



Curriculum Drivers – Physical Education

<p>ACTIVE LEARNERS</p> <p>RESILIENCE CONFIDENCE INDEPENDENCE ENGAGEMENT AMBITION PRIDE</p>	<ul style="list-style-type: none"> • Children work collaboratively (to create and take part in teams) • Children develop in confidence as their skills improve • Children make their own choices • Children are creative, independent, as well as demonstrate a sense of pride in their work. • Children recognise how to sensitively respond to others when offering evaluations of their work. • Competition and collaboration are promoted and are part of our school ethos, which in turn supports the development of independence, pride, belonging and the establishment of good relationships (including teamwork). • Children are taught the skills of resilience (for example in defeat) and perseverance, which prepare them for the challenges that they are given in school, as well as the wider world. • Children's successes both in school and out of school are celebrated and they develop a sense of pride in their achievements.
<p>ACTIVE CITIZENS</p> <p>HEALTH & WELLBEING CELEBRATING DIFFERENCE OUR IMPACT ON THE WORLD</p>	<ul style="list-style-type: none"> • Children enjoy PE lessons • Participation in PE activities develops physical skills including fine motor control and hand-eye co-ordination. • <i>We encourage all of our children to be physically active at and to develop habits, which support their health, fitness and mental health.</i> • <i>Swimming lessons develop an understanding of how to stay safe around water</i> • The links between physical and mental health supports the development of greater self-esteem, self-control, and the ability to rise to a challenge through developing their resilience. • Lessons are planned so that children develop an understanding of the importance of health and fitness whilst they acquire and develop key skills • Discrete teaching of how to stay safe and healthy, (including a healthy diet) • School nurses and other outside agencies support with the delivery workshops to the children, as well as holding parent information sessions throughout the year • Healthy lifestyles permeate across the school day, from periods of spiritual mindfulness to extended physical activity and active learning. • Our children are given opportunities to develop their interest and creativity across the curriculum which in turn supports their mental wellbeing.
<p>ACTIVE COMMUNICATORS</p> <p>OPPORTUNITIES FOR LANGUAGE VOCABULARY READING WIDER EXPERIENCES</p>	<ul style="list-style-type: none"> • Children are taught subject specific vocabulary • Children talk about likes and dislikes (giving reasons) • Children present their work to others • Children are taught to evaluate and improve their performance and are encouraged to use their collaborative and leadership skills. • Children share their ideas when evaluating their own work and the work of others • The children have the opportunity to work with qualified coaches, alongside class teachers throughout the school year. • Children participate in regular internal and external sports competitions. They experience a range of different sport and physical activities through the use of specialist coaches in school. • Children are given ample opportunities throughout the year to compete (and represent) both within school, against other schools in the locality and across the Waterton Academy Trust. • Workshops and visitors, enable children to begin to learn and understand aspects related to their wider health and wellbeing. • Extra-curricular clubs throughout the year always include sports and physical activities.
<p>Challenge & Educate</p>	<ul style="list-style-type: none"> • All children are provided with equal access to the PE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background • Children learn about a range of sportsmen and sports women (including transgender), from the past and present, as well as from a range of countries and cultures,

- Children learn about and are taught to challenge stereotypes connected to gender, wealth, disability and cultural background. They are educated that differences should be celebrated and are not a barrier to achievement.