

Physical Education Curriculum Statement

At Chulmleigh Primary School, we aim to engage and inspire children by providing a broad and balanced Physical Education (PE) curriculum that sets out to provide high-quality sporting opportunities that inspire all pupils to enjoy and succeed in physical activity. We foster an active culture within the school, which is vital in living a balanced, healthy, and successful life.

Throughout their time at Chulmleigh Primary School, pupils learn a range of progressive skills which they apply to a wide range of sports and activities including invasion games, net & wall games, strike and field games, gymnastics, dance, and swimming. It is important that PE is not seen as a standalone subject and that the power of movement can help to improve wellbeing, reduce challenging behaviour, increase attendance and confidence, and develop leadership, social and team building skills is recognised within the culture of the school. 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 yoga, outdoor learning sessions and movement breaks. 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 and intra-school tournaments. 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. We have strong links with Chulmleigh College, having access to their sports hall facilities to further strengthen the delivery of our curriculum and through planned tournaments. In PE, as in all subjects, we work tirelessly to ensure that all children, including our most vulnerable, have their needs skilfully and consistently met to protect them from risk of underachievement.

Our long-term plan sets out the PE units, which are to be taught throughout the year, and ensures that the requirements of the National Curriculum are fully met. Pupils participate in high quality PE lessons each week, covering one sporting discipline every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities including after school sport clubs. Children in Year 5 participate in swimming sessions at a local pool.

As part of the PE curriculum, the children will:

- Take part in 2 hours of physical education teaching (1 hour delivered by Plymouth Argyle Community Trust sports coaches who are specialist sports teachers).
- Use of the college sports hall to further enhance PE sessions.
- Daily opportunities to use physical strength and endurance.
- Opportunities for all year groups to take part in tournaments and festivals, both within the academy trust and against local schools.
- Signposting and communicating with local clubs to ensure children are aware of the different sporting opportunities available in the community.

Early Years

PE's roots are deeply and explicitly embedded within the EYFS curriculum, through the physical nature of the development of pupils. The Physical Development and Personal, Social, and Emotional Development areas of learning, within EYFS, drives PE through: moving more fluently with control and grace, developing overall body strength, coordination, balance and agility; using core muscle strength for good posture; to confidently and safely use a range of small apparatus; develop and refine physical activity and sports related skills; and develop competence, precision and accuracy within physical development.

By the end of Reception (through our direct PE curriculum) children will be able to:

- take part in a team activity.
- roll a ball.
- do an underarm throw.
- kick a ball.
- show control and coordination when staying still.
- walk along a bench.
- balance on a balance bike.
- show/ learn a simple balance.
- coordinate body to perform fitness activities.
- walk/ run/ jog whilst keeping balance.
- recognise changes in their bodies during exercise.
- jog around without bumping into anyone.
- take part in a tagging game changing direction at speed.

By the end of 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.

By the end of 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, tennis, basketball, cricket, football and netball) and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance [for example, through athletics, swimming 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.