

Physical Education



Subject Lead:
Michelle Grant

Subject Intent:

We aim to ensure that all pupils experience high-quality physical education, school sport and physical activity, that is fun, engaging, and inspires pupils to lead active lifestyles. Using Complete PE', and we aim to ensure that all children develop the fundamental skills and competence, to excel in a wide range of physical activities. We provide a broad and balanced curriculum, with opportunities for all to enjoy. We give opportunities for pupils to become physically confident in a way that supports their health and fitness, whilst boosting self-confidence, self-esteem and supporting the development of social skills such as communication and teamwork; encouraging all children to become successful, lifelong learners. We aim for our PE curriculum to be inclusive, and we ensure that pupils of all abilities can access the range of activities we offer.

We pride ourselves in offering a diverse range of extra-curricular activities, delivered by members of staff, and community coaches. We encourage all children to participate in a range of inter-school events, and we develop strong links with community clubs which we signpost the children towards. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

Covid Catch-Up Plans

- Provide as many opportunities as possible for all children to be active within the PE curriculum and in other subject areas
- Provide a diverse range of activities to engage all children in being physically active
- Involve community clubs and signpost children towards local clubs as many have stopped attending clubs over lockdown
- Taster swimming sessions for complete non-swimmers in Y1
- Weekly swimming sessions for experienced Y4/5 swimmers to develop stamina ahead of future galas

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| <p>Teaching</p> <p>PE is taught through the scheme 'Complete PE'.</p> <p>This ensures a clear progression from Early Years through to Year 6.</p> <p>PE specialists and non-PE specialists are provided with clear, succinct lesson plans that enable all children to make progress within each lesson.</p> | <p>Personalised Learning</p> <p>1:1 TA support provided to support individuals when necessary</p> <p>Lessons are differentiated to meet the needs of individuals through the task, or equipment used.</p> | <p>Resources</p> <p>Complete PE Curriculum</p> <p>Equipment for gymnastics, dance, games, athletics and OAA</p> <p>Local swimming pool</p> | <p>Cultural Capital</p> <p>PE is high profile across the school with both in school and out of school achievements shared and celebrated through assemblies and the newsletter</p> <p>Strong links with a variety of community clubs</p> <p>Visit from Olympian swimmer</p> | <p>Assessment</p> <p>Complete PE provides its own user-friendly assessment programme which teachers are assessing the children with on a half termly basis</p> |
| <p>Inclusion - SEND</p> <p>Quality First Teaching</p> <p>Planned additional support from adults (as required)</p> <p>Weekly FunFit sessions</p> <p>Differentiated learning</p> | <p>Curriculum Scope and Progression</p> <p>Planning using Complete PE, tailored to the needs of the children and taking account of teachers' expertise</p> <p>Component parts are sequenced to build on prior learning</p> <p>Wider curriculum links – active learning in maths, literacy and outdoor learning</p> | <p>Working as a Sportsperson</p> <p>Children lead healthy and active lifestyles</p> <p>They can apply the skills they have learnt to different areas of PE, and in different games</p> <p>Children enjoy being active outside of school</p> | <p>Monitoring</p> <p>Learning Walks</p> <p>Informal observations</p> <p>Pupil Voice</p> <p>Complete PE Assessment</p> | <p>Outcomes</p> <p>Children enjoy being physically active.</p> <p>Children's self-esteem and self-confidence is raised</p> <p>Children develop social skills such as communication and teamwork.</p> <p>Children make good progress in all areas which aids achievement in other curriculum areas</p> <p>The experiences we offer provide the basis for lifelong participation in physical activity.</p> |
| <p>Disadvantaged Pupils</p> <p>Quality First Teaching</p> <p>Planned additional support from adults (and as required)</p> <p>Participation in extra-curricular activities is monitored and children are actively encouraged to participate</p> | <p>Transition</p> <p>Information and data is passed to receiving teacher</p> <p>Links with secondary school to share information – especially those children who are excelling in a specific sport, or who require support in accessing the curriculum</p> | <p>CPD</p> <p>PE Lead meets termly with The Kernow Learning PE Leads</p> <p>Teachers work alongside high-quality professional coaches – rugby, football, cricket, dance, bowling.</p> | <p>Strengths</p> <p>Broad, balanced, progressive curriculum</p> <p>Wide range of extra-curricular activities offered for EYFS and at both Key Stages</p> <p>A vast range of opportunities for children to compete at inter-school events</p> <p>Developing strong links with community clubs - all children, especially disadvantaged and gifted and talented are signposted towards these clubs (Cornish Pirates Rugby, Plymouth Argyle FC, Newquay Cricket Club, St Columb Major Bowling Club, Trio Dance Studio)</p> | <p>Next Steps</p> <p>Re-introduce the daily mile or daily wake and shake to improve stamina and fitness levels</p> <p>Develop a programme of intra-school events</p> <p>Develop leadership within PE, at all ages</p> <p>Make PE displays and noticeboards current</p> |