**Introduction**

At Ampney Crucis Primary School, we believe that Physical Education and Sport has a vital role to play in the physical, social, emotional and intellectual development of children. Physical Education and Sport is important in giving children the knowledge, understanding and the tools to make informed choices about healthy and active living and has a positive impact on their own health and well-being.

The Physical Education curriculum at Ampney Crucis Primary School, aims to provide for pupils’ increasing self- confidence through an ability to manage themselves successfully in a variety of situations. Children will have the opportunity to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work, as well as success, is celebrated and enjoyment and working together is promoted.

**Last reviewed February 2023**

**Next review September 2023**

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| **Links to Research** | | |
| **Publication** | **Selected Recommendations** | **How are we applying these to our Curriculum?** |
| *The PE and sport premier for primary schools (Ofsted* 2014)  Accessed from:  <https://www.gov.uk/government/publications/the-pe-and-sport-premium-for-primary-schools> | * Subject leader and head teacher will ensure that their strategic plans for using the new funding include clear, measurable targets for improvement. * Subject leader and head teacher will evaluate the impact that the premium is having on improving PE and sports provision. * Subject leader and head teacher will monitor the work of specialist PE teachers and sports coaches to ensure that their teaching and coaching are consistently good. * Subject leader will ensure that the professional development of staff is systematically planned and tailored to the individual needs of teachers and classroom assistants. * Subject leader will monitor the impact of professional development to ensure a lasting legacy of consistently good teaching of PE * Subject leader will identify ‘non-participants’ in extra-curricular sport and provide additional activities to encourage their immediate and longer-term participation in sport and physical activity * Subject leader will introduce activities specifically aimed at enabling their most able pupils to achieve high standards in PE and sport * Subject leader and head teacher will forge links with a wider range of external sports clubs to achieve sustainable ways of engaging all pupils in physical activity and sport * Subject leader and head teacher work closely with parents and carers and local health agencies to promote the health and well-being of all pupils, especially those who are overweight or obese. | * We have strategic plans in place for new funding which include clear and measurable targets for improvement. * The subject leader and head teacher evaluate the impact of the premium on improving PE and sports provision in Kelsey Primary School. * We have termly observations take place of specialist PE teachers and sports coaches to ensure that their teaching and coaching is consistently good. * The subject leader engaged with planned CPD calendar from the local sports partnership to ensure professional development of staff is systematically planned and tailored to the individual needs of teaching staff. * The subject leader will monitor the impact of professional development in weekly practice to ensure consistently good teaching. * We identify the non-participant pupils efficiently and through discussions in school council and within the classrooms engage in those pupil interests and tailor extra-curricular activities to encourage their participation. * We identify the most-able pupils in PE and sport and ensure that their abilities are catered for through extending our provision and facilities taking their activities to the next level of development. * The subject leader networks well with the local external sports clubs to sustain connections to ensure pupils have the knowledge that they can engage in sporting activities outside of school. * We have a strong teacher-parent relationship within the school community and ask frequently how we can improve our extra curriculum clubs for a high engagement. We also ask for the parent/carer community to also support school with healthy snacks/eating. |
| Going the extra mile: excellence in competitive school sport (Ofsted 2014)  Accessed from:  <https://www.gov.uk/government/publications/going-the-extra-mile-excellence-in-competitive-school-sport> | * The school will recognise the role competitive sport plays in building the whole person, enriching the student experience and improving the school ethos * The school will ensure that there is a well-structured and supported competitive sports programme that provides opportunities for all students to participate in competitive sport and stretches the most able * The school will expect all students to participate in regular competitive sport and ensure that there is provision to meet this demand * The school will ensure that the ablest students have access to the range of high quality support and facilities needed to develop their skills and fitness * The school foster meaningful sporting links with local and professional sports clubs to encourage more students to regularly compete in sport in their own time | * We have ample opportunities for pupils to engage in competitive sport through curriculum time, extra curriculum time and also additional sporting competitions inter and intra. * We have a well-structured and supported competitive sports programme planned every academic year through the use of School Games and Kingshill School Sports Partnership and networking with other primary school. * We have a range of regular competitive sports planned in the curriculum as well as in extra curriculum. We ensure that skills are taught beforehand to ensure all children have equal opportunity to compete. * We have access to facilities that can develop the skills and fitness of the ablest students through community links and access to a local secondary school PE facility. * We work each year to build links with local sporting clubs and invite them into school for taster sessions with the children in the hope to engage the children to regularly compete in sport during their own time. |
| Beyond 2012: outstanding physical education for all (Ofsted 2013)  Accessed from:  <https://www.gov.uk/government/publications/beyond-2012-outstanding-physical-education-for-all> | * The PE leader will ensure that every pupil can swim at least 25 metres before the end of Key Stage 2 * The PE leader will plan learning in PE that builds on what pupils of all abilities already know, understand and can do, and identifies what pupils need to do next in order to improve. * The PE leader will articulate a clear vision for making PE good or outstanding and ensure that improvement plans are fully understood and supported by all staff * The PE leader will set the highest expectations of staff and pupils, and model good practice * The PE leader will provide schemes of work for all areas of activity that include clear guidance for colleagues on the step-by-step stages of teaching specific skills | * Our PE leader ensures that every pupils has a strong possibility to swim at least 25 metres before the end of KS2 through additional swimming lesson provision starting in KS1 (This sequence has been disrupted due to COVID 19) * Our PE leader has planned our PE curriculum map to build on what pupils abilities are already and what they need next to improve, this is monitored through teaching observations and planning scrutinises. * Our PE leader has articulated a clear vision for making PE good/outstanding and shared this amongst the teaching staff. Improvement plans for PE are shared with staff during staff meetings and comprehension of the plans are monitored. * Our PE leader sets high expectations of staff and pupils and monitors this closely to ensure good practice. * Our PE leader with Atlas AllStars promotes and provides support for all areas of activity that include clear guidance for colleagues on the step by step stages of teaching a specific skill. |

