



Bow Community Primary School Physical Education (PE) Vision Statement

At Bow Community Primary School, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision in a broad and balanced range of sports and physical activity. It is our vision for every pupil to succeed and achieve their potential. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We provide children with opportunities to take part in competitive sport that builds on resilience and perseverance. Through our teaching of PE, our children will become competent in a range of sporting skills and will exhibit quality sporting values such as fairness and respect as well as transferrable life skills like teamwork and decision-making. We also use PE as a tool to increase children's social, emotional and mental well-being and confidence.

Implementation

- Children participate in two high-quality PE lessons a week covering two different sports per term.
- We aim to ensure that the children also participate in active lessons outside of their regular PE lessons. This involves incorporating moments within lessons whereby the children can be active. We use platforms such as 'Jump Start Jonny' or Joe Wicks for example to engage the pupils.
- Teachers follow the Bow CP School PE overview and are aware of the PE skills progression map to ensure pupils participate in a range of sports and work progressively through the skills during their time at Bow CP School.
- Teachers have a sound knowledge of the subject content of the National Curriculum for Physical Education (see below)
- We support our Foundation Stage children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility by focusing on these key skills in PE lessons in the first two terms of their first school year.
- Children from year 1 through to year 6 participate in a range of sporting workshops and competitions with other schools through our involvement with the Crediton Learning Community Sports Partnership.
- Being part of the Crediton Community Sports Partnerships gives pupils access to specialist PE coaching from secondary PE teachers across a range of sports.
- All year groups have the opportunity for physical activity during morning and lunchtime breaks on our well-equipped playgrounds which include a 'MUGA', a climbing wall, a play trail and a climbing frame.
- We provide opportunities for all children to engage in extra-curricular activities at lunchtime and after school run by staff and specialist coaches.
- All pupils have a term of swimming lessons and selected children from year 6 attend top-up swimming lessons.
- Year 6 have an annual residential trip where they undertake a series of outdoor and adventurous activities.
- Inter-class competitions give pupils the chance to develop their team work and decision making skills whilst taking part in competitive sport.
- During the summer term, we hold Sports Day for the entire school which includes competitive races
- Staff receive targeted training in areas identified e.g. swimming training (this may be delivered online as well as face to face)
- Children are reminded how to lead a healthy lifestyle and understand the importance of exercise and health (consolidating what they are taught in Science and PSHE)



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- Children are taught to have a healthy attitude to competition, showing respect for individuals, teams, officials and coaches. They understand the values and importance of fair play and being a good sportsperson.

Physical Education - National Curriculum in England

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

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EYFS

As part of the Statutory framework for EYFS:

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG Gross Motor Skills:

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.