



P.E. Curriculum Offer

Intent	<p>Purpose: Pupils will be inspired to succeed in physically demanding activities and to take part in competitive sport. Pupils will be aware of the importance of physical health and fitness and will become confident in engaging in sporting activities (including learning to swim) as a means of improving their health and fitness. Competing in physical games and activities with others will help pupils learn about respect and fairness. In EYFS, emphasis is placed on developing gross motor skills, but the importance of taking turns and showing respect to teammates is also learnt. The opportunity to play games and introduce competition (personal or group) is encouraged at all ages.</p> <p>Relationships: Throughout their primary education, pupils learn and develop transferable skills that can be used in a variety of different sports. In KS1, pupils will master basic skills such as running and jumping, throwing and catching, developing agility and coordination, attacking and defending and performing simple dances. In KS2, pupils will develop these skills further and will be able to combine learnt skills to play a particular sport, such as hockey or football. Pupils will often join extra-curricular sporting clubs or teams in order to extend their learning and excel at a particular sport. Cross-curricular links are made to Science (health and fitness), Design and Technology (food and nutrition), Music (dance) and P.S.H.E. (respect, perseverance and fairness).</p> <p>Impact: Pupils will become physically fit and be confident to join in with and enjoy a wide variety of physical activities. Pupils will learn the rules of team games and will be able to use all learnt skills to play competitively with others. They will learn fairness and respect, and will understand that 'winning' is not always the preferred outcome: pupils will understand that reflecting on and improving their own practice is equally important.</p> <p>Metacognition: Pupils are taught the same skills (at an age-appropriate level, from EYFS to the end of KS2) yearly, and revisiting, revising and improving skills plays a vital role in helping the pupils improve their performance and skills. A key part of helping pupils to improve is with the use of filming pupils during P.E. lessons and watching them back for self- and peer-evaluation purposes. Pupils are taught to consider how they learn and how they can improve their skills and practice through self-reflection and self-direction, as well as using their understanding of how they and their peers learn to understand how others learn and respond in competitive games and with frustration or winning/losing within sport.</p> <p>Experiences: Pupils are exposed to a wide range of physical and sporting events during their time in school. For EYFS, KS1 and KS2, an annual Sports Day is held where every pupil is encouraged to participate in some way. In addition, pupils are invited to attend a wide range of competitive sporting tournaments as well as a range of non-competitive sporting festivals. It is the school's aim to invite every pupil in KS2 to at least one sporting event annually.</p>
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Implementation	<p>P.E. is taught by a qualified and experienced sports coach, and in some cases, is joined by a qualified teacher for the purposes of upskilling other members of staff.</p> <p>P.E. has been carefully planned across the school to ensure that key skills are revisited often during a pupil's school life. In Nursery, pupils are taught gross motor skills and simple team games twice a week in short and focused sessions, and in Reception to Year 6, P.E. is taught weekly.</p> <p>Skills are taught rather than specific sports, and these transferable skills are then utilised in a variety of different sports and games during the school terms: this ensures that all pupils feel included and engaged, and are willing to try a range of sports rather than feeling overwhelmed or intimidated by playing a sport that they do not like or feel that they may not excel in.</p> <p>Pupils are assessed by how they learn, adapt and improve as they move through each unit/year group. It is worth noting that pupils may excel in one or more areas of P.E. (such as running or dance), but may not perform so well in other areas (such as throwing or defending). In these cases, a 'best-fit' approach is taken when assessing pupils at the end of a term or year.</p> <p>Pupils are considered to be GDS if they are able to apply and adapt learnt skills to a range of different physical activities, including sports and games that are new to them.</p> <p>Oracy skills are practised throughout P.E. lessons, with pupils needing to converse and communicate coherently with each other in team game situations.</p> <p>Subject leaders have a high standard of subject knowledge, support the teaching of their subject and ensure that staff feel confident to teach this area of the curriculum.</p>
Impact	<p>Pupils are fit, healthy and equipped to deal with physically demanding activities.</p> <p>Pupils understand the health benefits of an active lifestyle.</p> <p>Pupils are encouraged to take up a sport recreationally, play/perform as part of a team or take part in competitive sports in the future.</p> <p>Pupils recognise the importance of respect, tolerance and fairness when taking part in physical activity with others.</p> <p>Pupils develop their confidence in physical education and are comfortable to participate in activities and competition.</p>



Uplands Primary School and Nursery
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