

At Oakmeadow, we believe that all children should have access to a high-quality Physical Education (PE) experience, one that has a prominent place as an integral subject within our whole-school curriculum. Through this, we fully recognise and promote the benefits that high-quality PE offers and the wider part it has to play in developing the whole child, encompassing the physical, emotional and social pillars of children's health.

1) PE develops mindful movement:

Our school values the fundamental role that a broad and balanced PE curriculum plays in contributing to the health, wellbeing and wide skillset of all our children. Through our teaching of the primarily movement-based focus of the National Curriculum for PE, to:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

we aim to ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to know and use their body competently and efficiently to excel in a broad range of physical activities, being able to use cross-transferrable skills and knowledge to apply them to activities, situations or disciplines as part of our taught PE lessons.

However, as a reflective team, we understand that in order to achieve these 4 key curricula aims, our teaching of movement needs to extend beyond our immediate PE curriculum and go further; our children must also learn additional knowledge, skills and behaviours -for example, about themselves, others, about the equipment they use, about rules they follow and about what they enjoy taking part in. For this reason, our PE curriculum doesn't just focus on physical skills or playing specific sports. We deliver a rich, diverse curriculum – one that caters to all learners, and allows pupils to find their own personal enjoyment of movement.

2) PE is one pillar of children's overall health:

PE is a fundamental as a subject in its own right, but it also is a fundamental pillar of something larger: children's overall health and wellbeing as a whole. From now on, we want to make our culture of physical activity across our school even stronger. We wish for our children to be immersed in a lifestyle of movement, from walking, with all the benefits it provides, to taking part in more vigorous and demanding activities. We want them to find movement opportunities they love and will commit to – whether as part of a team environment, independent movement during a mindfulness exercise, learning the science of what is happening in their bodies when movement occurs, or finding joy in the leadership and team-building skills that PE can offer.

3) Our curriculum goes beyond timetabled PE lessons to achieve this:

Teaching children about the benefit of PE and physical movement goes beyond the two lessons provided for each class per week. Opportunities to develop this are provided throughout the day, through 'Fit15' sessions and active break and lunchtimes, extending beyond the end of school hours into extra-curricular clubs so that what we offer is inclusive and ensures that pupils of all abilities

access the range of activities on offer, and where they are physically active for sustained periods of time. Carefully planned links are also made across our wider curriculum with the subjects of Science, PSHE and Design and Technology to encourage them to lead healthy, active lives and where links are made to understanding this holistic approach as regularly as possible.

4) Our PE curriculum develops the whole child:

A high-quality PE curriculum can also inspire pupils to succeed and excel in competitive sport and other physically demanding activities. We recognise that children have different levels of physical competence and skillsets. However, we will endeavour to provide opportunities for pupils to participate in competitive sports and activities both in and beyond the curriculum regardless of ability level. This will mean that all pupils are provided the opportunity to experience competitive sport and the character building that develops from this. We aim to use PE and school sport as a vehicle to increase cultural capital for our children as part of a carefully and holistically planned learning experience.

Such experiences allow pupils to learn about themselves, self-expression and important social concepts such as fair play and respect. They will also contribute to the development of a range of important cognitive skills, such as decision making and analysis, and social skills such as teamwork and communication. We want our children to be risk takers and to be resilient, confident and independent through physical and sporting opportunities; we want them to recognise that learning is not always easy but that being outside of our comfort zone is something we should relish as a challenge, not something that we should duck away from! This teaches us valuable skills which can be applied to all areas of later life as well as enjoying further physical pursuits.

5) Our assessment is of the whole child, in a universal language:

Because of this, assessment of our children in PE is not only centred around the physical performance aspect of movement, but also around the cognitive elements of attitude for improvement, leadership and growth mindset. By using this language which is applicable across all areas of our curriculum, we want both our children and staff to be able to have clear and open conversations that has the learner at heart, helps our children to recognise their strengths and areas for development, and enables all stakeholders in our children's education to communicate in a meaningful way.

6) Our school uses PE to improve other areas of learning:

Our school also recognises the impact that the provision of a high-quality PE and school sport curriculum has on the whole school and where it can lead to whole school improvements and impact on whole-child as well as whole-school outcomes. This is supported by hard science. Developing our children's personal qualities through PE can affect their attitudes towards school and learning. We use PE and physical opportunities as a vehicle for interventions in developing attainment in other areas. When PE and school sport provision is of the highest quality and embedded in an active school culture, we aim that all children will, to the best of their abilities, develop and demonstrate the understanding, knowledge, confidence and vocabulary to operate in a wide range of environments.

7) Our PE curriculum is designed for *our* children:

Ultimately, we hope to instil in our children a joy of movement, an awareness of how this contributes to a healthy lifestyle, and an active desire to pursue this in all areas of life, both at our school and beyond. We want to embed the character that our children can go forward in life with and know that the benefits of a high-quality PE curriculum, delivered both during taught lessons and in the wider school day, will mean that they can cope in any situation, that they all have much to offer on an individual level; we want them to understand that PE as a subject has given them the skillset to know that they belong there.