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| Stage | Physical Outcomes | Personal Outcomes |
| EYFS | *Through play I will develop my understanding of what I can do with my body. I will replicate and perform large body movements.* | *Through PE I will learn to work on my own and with others, I will be creative, imaginative and develop my language and communication skills as well as key cognitive and meta cognitive skills.* |
| Key Stage 1 | *Through structured play and PE I will develop problem solving skills through fundamental movement skills. I will learn to work in both cooperative and competitive challenges.* | *Through PE I will develop my understanding of playing with others, learning to demonstrate honesty and courage and playing with gratitude, empathy and fairness.* |
| Lower Key Stage 2 | *Through PE I will continue to develop my fundamental sports skills I will learn to link skills to form movement patterns.* | *Through PE I will play with integrity and trust, learn to respect others and try to understand why things happened the way they did.* |
| Upper Key Stage 2 | *Through PE I will continue to develop my fundamental sport skills and will apply them to specific sports and activities. I will be able to evaluate and improve performance.* | *Through PE I will develop my self-motivation and self-discipline and show that I am responsible. I will demonstrate my communication skills through encouraging others, making decision, being able to solve problems and be reflective.* |

**PE Long Term Plan**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | **Ball Skills**  Teamwork  Concentration  Determination  Having Go  Engagement  Resilience | **Dance**  Teamwork  Concentration  Creativity  Mentoring/Support  Having Go  Engagement  Helping others | **Gymnastics**  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Games**  Teamwork  Concentration  Determination  Having Go  Engagement  Competition  Resilience | **Games**  Teamwork  Concentration  Determination  Having Go  Engagement  Competition  Resilience | **Multi Skills**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition |
| **Fundamentals**  (continuous provision)  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Fundamentals**  (continuous provision)  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Fundamentals**  (continuous provision)  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Fundamentals**  (continuous provision)  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Fundamentals**  (continuous provision)  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Fundamentals**  (continuous provision)  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience |
| KS1 | **Team Building**  Teamwork  Concentration  Determination  Having Go  Engagement  Competition  Resilience | **Dodgeball**  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Ball Skills**  Teamwork  Concentration  Determination  Having Go  Engagement  Resilience | **Sending & receiving**  Teamwork  Concentration  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Athletics**  Teamwork  Concentration  Determination  Having Go  Engagement  Competition  Resilience | **Invasion**  Teamwork  Concentration  Determination  Mentoring/Support  Having Go  Leadership  Engagement  Competition  Resilience |
| **Fundamentals**  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Fitness**  Concentration  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Competition  Resilience | **Gymnastics**  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Ball Skills**  Teamwork  Concentration  Determination  Having Go  Engagement  Resilience | **Striking and fielding**  Teamwork  Concentration  Determination  Mentoring/Support  Having Go  Leadership  Engagement | **Athletics**  Teamwork  Concentration  Determination  Having Go  Engagement  Competition  Resilience |
| Y3/4 | **Tag Rugby**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **Hockey**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **Gymnastics**  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Tennis skills**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition | **dodgeball**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **Athletics**  Teamwork  Concentration  Determination  Having Go  Engagement  Competition  Resilience |
| **Swimming**  Concentration  Determination  Mentoring/Support  Having Go  Leadership  Engagement  Helping others  Competition  Resilience | **Swimming**  Concentration  Determination  Mentoring/Support  Having Go  Engagement  Resilience | **Football**  Concentration  Determination  Mentoring/Support  Having Go  Engagement  Resilience | **Netball**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **Rounders**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **Cricket**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience |
| Y5/6 | **Hockey**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **Netball**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **Tennis**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **dodgeball**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **Cricket**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **Rounders**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience |
| **Swimming**  Concentration  Determination  Mentoring/Support  Having Go  Leadership  Engagement  Helping others  Competition  Resilience | **Swimming**  Teamwork  Concentration  Determination  Having Go  Leadership  Engagement  Competition  Resilience | **Gymnastics**  Teamwork  Concentration  Creativity  Determination  Mentoring/Support  Having Go  Engagement  Helping others  Resilience | **Dance**  Teamwork  Concentration  Creativity  Mentoring/Support  Having Go  Engagement  Helping others | **Athletics**  Concentration  Determination  Mentoring/Support  Having Go  Engagement  Resilience | **Outdoor Pursuits**  Concentration  Determination  Mentoring/Support  Having Go  Engagement  Resilience |

**Planning and Preparation**

At Ampney Crucis Primary School we use Atlas Allstars for our planning and preparation. Using Atlas Allstars this ensures that children are given a wealth of opportunities to develop their physical movement skills as well as achieving whole child objectives. Each lesson plan has progressive activities that are designed to inspire and engage children. The clear key success criteria provides clear information to assist the children develop their skill level and support the teacher with their subject knowledge. All planning provided takes into account differentiation through simple adaptations.

The Schemes of Work (SOW) section of Atlas Allstars outlines the progressive schemes of work ad an overview of the physical, social, emotional and thinking whole child outcomes. The whole child outcomes demonstrate how a specific unit offersitself to developing children’s personal development skills. The SOW also include cross curricular links, the assessment criteria for that unit and health and safety considerations to be taken into account.