

Subject Self Evaluation Form

Subject: PE

School Context

- The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster.
- The proportion of pupils eligible for a free school meal is below average but many families are on low incomes. The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits.
- We have identified that 25 per cent of our pupils have home lives that negatively affects their school life and their ability to thrive. Significant work is completed to support these children through learning mentors and a school play therapist.
- The largest ethnic groups are: White - British (82.1%), White - any other White background (7.6%), Mixed - White & Black Caribbean (1.2%), Mixed - White & Black African (1.6%), Mixed - White & Asian (1.2%), Mixed - any other mixed background (2.0%), Asian or Asian British - any other Asian background (1.2%). This school has 11 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9 so although we do have less EAL children identified than national we celebrate our cultural diversity.
- We are an inclusive school. In 2018, the school was in the top 20% of all schools for the proportion of SEN with EHC/statement (3.2%).
- Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened for nine years in a cycle where each subject has a deep dive on a rolling programme. So experienced subject leaders know their subject's strengths and areas for development well.
- School is part of a number of excellent partnerships including being a founder member of SAT so we benefit from excellent links to secondary education which has supported the development of our curriculum e.g. internship programme.

Baseline

Physical development 73% EXS+ 8% GDS

Listening 72% EXS+ Listening 29% GDS

Speaking 67% EXS+ Speaking 17% GDS

Understanding 74% EXS+ Understanding 25% GDS

School vision

School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively; and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.



Intent

Development of physical competence, an active lifestyle and respect for others

Physical education develops children's physical competence and confidence. Our INSPIRE curriculum provides children the opportunity to be creative, competitive and to face up to different challenges as individuals, groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Through a range of activities children discover their aptitudes, abilities and preferences and make choices about how to get involved in lifelong physical activity. The school has achieved its platinum school games award. These opportunities to compete in sport and other activities build character and help to embed our values of resilience and respect. As Lucy Perarson (England cricketer) suggests 'Physical education is about pupils learning about themselves: their capabilities, their potential and their limitations. It is the foundation of all sports participation. But it goes beyond the individual and understanding themselves – it's learning how to work with and respect others'.

Development of well-being

"Sana mens in corpore sano: a healthy mind in a healthy body" (Juvenal Saturra). The reason why physical education is such an important aspect of our curriculum is pupils are active usually doing their work in the fresh air. Activity matters. It grounds us, it makes us happy and help us to be fully integrated. It reminds us we are not just intellectual but physical beings, held in balance.

High expectations

Our curriculum is designed with the national curriculum as a starting point but as we have extremely high expectations for our children so we have added additional challenge. These can be seen in the bold objectives in our INSPIRE curriculum. Although there is no requirement in the national curriculum we take all our Key Stage One children swimming. In addition, we have a whole strand of our PE curriculum dedicated to outdoor and adventurous activities fulfilled by regular and planned forest school sessions throughout their time in school. Our outdoor and adventurous activities strand culminates in two residential (one in Year Four and one Year Six) where children are able to fulfil these objectives including sailing, paddle boarding, kayaking, abseiling and high ropes.

Implementation

PE long term plan

- Each year group will teach the areas of PE identified in the school's long term plan to ensure coverage of statutory knowledge and skills. Each year group will be taught PE in two, hour long PE sessions each week.
- The school's PE progression of skills will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

Extra-curricular activities

- We offer a wide range of extra-curricular activities for children to access both before and after school.
- We also offer a fitness fun. This is offered to children who do not have the opportunity to take part in physical activities either inside and/or outside of school.
- We signpost to external providers for children who display particular interests or talents in some activities.

Competition and events

- We subscribe to the Uttlesford School Sports Partnership who provide many opportunities throughout the year for children to take part in a wide range of different sports and PE activities. We also participate in friendly matches with other schools throughout the year.
- We have a swimming gala squad who train weekly and compete in events throughout the year.
- We have squads for child who are selected to train on a weekly basis and then from these squads we select teams to represent the school at each sport.

Sports Premium Funding

- Government sports funding is used to pay for sports coaches, updating and replacing equipment, providing opportunities for children in receipt of the pupil premium to take part in sporting and residential activities and supporting the running of Forest Schools. More information can be found in the annual review of Sports Premium Funding spending which can be found on the school's website.

Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each

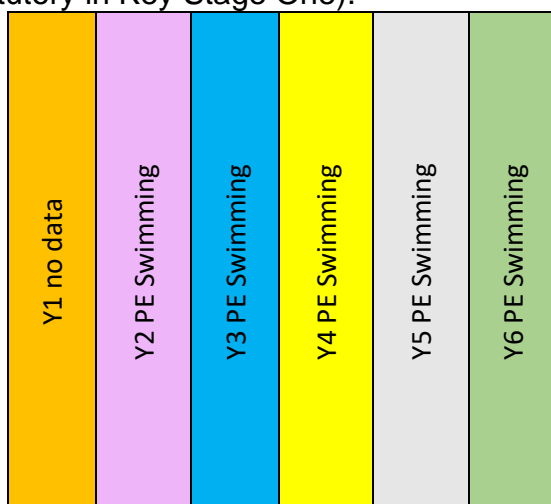
child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

Impact

Swimming (non-statutory in Key Stage One).



Whole Cohort

Total	57	60	61	67	67
Foundation%	0.0	0.0	0.0	0.0	0.0
Working Towards%	52.6	31.7	34.4	20.9	11.9
Expected + %	47.4	68.3	65.6	79.1	88.1
Higher Standard%	0.0	16.7	24.6	28.4	19.4

Pupil Premium

Total	10	5	9	5	19
Foundation%	0.0	0.0	0.0	0.0	0.0
Working Towards%	70.0	60.0	77.8	20.0	21.1
Expected + %	30.0	40.0	22.2	80.0	78.9
Higher Standard%	0.0	0.0	22.2	0.0	0.0

Not Pupil Premium

Total	47	55	52	62	48
Foundation%	0.0	0.0	0.0	0.0	0.0
Working Towards%	48.9	29.1	26.9	21.0	8.3
Expected + %	51.1	70.9	73.1	79.0	91.7
Higher Standard%	0.0	18.2	25.0	30.6	27.1

SEN

Total	5	7	4	2	4
Foundation%	0.0	0.0	0.0	0.0	0.0
Working Towards%	100.0	85.7	25.0	0.0	50.0
Expected + %	0.0	14.3	75.0	100.0	50.0
Higher Standard%	0.0	0.0	0.0	0.0	0.0

Not SEN

Total	52	53	57	65	63
Foundation%	0.0	0.0	0.0	0.0	0.0
Working Towards%	48.1	24.5	35.1	21.5	9.5

Whole Cohort

Total	255
Foundation%	0.0%
Working Towards%	24.7%
Expected + %	75.3%
Higher Standard%	22.3%

Pupil Premium

Total	38
Foundation%	0.0%
Working Towards%	44.7%
Expected + %	55.3%
Higher Standard%	5.6%

Not Pupil Premium

Total	217
Foundation%	0.0%
Working Towards%	21.3%
Expected + %	78.7%
Higher Standard%	25.2%

SEN

Total	17
Foundation%	0.0%
Working Towards%	40.2%
Expected + %	59.8%
Higher Standard%	0.0%

Not SEN

Total	238
Foundation%	0.0%
Working Towards%	22.7%

Expected + %	51.9	75.5	64.9	78.5	90.5	Expected + %	77.3%
Higher Standard%	0.0	18.9	26.3	29.2	20.6	Higher Standard%	23.8%
EAL							
Total	6	9	9	10	7	Total	35
Foundation%	0.0	0.0	0.0	0.0	0.0	Foundation%	0.0%
Working Towards%	83.3	55.6	44.4	40.0	28.6	Working Towards%	42.1%
Expected + %	16.7	44.4	55.6	60.0	71.4	Expected + %	57.9%
Higher Standard%	0.0	11.1	22.2	10.0	28.6	Higher Standard%	18.0%
Not EAL							
Total	51	51	52	57	60	Total	220
Foundation%	0.0	0.0	0.0	0.0	0.0	Foundation%	0.0%
Working Towards%	49.0	27.5	32.7	17.5	10.0	Working Towards%	21.9%
Expected + %	51.0	72.5	67.3	82.5	90.0	Expected + %	78.1%
Higher Standard%	0.0	17.6	25.0	31.6	18.3	Higher Standard%	23.1%
Boys							
Total	20	27	28	33	32	Total	120
Foundation%	0.0	0.0	0.0	0.0	0.0	Foundation%	0.0%
Working Towards%	45.0	29.6	35.7	24.2	12.5	Working Towards%	25.5%
Expected + %	55.0	70.4	64.3	75.8	87.5	Expected + %	74.5%
Higher Standard%	0.0	18.5	21.4	21.2	15.6	Higher Standard%	19.2%
Girls							
Total	37	33	33	34	35	Total	135
Foundation%	0.0	0.0	0.0	0.0	0.0	Foundation%	0.0%
Working Towards%	56.8	33.3	33.3	17.6	11.4	Working Towards%	23.9%
Expected + %	43.2	66.7	66.7	82.4	88.6	Expected + %	76.1%
Higher Standard%	0.0	15.2	27.3	35.3	22.9	Higher Standard%	25.1%

