**Physical Education at *<name of school> ADAPT / EDIT / Refine, personalise, contextualise to YOUR setting, curriculum principles, school values, intent etc.***

**Intent**

<name of School> believes that PE, physical activity & school sport (PESSPA) is a vital part of school life and ultimately our children’s future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participating in physical activity and sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support the local clubs within the school’s geographical area.

It is our intent to fully deliver and build upon the aims of the national curriculum for physical education to meet the needs of our pupils. The aims of national curriculum PE 2014 are:

* *develop competence to excel in a broad range of physical activities*
* *are physically active for sustained periods of time*
* *engage in competitive sports and activities*
* *lead healthy, active lives.*

We believe this links directly with our school’s vision & values of < insert> and is another way in which we can positively engage with our local community and be active citizens within it.

**Implementation**

With our committed to ensuring that ALL the children will receive high quality PE lessons which are planned, sequenced and mapped out in broad and balanced blocks using < Scheme of work eg. GetSet4PE> to support teachers planning. <Professional sports coaches and specialist staff> are used for the majority of teaching to ensure the provision is of the highest quality. These coaches also co-plan the teacher staff who rotate each term in order to ensure all staff are developing their PE knowledge and ability.

In order to achieve our intentions of ALL the children receiving high quality PE lessons, the school, through the PE subject leader supports staff to gain confidence and competence in teaching high quality PE. This ensures that the curriculum which is planned is well resourced in terms of staff competence, subject knowledge and pedagogy. The subject leader works with all staff to ensure that they understand the sequence of learning and how the content supports the wider progression of pupils in our school. All staff are also supported to differentiate and adapt their planning to meet the needs of our pupils through CPD from external specialists such as VisionED, STEP and also looking at how to challenge all learners irrespective of their individual starting points. Staff will have high expectations and use these to ensure pupils make good progress, recording this on our assessment forms to help inform planning and teaching.

Each year group, across all key stages, will receive a minimum of 2 hours of PE each week with additional sporting clubs run after school on most nights, some lunch times and within school holidays. Sports coaches, together with the PE coordinator, help to coordinate the Playground Leaders and Sports Leaders - pupils who provide additional sporting opportunities on the playgrounds each day. Our sports coaches are also primarily responsible for running the after-school sporting club provision that take place most days.

Swimming is taught in addition to this in Years 3, 4 and 5, with each year group spending a term each at the pool in order to meet and wherever possible to exceed the requirements for swimming as set out in national curriculum PE 2014 (namely to achieve the distance of 25m, effect a safe self-rescue and to use recognised strokes). We believe that swimming is an important life skill and a way for children to engage in a broad range of water based physical activities throughout their lives. It is our intent that all pupils leave our school able to swim the minimum standards set out.

Children will have the opportunities to participate in a wide range of competitions through inter-house competitions within the school, inter-school competition through the school sports partnership and other opportunities.

Our school also has a high percentage of < FSM / Pupil Premium / EAL / SEN/D etc. \* select as appropriate>. Through PE we seek to ensure that they make good progress by monitoring these mini-cohort(s) discretely. We are also working with our SRE / PSHE lead to ensure all pupils are aware of the key aspects of mental and physical health, and how they are linked as part of the new requirements implemented in 2020.

**Impact**

The aim is that our planned PE curriculum will impact greatly on all our children’s ability to acquire the knowledge, skills and understanding needed to make appropriate choices about their physical and mental health. Wherever possible we align our extended curriculum with the core PE curricular offer to enhance learning and extend opportunities for greater depth. The curriculum will develop positive self-awareness in children as they become physically competent. They will also demonstrate a healthy attitude to all forms of physical activity, to competition, showing respect for individuals, teams, officials and coaches.

All children will be assessed using our <school’s assessment framework> which will also allow the subject leader to monitor progress whole school (including specific target groups). Teachers and coaches will be expected to complete all the unit assessments through a combination of formative and summative assessment.

Termly observations are also completed by the PE Subject Leader.

The PE Subject Leader also produces a termly Health Check / Impact report for Governors and Headteacher to inform about the impact of the planned and sequenced learning at <name of school>.

The impact upon mini-cohorts is monitored and reported back to SLT by the Subject Leader

The SIDP Priority / Target of <insert> is also monitored to ensure that it is having the desired impact upon <standards, attainment, reading, science insert as appropriate>

The priorities set out in the PE Action Plan (including the PE and sport premium plan) are monitored and the targets set are reported upon to ensure the desired impact upon our pupils is achieved. The PE Subject Leader works collaboratively with the PE Link Governor <insert name> to ensure that this impact is maximised.

The PE Subject Leader also monitors the impact of planned staff CPD ensuring that the desired outcomes in terms of improved provision for PE are met. Where possible practice is shared, disseminated and built upon. Staff PE Skills audits are revisited annually to help ensure staff can be supported to develop their confidence and competence.