**PE Overview**

At Athersley South Primary School we value the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to giving all our children every opportunity to achieve the highest of standards in all that they do. We do this by taking account of pupils’ varied life experiences and needs. We encourage children to be inquisitive learners and ask questions, offering them the opportunity to consolidate and revisit previous learning in order to deepen understanding and create life -long learners. Their achievements, attitudes and well-being matter and we offer them the opportunity to discover their gifts and talents.

Our vision aims to provide all children with a broad, high quality and relevant physical education. Through a well-structured and progressive school curriculum we enable all children to develop and challenge their knowledge, skill and understanding. Our curriculum ensures skills are developed through the following topics: dance, invasion games, gymnastics, outdoor and adventurous activity, swimming, athletics, net and wall games and striking and fielding games. In addition to this it is essential that children develop an understanding of a healthy lifestyle and make connections between physical health and a healthy mind with the vision that children will continue to adopt a healthy lifestyle into their adult life. We aim to teach this through our balance of individual, team, co-operative, competitive and creative activities cater for individual pupils’ needs and abilities. The PE scheme of work progressively builds key knowledge, skills and techniques which, combined with varied and flexible teaching styles, provides stimulating, challenging and enjoyable learning opportunities for pupils.

All children receive two hours of physical education a week. These lessons are delivered either by class teachers (individually or supported by our specialist sports coach) or specialists who have expert subject knowledge and are extensively trained in the areas of the curriculum that are taught.

**EYFS**

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. We continuously use our understanding of child development and skill progression, baselines, observations and assessments to identify and review our children’s strengths and gaps. This knowledge, along with the Educational Outcomes and Early Learning Goals within the Statutory Framework, drives our provision, learning environment and tailors our curriculum to the children’s needs as well as ensuring we provide a broad range of knowledge and skills that are continuously built upon to provide the right foundations for the children in our care to become lifelong learners. All of this is provided through our continuous provision to engage children’s curiosity, thinking and learning through play and adult focus tasks.

In EYFS, pupils work on their physical development through a variety of child initiated learning through continuous provision and adult let activities including one formal PE session each week. Physical development is incorporated into the school day and children are encouraged to take part in physical activity. Independence is encouraged from the start of the Reception year and children are expected to dress and undress themselves. Regular observations and assessments of learning are recorded in each child’s Learning Journey. These observations contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Physical Development.

**Early Learning Goals:**

**Personal, Social and Emotional Development ELG:**

* Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
* Explain the reasons for rules, know right from wrong and try to behave accordingly
* Work and play co-operatively and take turns with others -Show sensitivity to their own and to others’ needs

**Physical Development ELG:**

* 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

**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**

The skills taught in Key Stage 1 and EYFS are then developed in more specific topics throughout Key Stage 2. Here the children have the chance to revisit and build on the knowledge, skills and techniques acquired in the previous key stage and use them across a large variety of sports. Children are also challenged to think, create and solve problems whilst working as a team and individually within competitive and non-competitive environments. This enables children to develop and experience different roles within a team and recognise the importance of each role. Whilst developing their physical ability children are progressively introduced to theoretical information such as key muscles, bones and the effects of exercise and activities.

In 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, rounder’s 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

Physical Education has a positive impact across the whole school. Children look forward to PE lessons and extra-curricular clubs are always well attended. We have achieved the Gold Sports Mark Award. We have had success in a wide variety of extra-curricular sporting competitions including cross country, football, netball, swimming and athletics. The impact of PE at ASPS is also measured using the Sports Premium Funding criteria. Throughout the PE scheme, there is complete coverage of all national curriculum programmes of study.