



*By the time the children transfer to their next stage of education, we intend to develop well-rounded, knowledgeable and confident individuals who have fulfilled their potential and can make a positive contribution to their local and global community.*

## **PE at Lindow Community Primary School**

### **Intent**

At Lindow Community Primary School, our intent is for children to develop progressive knowledge, skills and competence to excel in a broad range of physical activities. Our aim is for children to enjoy and develop a love of P.E. and Sport. They will make informed decisions allowing them to leave primary school with the mindset to be successful in their sporting challenges. In addition to this, they will have a secure understanding of how to lead an active and healthy lifestyle.

In EYFS, it is recognised that physical activity is a vital part of the children's all-round development, enabling them to pursue happy, healthy and active lives. In order to meet the early learning goals, our EYFS pupils are provided with many opportunities for play, both indoors and outdoors. EYFS staff ensure that there are carefully planned opportunities for the children to develop their core strength, stability, balance, spatial awareness, coordination and agility.

The PE curriculum will be driven by the following Lindow Life Skills:

- *Be co-operative & participate*
- *Have ownership of learning*
- *Be organised*
- *Make decisions*
- *Be resilient & persevere*
- *Be the best you, you can be*

### **Design and implementation**

To ensure children have 'mastered' the knowledge of the Programme of Study for PE in a progressive, sequential way, as well as maintaining a healthy and active lifestyle, the subject is taught via high quality, one hour long PE lessons, twice a week, throughout the whole school year. In addition, all children are given opportunities to participate in a variety of competitive sports and non-competitive festivals throughout the year. All children, including those in EYFS, have the opportunity to participate in at least two whole school, inter-house competitions throughout the year.

Participation in a range of extra-curricular, PE based activities that are inclusive, enjoyable and increase children's physical activity are also on offer and encouraged – the uptake of this is monitored by the subject leader (see impact.)

All classes from Reception to Y6 use the 'Get Set 4 PE' scheme of work. The long-term planning map shows the units taught, what prior learning has taken place and demonstrates progression throughout the school.

The expected teaching sequence for a unit of work is outlined in the lesson plans. There is always a warm-up and a series of knowledge & skills to be learnt before these are applied to a sport/activity. Within the lesson there should always be a section for discussion & decision making with regards to the impact of the activity on the children's bodies and lifestyle.

There will be a mixture of collaborative & independent work throughout the unit, as appropriate.

Work in PE lessons is recorded and analysed via iPads, purchased using the Sports Grant. This allows children to reflect on their progress and identify their next steps/targets. Children also evaluate their achievements as they go through the unit (as shown in lesson planning.)

In addition to PE lessons, playleaders plan and deliver Active Lunchtime sessions to engage children following the Chief Medical Officers' guidance on daily physical activity. All classes have sports bags and are encouraged to be active at playtimes and lunchtimes using the equipment from their bags. Within lessons, teachers are encouraged to get children moving for five minute slots throughout the day, for which they receive an active dojo. Links with community clubs are ongoing; coaches from these come and run PE sessions, after school/lunchtimes clubs and children who show an interest or aptitude are signposted to joining these clubs.

### **Impact**

Monitoring of PE will involve learning walks, pupil voice, scrutiny of work and attendance at competitions, festivals and extra-curricular/community clubs across every year group.

In order to check the children remember new and prior knowledge, children will be assessed against the key knowledge and skills for their year group throughout each unit. Via monitoring, the subject leader will use assessment information to check pupils' knowledge, skills and understanding is in their long-term memory. Any gaps in learning or children who aren't meeting age related expectations can be identified and supported appropriately, e.g. by involvement in a festival.