aim at Neville's Cross is to ensure all children enjoy and are engaged in Physical Education and Sport. Our curriculum is designed to develop our children's knowledge, skills and understanding, so they can perform with increasing confidence and competence in a range of physical activities. We promote active participation and lifelong learning for every child to achieve their full potential by ensuring that every child's experience of Physical Education is positive and motivating and that their attitudes to a healthy lifestyle are firmly embedded in our curriculum. PE sessions are delivered predominantly using Core Tasks which enable teachers to plan progressive sessions acknowledging children's starting points and then measure progress. All sessions include a warm up, main activity and cool down. Sport is an important part of the school community. SSOC and Sports Leaders support younger children organising and playing games at break time and lunchtime. Children in EYFS have free access to outdoors and children have timetabled sessions on the MUGA in addition to curriculum PE.

The aims of Physical Education (PE) at our school are that all children:

- adopt an active lifestyle
- develop a range of sporting skills including swimming
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- understand the importance and effect of exercise and being healthy
- develop a sense of fair play and sportsmanship
- enjoy sporting activities and have fun

Implementation

At Neville's Cross Primary School PE is taught twice weekly where a positive attitude to PE is created and expectations reinforced that all children can achieve success in PE.

We teach lessons so that children:

- have fun and enjoy PE
- learn, practice and secure a range of skills and tactics
- experience success
- develop good sporting attitudes
- understand basic rules
- experience positive competition
- learn in a safe environment
- have a foundation for life-long physical activity, leaving primary school as physically active

Our Long-Term Curriculum Plan identifies the breadth and depth of the activities delivered across the school to ensure coverage of the National Curriculum.



EYFS

We recognize the importance of physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development: Moving and Handling and Health and Self-care

Children in the EYFS access time and space to enjoy energetic play daily in the outdoor learning area. The children also access specific physical development through timetabled PE lessons which give the children the opportunity to learn and practice fundamental movement skills.

KS1

Within Key Stage one children develop their fundamental movement skills through a range of activities and opportunities, where children work individually in pairs or in groups.

KS2

Within Key Stage two children continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequence of movements. They continue to use the skills individually but also develop cooperation through games. Children also learn to swim while in Key Stage 2.

Inclusion

At Neville's Cross Primary School we are committed to ensuring that all pupils access and participate in a broad and balanced PE curriculum. This is done through careful lesson planning and differentiation to make sure that all children, including those who have special educational needs, disabilities, English as an additional language or those who are gifted and talented.

Differentiation

Planning for differentiation is based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed

Equal Opportunities

At Neville's Cross Primary School we are committed to promoting equal opportunities to all children, irrespective of their socio-economic background, gender, disability or ethnicity. We believe that all children have equal access to and participation in a range of physical activities.



Organisation, Planning and Resources

At Neville's Cross Primary School, we have access to a purpose built MUGA (multi use games area), an indoor hall, an outdoor adventurous activity area, a playground, a grassed playing field and a wooded area (used for Forest Schools and OAA activities).

PE equipment is stored in the PE cupboards in the main hall and also in storage units outside the main hall. These are locked and should only be accessed by staff. Staff are advised to inform the PE lead of broken, damaged or lost equipment so that replacements can be ordered.

Health & Safety

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice. Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk, so nobody gets harmed. As a school we will follow Durham County Council Health and Safety Guidance.

PE Kit

Children are expected and encouraged to wear appropriate PE clothing.

- Indoor: white or red t-shirt and black shorts and indoor PE shoes. However, in gymnastics children will participate in bare feet.
- Outdoor: Suitable warmer clothing such as jumper and tracksuit bottoms/leggings can be worn in colder weather outside.
- Swimming: Swimming costume, swimming hat and towel (goggles are optional)
- Jewellery should always be removed by pupils before participating in physical activity. Staff should always give a verbal reminder to pupils and visually monitor the group. If they cannot be removed staff need to take action to try to make the situation safe.
- Long hair worn by both staff and pupils should always be tied back.
- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.

Missing PE

Children should take part in PE wherever possible. If a parent feels a child is unable to take part, then a letter or a phone call should be received by the school explaining why. The child should then, if possible, observe and support with roles during the lesson so they are aware of and understand the learning taking place for future lessons.

Accidents

If an accident occurs appropriate first aid will be applied and the incident will be written in the accident book. Usual school accident and first aid procedures will be followed with regards to notifying parents.



Extra-Curricular Learning

A range of activities are offered outside of the curriculum to both key stages. Some of these are led by school staff while others are led by visiting coaches.

Coaches

The school, at times, uses coaches to provide extra-curricular opportunities and to team-teach in lessons (helping to up-skill and support teachers). All coaches are DBS checked as well as having their sporting qualifications checked by the school.

Competition

The school hold various competitions throughout the school year. We also take part in a range of competitions and leagues throughout the year against other local schools.

Impact

Through PE in our school we will see children:

- having had access to a range of activities
- having had access to positive successful experiences
- who will continue to have a physically active life
- who have a good understanding of what a healthy, active life is like and the importance of leading one
- having had opportunities to compete in sport and other challenging activities which will have built character and help embed values such as fairness, respect and teamwork.

Assessment

Assessment in PE is an ongoing process. Teachers will make informal judgements about pupil's progress and attainment as they observe them throughout lessons.

At the end of each unit/block of work, teachers will decide on a pupil's level of attainment noting which children are:

- working above the age-related expectations
- working at the age-related expectations
- working towards the age-related expectations

These judgements will be made in line with the Long-Term Curriculum Plan and Core Task assessments that are used.

Role of the Subject Leader

The PE leaders will monitor and oversee the organisation and teaching of PE within the school. This will take place through a variety of ways including talking to children, lesson observations and the monitoring of planning and assessments.

The PE leaders will make sure that the curriculum overview and map is up to date and in line with new curriculum developments through ongoing training of any new strategies introduced within the subject.



Staff Development

Opportunities for the development of all staff will be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the PE Leaders and will be done in conjunction with the whole school development plan. The PE Leaders will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.