



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 all our children, including the most disadvantaged and those with SEND or high needs, to develop progressive knowledge, skills and competence to excel in a broad range of physical activities. Children will make informed decisions allowing them to leave primary school with the mindset to be successful in their sporting challenges and how to lead an active lifestyle.

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. 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 for PE scheme of work. Adapted tasks provide activities with simple changes to appropriately challenge all pupils including learners with high levels of SEND to provide a curriculum that is ambitious yet accessible and inclusive for all learners.

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 is recorded and analysed via iPads, purchased using Sports Grant; it is expected that this is an integral part of lessons throughout the unit of work. 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, play leaders plan and deliver Active Playtime and Lunchtime sessions to engage children following the Chief Medical Officers' guidance on daily physical activity. These are linked to a termly 'Active challenge' where children monitor their progress against personal active targets. Children's progress is visible on a live results boards in the school hall.

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 involving in a festival.