**PE Rationale**

At Kingfisher Primary, our PE curriculum provides a broad base of movement knowledge, skills placing pupils in co-operative, collaborative and competitive situations which aim to cater for the preferences, strengths and needs of every pupil. We will develop their creative and expressive abilities and provide situations where pupils work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

We are passionate about raising sporting achievement and improving the health and well-being of our all our pupils. Our aim is to deliver a high-quality PE curriculum, as well as offer a wide range of extra-curricular activities. We believe that a rich and varied PE curriculum can improve attainment, attendance and behaviour.

The curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background.

PE is delivered throughout the whole day with teachers following planning from ‘Get Set 4 PE’, a copy of this timetable is given to the headteacher and each class teacher. Classes have one hour of PE per week, with outside agencies such as Flex Dance and Danum Eagles delivering sessions alongside teachers. PE lessons are planned to enable more complex skills, knowledge and understanding to be developed.

Our aim of establishing and applying safe-practice standards in PESSPA are to:

• enable pupils to participate in PESSPA that provides appropriate challenge with acceptable risk

• promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life

• fulfil the provision of a broad, balanced and relevant curriculum for physical education through:

- an environment that is safe for activity

- adequately supervised activities

- the use of regular and approved practice

- progressive stages of learning and challenge

- building a system of advice and the practice of warning

- the use of equipment for the purpose for which it was intended

- providing basic care in the event of an accident

- the use of forethought and sound preparation

- involving pupils in the process of risk management

• ensure clear management responsibilities and organisation provide for safe systems of work

• identify and provide for any professional learning needs the staff are likely to encounter in their work