



## Intent

At Naunton Park Primary School, the school community is one that is keen to live a healthy lifestyle. The majority of children take part in sports clubs outside of school and children come in, in Reception, with [insert baseline information here]. Children enjoy physical activity and we aim to continue and build on this interest throughout primary school.

We believe that skills of agility, balance and coordination form the foundation of all techniques to achieve well in PE and perform well in physical activities, including different sports. Our Physical Education curriculum starts with Real Gym and Real PE in Reception and Key Stage 1 to provide pupils with these fundamental skills to achieve well. By applying these to different sports in games lessons, children have the opportunity to make a great start to physical education to then build on through Real PE in Key Stage 2.

We believe that offering a varied experience of a range of sports will capture children's interests and motivate all children. Developing a sense of belonging within a team while also developing teamwork skills and leadership skills is an important aspect of our PE curriculum and extra-curricular opportunities. Providing children with opportunities to compete against others and work with others is, again, something that will benefit children in the future and that can be applied to all aspects of life, beyond PE and sport.

We ensure pupils learn skills for life, both in physical education but also through sporting clubs and PSHE lessons, teaching children about responsibility to build and maintain healthy lifestyles, looking after ourselves physically and mentally. We utilise opportunities to be active in school, not just in PE lessons and encourage outdoor learning in all subjects while celebrating local, national and international sport events to enthuse children further. PE lessons, sport events and extra-curricular activities give children the opportunity to develop and practise our School Values and model these for others.

The intent of our PE curriculum is to:

- Motivate children so that they are and become active and healthy members of society.
- Allow all children the opportunity to develop key skills that can be applied to all sports and physical activities.
- Ensure all children feel a sense of achievement and pride.
- Give children the opportunity to develop teamwork, respect, resilience and determination through individual and team sports.
- Provide children with opportunities to be curious and try different sports and activities, motivating children to continue developing knowledge and skills and continuing to play/take part in sports in future years.
- Encourage children to participate in, have a go and experience competition against other children while developing respect for others and responsibility of being part of a team.
- Provide children with the knowledge, skills and motivation to lead a healthy and active lifestyle for the future.
- Teach children how to be safe and confident when carrying out any physical activity; being responsible for themselves and others.

By the end of 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. [National Curriculum, 2013]

By the end of 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. [National Curriculum, 2013]



Pupils in Key Stage 2 will become confident swimmers through swimming instruction, which will include learning how to perform safe self-rescue.

### **Implementation**

All children, from Reception to Year 6, take part in 2-hours of active PE lessons each week. In addition to this, we make time to and encourage children to: take regular active breaks (e.g. Wake and Shake) in class; take part in The Daily 10 (KS2); learn about healthy lifestyles in science, PSHE, DT and PE; take part in outdoor learning activities across the curriculum; enjoy active playtimes and lunchtimes; attend extra-curricular clubs; compete in school competitions and represent the school in a range of sports; work with professional coaches and athletes; and, celebrate local, national and international sporting events.

<b>Year Group</b>	<b>Themes, sports, units and activities</b>
Reception	Real Gym, Real PE, dance, outdoor learning activities, Trim Track, fine motor experiences, track races including hurdles, obstacles, relays and egg and spoon races, standing long jump, Balancability, Five Ways to Wellbeing
Year 1	Real Gym, Real PE, outdoor learning activities, athletics, Five Ways to Wellbeing
Year 2	Real Gym, Real PE, dance, outdoor learning activities, tennis, athletics, Five Ways to Wellbeing
Year 3	Real PE, dance, uni-hockey, Five Ways to Wellbeing, more TBC
Year 4	Real PE, dance, netball, tag rugby, football, gymnastics, swimming, athletics, field games, Five Ways to Wellbeing
Year 5	Hockey, swimming, Five Ways to Wellbeing, more TBC
Year 6	Netball, dance, badminton, football, Ultimate Frisbee, tag rugby, athletics, Quik Cricket, rounders, Five Ways to Wellbeing

The teaching of this subject will be adapted as required to enable children with SEND to access this area of the curriculum, in line with their individual needs and through liaison with the school SENDCo.

### **Impact**

The impact of children's progress and attainment in PE will be measured through:

- Pupil Conferencing – pupils' enjoyment, interest, participation, confidence, preferences, opinions about lessons, clubs, playtimes, resources and opportunities;
- Observations – teaching skills, pupils' learning, curriculum coverage, curriculum progression, teachers' skills audit;
- Parent questionnaires – pupils' enjoyment, participation outside of school and through extra-curricular activities;
- Planning scrutiny – curriculum coverage and progression, adaptation to pupils' needs, use of adults and specialist coaches, range of opportunities, opportunities to be active and develop a healthy lifestyle;
- Extra-curricular club monitoring – participation rates (from registers), range of clubs on offer, year groups catered for, progression through years, costs of clubs for parents;
- Use of active breaks and the impact these have on children's attitude and readiness to learn as well as fitness and general well-being;
- PSHE, science and DT curriculums – to what extent healthy lifestyles are encouraged, taught and upheld;
- Pupils' health and wellbeing – Online Pupil Survey, playtime snacks and lunches, tuck shop, PSHE and Healthy Eating Policies, Five Ways to Wellbeing;
- Audit and use of resources available to children for lessons and playtimes – playground markings, PE equipment, lunchtime games and equipment, outdoor learning resources;
- Participation in competitions, leagues and events;
- Sports Premium spending and its impact.