

**National Curriculum Purpose of Study**  
 A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide 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 help to embed values such as fairness and respect.

**National Curriculum Aims**  
 The national curriculum for physical education aims to ensure that all pupils:

- 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.

SCHOOL KEY DRIVERS	
<b>Oracy</b> to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.	
<b>Diversity</b> to develop our children's horizons and understanding of a variety of lifestyles within a broad, cultural curriculum	<b>Community</b> to develop our wish to be a central part of the local, national and world community
<b>Environment</b> to continue to reinforce that we value the environment and feel passionate about its management	<b>Enquiry</b> to encourage our children to be inquisitive, to ask questions and be resourceful, persistent and independent in their learning.
<b>Risk</b> because children need to learn to assess and manage risks by having fun and a little bit of danger!	<b>Enterprise</b> to support our children in developing more independence and the opportunity to show initiative



**National Curriculum Content:**  
 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.

Working hard to ACHIEVE our best	
<b>A</b>	<b>Aiming</b> high through an <b>Active</b> curriculum which is <b>Accessible</b> to all in order to <b>Achieve</b> the very best that we can
<b>C</b>	<b>Challenging</b> ourselves within a culture of <b>Care, Cooperation and Community</b>
<b>H</b>	<b>Helping</b> each other to achieve within a <b>Happy, Healthy and Hard-working</b> environment
<b>I</b>	<b>Inspiring</b> others to be <b>Independent, Involved</b> and ever <b>Improving</b>
<b>E</b>	<b>Expecting</b> the very best of ourselves and others and always aiming to be <b>Excellent</b> in all that we do
<b>V</b>	<b>Valuing</b> every individual and providing <b>Varied</b> learning experiences
<b>E</b>	<b>Encouraging</b> everyone through our <b>Enthusiasm</b> and <b>Eagerness</b> to be our very best

**Spiritual, Moral, Social and Cultural development through the teaching of Physical Education**

**Spiritual**  
 P.E supports spiritual development by increasing their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.

**Moral**  
 P.E supports moral development by encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each P.E lesson. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to supports the importance of abiding by rules.

**Social**  
 P.E supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.

**Cultural**  
 P.E supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.