

Teaching and learning of: PE

INTENT	Hook-with-Warsash C of E Academy's Physical Education and extra-curricular provision inspires all children to succeed and excel in physically-demanding activities and competitive sport. Physical Education provides opportunities for pupils to become physically confident which further supports their health, fitness and wellbeing. Opportunities to compete in sport against each other and other schools, and other activities are offered to all children in order to build character and help to embed values such as community, courage and happiness. Through Physical Education we develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. PE at our school improves health and well-being, promotes active participation and lifelong positive outcomes, and aims for each child to fulfil their potential. Children's experience of PE is positive and motivating and their attitudes to a healthy lifestyle are firmly embedded. We meet the needs of the national curriculum through Succeedin planning platform.		
	Knowledge	Mastery	Vocabulary
Underpinned by	Pupils develop fundamental movement skills and become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Children: • 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 routines and dances using simple movement patterns.	Children apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Children communicate, collaborate and compete with each other. Children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Children: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate and apply principles suitable for attacking and defending; • develop greater flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils will be exposed to, and become confident in the use of vocabulary linked to health, exercise and well-being as well as sports-specific terms.

IMPLEMENTATION	Each child receives up to 2 hours of curriculum time PE on a weekly basis which covers a broad and full range of skills and activities. These sessions are delivered by class teachers during PE and 'mini PE' lessons (supported by specialist PE coaches or L2 tennis coaches). We also ensure children in Years 3, 4, 5 and 6 attend 8 swimming lessons per year at Holly Hill Active Live Leisure Centre, where they are taught to swim competently, confidently and proficiently over a distance of 25m using a range of strokes. In addition to PE in curriculum time, we also provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs before, during and after school. This is embedded further through active playtime and structured lunch activities. We teach lessons so that children: • Have fun and experience success in sport • Have the opportunity to participate in P.E at their own level of development • Secure and build on a range of skills • Develop good sporting attitudes • Understand basic rules • Experience positive competition • Learn in a safe environment All teaching staff are given 12 hours CPD training each year from Dave Hazlegrove from 'Succeedin' to further develop their understanding of specific sport coaching and general PE practice.		
	SEND / Disadvantaged The PE curriculum is adapted to meet the needs of all learners. A variety of teaching and learning strategies are used to ensure that all pupils can achieve, including: • Lessons are modified to ensure children with physical disabilities can engage fully • Over-teaching of key skills when required • All extra-curricular clubs open to SEND and disadvantaged children • Promotion of extra-curricular provision to targeted groups and more vulnerable children • Inclusion events specifically targeted at SEND and disadvantaged children	EYFS PE falls largely within Physical Development, but crosses over to Personal, Social and Emotional development and Expressive Arts and Design. ELGs for Physical Development include negotiating space and obstacles safely with consideration for themselves and others. Demonstrating strength, balance and coordination when playing. Moving energetically including running, jumping, dancing, hopping, skipping and climbing. ELGs for PSE development includes following rules and trying new activities, playing cooperatively and taking turns. ELGs for Arts and Design include moving in time to music.	Feedback, Questioning and Discussion Verbal feedback is given at the point of teaching in a manner which moves learning forward or helps to embed learning and aid understanding. Questioning and discussion play a vital role. Pupils are encouraged to identify the key skills and tactics needed to develop themselves further.

IMPACT	PE and extra-curricular sport are highly valued by parents and children. All children receive a broad and balanced PE curriculum. Every child will access all of the key areas of the subject. Teachers plan PE with clear progression of skills and knowledge to ensure that all children access it at an age-appropriate level. As well as our regular PE lessons, we hold daily opportunities for physical activity such as playground games at break and at lunchtimes. Every child from year 3 has the opportunity to take part in competitions throughout the school year against other schools. Our PE and extra-curricular philosophy values competition very highly whilst ensuring an inclusive approach is also adopted.		
	Pupil Voice	Evidence in knowledge and skills	Breadth and depth
	Pupils are given opportunities to feedback on their experiences in PE through online feedback, discussions and reflection on their performance. Success is judged on whether pupils are positive, confident and actively engaged in PE and able to recall prior learning and identify progress and 'next step' targets	At the end of a unit we consider a range of statements, which summarise pupils learning against the unit's key learning objectives. The assessments are used to identify next steps and areas where greater focus is needed. At a whole-school level, we look for areas that might require specific focus and adapt planning accordingly. The gaps which are identified inform mini-PE sessions to ensure teachers can address specific weaknesses for each cohort.	The curriculum builds spirally year on year, to ensure pupils can recap on and embed learning before building in new knowledge and skills. Deeper understanding is shown as pupils are able to perform at an increasing sophisticated level, and use skills developed in game situations which incorporate tactics and strategies to be successful.