- Because of our consistent approach and high-quality swimming coach, the amount of children meeting the expected standard or higher is significantly above national average.
- At the end key stage 2 the overwhelming majority of pupil premium children have reached the expected standard.
- The same high standards are met for both boys and girls.

Gymnastics

Y1 PE Gymnastics
Y2 PE Gymnastics
Y3 PE Gymnastics
Y4 PE Gymnastics
Y5 PE Gymnastics
Y6 PE Gymnastics

KS1 Average
KS2 Average

Whole Cohort

Total	60	59	60	61	67	67
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	1.7	1.7	1.7	3.3	7.5	1.5

Whole Cohort

Total	119	255
Foundation%	0.0%	0.0%
Working Towards%	1.7%	3.5%

Expected + %	98.3	98.3	98.3	96.7	92.5	98.5
Higher Standard%	0.0	22.0	6.7	13.1	9.0	14.9
<u>Pupil Premium</u>						
Total	8	10	5	9	5	19
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	12.5	0.0	20.0	0.0	20.0	5.3
Expected + %	87.5	100.0	80.0	100.0	80.0	94.7
Higher Standard%	0.0	10.0	0.0	0.0	0.0	5.3
<u>Not Pupil Premium</u>						
Total	52	49	55	52	62	48
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	0.0	2.0	0.0	3.8	6.5	0.0
Expected + %	100.0	98.0	100.0	96.2	93.5	100.0
Higher Standard%	0.0	24.5	7.3	15.4	9.7	18.8
<u>SEN</u>						
Total	2	5	7	4	2	4
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	50.0	20.0	0.0	25.0	0.0	0.0
Expected + %	50.0	80.0	100.0	75.0	100.0	100.0
Higher Standard%	0.0	0.0	0.0	0.0	0.0	0.0
<u>Not SEN</u>						
Total	58	54	53	57	65	63
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	0.0	0.0	1.9	1.8	7.7	1.6
Expected + %	100.0	100.0	98.1	98.2	92.3	98.4
Higher Standard%	0.0	24.1	7.5	14.0	9.2	15.9
<u>EAL</u>						
Total	8	6	9	9	10	7
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	0.0	0.0	0.0	0.0	30.0	0.0
Expected + %	100.0	100.0	100.0	100.0	70.0	100.0
Higher Standard%	0.0	0.0	11.1	22.2	0.0	14.3
<u>Not EAL</u>						
Total	52	53	51	52	57	60
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	1.9	1.9	2.0	3.8	3.5	1.7
Expected + %	98.1	98.1	98.0	96.2	96.5	98.3
Higher Standard%	0.0	24.5	5.9	11.5	10.5	15.0
<u>Boys</u>						
Total	33	20	27	28	33	32

