



Community † Compassion † Wisdom

PE Policy

Written by:	S Legge	Date: February 2021
Approved by governors:	n/a	
Last reviewed on:	February 2021	
Next review due by:	February 2022	

PE Intent, Implementation and Impact

Intent

Our aspiration at Combe CE Primary School is to deliver high quality Physical Education in all year groups.

Through the delivery of a high-quality PE curriculum at Combe Primary School, we wish to consider physical literacy, which is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibilities for engagement in physical activities for life. This is achieved through:

- *Play*- activity that involves enjoyment, being creative and using imagination
- *Physical Activity*- bodily movement that uses energy
- *Physical Education*- learning to move and moving to learn. Teaching and learning is planned and progressive, and makes explicit reference to physical development, whilst contributing to social and emotional skills
- *Sport*- a game or competition needing physical effort and skill.
- *Active Learning*- learning through movement, which stimulates a deeper understanding and apply knowledge in imaginative ways.

We intend to provide a broad curriculum so that all pupils are engaged and enjoy PE, in order to achieve high quality outcomes. We see PE as a key part of a child's education in not only gaining the physical skills, but developing the confidence and motivation through a positive, broad PE experience, allowing each individual to find activities that inspire them to remain active through their lives.

Implementation

The PE curriculum is taught discretely except in rare circumstances where there are links to our topic-based curriculum. We teach games skills, gymnastics, dance and athletics across the school. Outdoor Adventurous Activities (OAA) is taught at Upper Key Stage 2. Swimming is taught at Key Stage 2. PE is taught for a minimum of 2 hours per week at Key Stage 1 and Key Stage 2. When planning for PE we consider whole school priorities in order to understand the role that PE can play as a key curriculum subject in supporting wider attainment, achievement and outcomes. When developing our curriculum, we not only consider the physical progression of pupils, but the social, emotional and cognitive skills that are needed at key points in their school journey. We view the development of the whole child as essential.

We use Real PE to deliver games skills, as this holistic child-centred approach enables all pupils to focus on the development of agility, balance and coordination, healthy competition and cooperative learning as they engage in physical activity. The scheme is designed to include, challenge and support every child and provides the physical literacy, emotional and thinking skills to achieve in PE and Sport.

Whilst considering the physical development journey of each pupil, we aspire to ensure the key development of the fundamentals of movement and the fundamental movement skills to create a strong base from which pupils can progress. Repetition of skills in isolation and applied to specific activities will ensure the learning is embedded and transferable.

Impact

Pupils will develop a positive attitude towards Sport and physical activity. We promote School Games competitions and encourage our pupils to achieve their best in a wide range of activities.

Assessment in PE takes place using a range of formative strategies such as marking and feedback of work and verbal discussions with pupils, in line with our Marking and Feedback Policy. For our summative assessment at the end of a unit of work, we assess each child as 'working towards', 'expected' and 'greater depth. This monitoring of performance and progress helps to inform future planning which is discussed termly with the Headteacher and monitored during curriculum monitoring. Individuals or groups who need extra support are targeted for extra support.