

# Lapford Community Primary School

## Physical Education Curriculum Statement



### Subject Vision

**“I have always believed that exercise is the key not only to physical health but to peace of mind.” – Nelson Mandela**

Within the Lapford Primary School, we believe that all children should have access to a high-quality Physical Education (PE) that develops their competence and confidence in a range of different sports and physical activities. In addition to this we consider the skills our pupils learn in PE as vital to living a balanced, healthy, and successful life.

### Competence in sport

Throughout their time within the Lapford Primary School, pupils are exposed to a wide range of sports and activities including handball, gymnastics, dance, and athletics. We believe it is important to ensure they receive the most up to date, current physical education, which is why we have an external provider, Primary Sports, providing the PE curriculum. As well as an expertly planned and delivered curriculum, the Primary Sports instructors support the PE continuous professional development (CPD) for all teachers in the school. We are keen that pupils develop a positive relationship with exercise and see it as a daily life skill rather than a standalone subject. PE has the power to contribute to improved wellbeing, reduce challenging behaviour, increase attendance and confidence and develop leadership, social and team building skills. To achieve this goal, we try to offer regular opportunities to build physical strength and endurance outside of their 2-hour PE time with activities such as the daily mile, yoga, mindfulness and a weekly forest school session. We also offer extracurricular sports clubs and the opportunity for children at break to be active and imaginative through the introduction of the OPAL approach. An appreciation for competitive sport and fitness is something we encourage and support through inter-school tournaments. We believe it is important for our pupils to be given opportunities to apply the skills learnt in their PE lessons and showcase their abilities. Competitive sporting events gives them that chance and teaches them social skills which will be integral throughout their life., particularly teamwork and the ability to win or lose with grace.

### Healthy Living

We see it as part of our duty to ensure that all our pupils have a good understanding of 'healthy living' and are able to make informed choices about their own health and wellbeing. 'Healthy living' is covered by the national curriculum in Science and PSHE but we also see it as a key part of the PE curriculum. During PE lessons, links are made to how the physical activity is positively impacting the body and the benefits of daily exercise are made clear. We know that exercise is just one part of living a healthy life, so we strive to ensure our pupils are aware of the impact of diet and how we can look after our bodies. Healthy snack choices are encouraged across the school and fruit is supplied for morning snack in KS1 and the EYFS.

Our overarching aims of the PE curriculum and the additional physical activities offered, is to ensure all our pupils leave the school with a love and passion for sport that continues into their later lives to help develop and maintain a healthy mind and body.

### **Statement of Intent:**

At Lapford Primary School, we recognise the importance of physical activity, and we aim to provide a PE curriculum that pupils from EYFS to Year 6 not only enjoy but one that also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed in competitive sports and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and mental well being and help to embed values such as fairness and respect. We are fully committed to achieving the aims of the national curriculum for physical education to ensure that all children:

- 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

### **Statement of Implementation:**

Children are taught regularly, mainly by external sports providers, from EYFS to Year 6. We know this approach ensures that the children are exposed to a wide range of sports and activities, all taught in line with the most up to date guidance, and assessed effectively and accurately against outcomes for that sequence of lessons. Also, this approach ensures that instructors support the PE professional development for all teachers across the Academy. The curriculum is further enhanced by class teachers ensuring that children are active and exposed to further opportunities to develop and

maintain a healthy lifestyle during other lessons through the use of brain breaks, wake and shake, Daily mile and Mindfulness activities. In addition, at each break time and lunchtime all children have access to a range of play equipment that they can use to have additional active time.

All children participate in at least 2 formal PE sessions each week and our approach to teaching and learning in PE ensures that:

- pupils have fun and experience success
- pupils have the opportunity to participate in P.E at their own level of development
- lessons build upon the learning and skill development of the previous years, helping pupils to secure and build on a wide range of skills
- pupils can understand and apply rules
- pupils experience positive competition and develop good sporting attitudes
- pupils experience activities which build character and help to embed values such as perseverance, fairness and respect
- pupils learn in a safe environment and are confident in using a range of equipment
- pupils have a foundation for lifelong physical activity
- pupils understand the importance of daily physical activity for their physical and mental wellbeing
- pupils are encouraged to use and reflect upon their BLP skills during PE lessons, ensuring that they learn crucial learning skills alongside sporting skills and knowledge which can be transferred and used in other areas of their daily life

### **Statement of Impact:**

The approach to curriculum at Chulmleigh Academy Trust results in a fun, engaging, high-quality Physical Education, that provides children with the foundations needed for living healthy, active lives and maintaining a healthy mind. PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life that will have a positive aspect on other areas of their life and well being. Our high-quality physical education curriculum inspires our children to succeed and excel in competitive sport and other physically-demanding activities. Children love participating in PE lessons at Chulmleigh Academy Trust and relish the opportunity to take part in competitive activities within lessons, and hopefully over time across the academies three primary schools. Assessments are undertaken at the beginning and end of each teaching unit (which use the skills below) and these demonstrate that children are improving in their PE skills, knowledge and understanding.

### **EYFS – Physical Development**

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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. 13 ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

### **Key Stage One**


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 Two**

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

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|  | <ul style="list-style-type: none"><li>• take part in outdoor and adventurous activity challenges both individually and within a team</li><li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> |
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