



Cooper Perry Primary School

Physical Education Statement of Practice

Vision

At Cooper Perry Primary School, our vision is to deliver a high-quality PE curriculum that inspires all pupils to succeed and excel in physically demanding activities and competitive sports. We aim to develop resilience, determination, and tenacity, while promoting health, fitness, and well-being. Our curriculum provides opportunities for pupils to become physically confident, fostering lifelong enjoyment of physical activity and embedding values such as respect, teamwork, and good sportsmanship.

Intent

We believe that a high-quality PE curriculum inspires children to succeed and excel in physically demanding activities and competitive sports, which in turn, will help them to build important life skills such as resilience, tenacity and determination.

We wish to support our pupils' health and fitness and provide them with opportunities to become physically confident. It is our aim to inspire our pupils to be involved in competitive sport and other activities to help build character and embed values such as good sportsmanship and respect.

Aims

The national curriculum for physical education aims to ensure all pupils:

- Develop competence to excel in various physical activities.
- Are physically active for sustained periods of time.
- Engage in healthy, competitive sports and activities.
- Lead healthy, active lifestyles.

Knowledge and Skills Focus

- Development of fundamental movement skills (running, jumping, throwing, catching) to enhance physical literacy.
- Understanding of the rules, strategies, and techniques of various sports to promote teamwork and cooperation.
- Cultivation of personal and social skills, including communication, leadership, and respect for others in competitive settings.
- Knowledge of health and fitness principles to encourage lifelong participation in physical activity.

Curriculum Progression

- Key Stage 1: Focus on fundamental movement skills and introduction to basic sports concepts.
- Key Stage 2: Development of advanced skills, strategies, and participation in competitive sports.

- Transition to secondary education: Emphasis on lifelong fitness habits and personal goal setting.

Inclusion and Accessibility

- The curriculum is designed to be ambitious for all students, including those with SEND and disadvantaged backgrounds, ensuring equitable access to high-quality PE experiences.
- Adaptations and modifications are made to activities to maintain high expectations while catering to individual needs, fostering an inclusive environment for all learners.

Key Priorities

- Prioritise the development of lifelong physical activity habits among pupils, ensuring they understand the importance of health and fitness.
- Foster a culture of respect and sportsmanship, encouraging pupils to support one another and celebrate achievements, regardless of competition outcomes.
- Ensure that all PE lessons are engaging and challenging, promoting active participation and enjoyment in physical activity.

Implementation

- **Curriculum Design:** We follow the PE Planning scheme which is aligned to the National Curriculum for PE, ensuring progression of skills from EYFS to Year 6. The scheme is adapted to best suit the needs of the children at Cooper Perry Primary School.
- **Lesson Structure:** Each class receives at least two hours of PE per week, covering a broad range of activities including games, gymnastics, dance, athletics, and outdoor adventurous activities.
- **Inclusivity:** Lessons are adapted to meet the needs of all pupils, ensuring equal access and participation.
- **Enrichment:** We offer extracurricular clubs, inter-school competitions, and opportunities to represent the school in sporting events.
- **Health Education:** Pupils learn about the importance of exercise, nutrition, and leading a healthy lifestyle.

EYFS

In EYFS pupils will be taught good control and coordination in small and large movements. Children should be developing fundamental skills with confidence, safely negotiating space and trying new activities in the process.

Pupils should be taught to:

- Master basic movements including:
 - running ○ jumping
 - hopping ○ crawling ○ throwing and catching.
- Develop balance and agility, negotiate space, adjust speed, change direction.
- Work as part of a group or class, and understand and follow the rules.
- Move confidently and in time to music.

Key Stage 1

Pupils should develop fundamental movement skills, become progressively capable and confident, and access various opportunities to extend their agility, balance and coordination, individually and with their peers. Engaging in competitive and co-operative physical activities in a range of increasingly challenging situations is vital to their development.

Pupils should be taught to:

- Master basic movements and apply these in a range of activities including:
 - running
 - jumping
 - throwing
 - catching
 - developing balance, agility, and coordination.
- Participate in team games and develop simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key Stage 2

Pupils should continue to apply and develop various skills, learning how to use them differently, and make actions and sequences out of movement.

Pupils should enjoy communicating, collaborating and competing with others, and develop an understanding of how to recognise, evaluate, and improve their techniques.

Pupils should be taught to:

- Run, jump, throw and catch in isolation and together.
- Play competitive games, modified where appropriate, and apply basic principles to attack and defend.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using various movements.
- Take part in outdoor and adventurous activities, both individually and as a team.
- Compare their individual performances with previous ones to demonstrate improvement so they can achieve to the best of their ability.

Swimming and water safety

Our school provides the requirement for swimming instruction in key stage 2.

In particular, we aim to teach all pupils to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.

- Perform safe self-rescue in different water-based situations.

Health and Safety

All adults involved in the teaching and supervising of PE must adhere to the school's health and safety policy and guidelines. We encourage the children to consider their own safety and the safety of others at all times. We expect them to come prepared with the correct PE kit for each activity. No jewellery is to be worn for any physical activity.

Impact

As they progress through school, pupils will:

- Demonstrate competence in a range of physical activities.
- Be physically active for sustained periods.
- Engage positively in competitive sports and activities.
- Understand and value the importance of health and fitness.
- Show resilience, teamwork, and respect in all aspects of PE.

Wider Impact Indicators

- Monitor participation rates in extracurricular sports and activities, assessing the curriculum's influence on students' engagement in physical activity outside of school.
- Collect feedback from students, parents, and staff regarding the perceived value of the PE curriculum in promoting health, fitness, and character development.