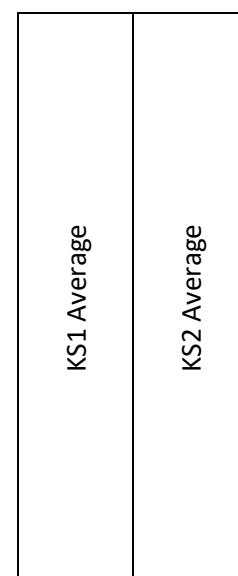
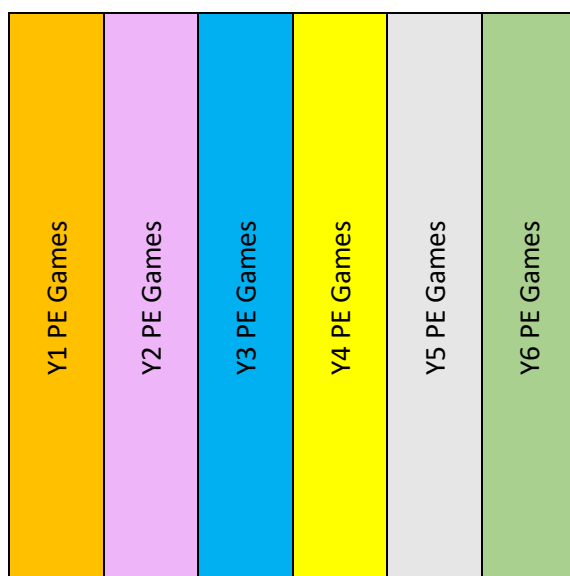
Expected + %	98.3%	96.5%
Higher Standard%	11.0%	10.9%
<u>Pupil Premium</u>	-	-
Total	18	38
Foundation%	0.0%	0.0%
Working Towards%	6.3%	11.3%
Expected + %	93.8%	88.7%
Higher Standard%	5.0%	1.3%
<u>Not Pupil Premium</u>	-	-
Total	101	217
Foundation%	0.0%	0.0%
Working Towards%	1.0%	2.6%
Expected + %	99.0%	97.4%
Higher Standard%	12.2%	12.8%
<u>SEN</u>	-	-
Total	7	17
Foundation%	0.0%	0.0%
Working Towards%	35.0%	6.3%
Expected + %	65.0%	93.8%
Higher Standard%	0.0%	0.0%
<u>Not SEN</u>	-	-
Total	112	238
Foundation%	0.0%	0.0%
Working Towards%	0.0%	3.2%
Expected + %	100.0%	96.8%
Higher Standard%	12.0%	11.7%
<u>EAL</u>	-	-
Total	14	35
Foundation%	0.0%	0.0%
Working Towards%	0.0%	7.5%
Expected + %	100.0%	92.5%
Higher Standard%	0.0%	11.9%
<u>Not EAL</u>	-	-
Total	105	220
Foundation%	0.0%	0.0%
Working Towards%	1.9%	2.7%
Expected + %	98.1%	97.3%
Higher Standard%	12.3%	10.7%
<u>Boys</u>	-	-
Total	53	120

Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	3.0	5.0	3.7	7.1	9.1	0.0
Expected + %	97.0	95.0	96.3	92.9	90.9	100.0
Higher Standard%	0.0	20.0	0.0	3.6	0.0	3.1
Girls						
Total	27	39	33	33	34	35
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	0.0	0.0	0.0	0.0	5.9	2.9
Expected + %	100.0	100.0	100.0	100.0	94.1	97.1
Higher Standard%	0.0	23.1	12.1	21.2	17.6	25.7

Foundation%	0.0%	0.0%
Working Towards%	4.0%	5.0%
Expected + %	96.0%	95.0%
Higher Standard%	10.0%	1.7%
Girls		
Total	66	135
Foundation%	0.0%	0.0%
Working Towards%	0.0%	2.2%
Expected + %	100.0%	97.8%
Higher Standard%	11.5%	19.2%

- There are no notable differences between SEN and EAL children.
- Girls tend to achieve a higher standard overall in gymnastics.

Games



Whole Cohort

Total	60	59	60	61	67	67
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	1.7	1.7	1.7	0.0	6.0	1.5
Expected + %	98.3	98.3	98.3	100.0	94.0	98.5
Higher Standard%	1.7	20.3	10.0	32.8	29.9	26.9
Pupil Premium						
Total	8	10	5	9	5	19
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	12.5	0.0	20.0	0.0	20.0	5.3
Expected + %	87.5	100.0	80.0	100.0	80.0	94.7
Higher Standard%	0.0	20.0	0.0	0.0	20.0	5.3
Not Pupil Premium						
Total	52	49	55	52	62	48

Whole Cohort

Total	119	255
Foundation%	0.0%	0.0%
Working Towards%	1.7%	2.3%
Expected + %	98.3%	97.7%
Higher Standard%	11.0%	24.9%
Pupil Premium		
Total	18	38
Foundation%	0.0%	0.0%
Working Towards%	6.3%	11.3%
Expected + %	93.8%	88.7%
Higher Standard%	10.0%	6.3%
Not Pupil Premium		
Total	101	217

Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	0.0	2.0	0.0	0.0	4.8	0.0
Expected + %	100.0	98.0	100.0	100.0	95.2	100.0
Higher Standard%	1.9	20.4	10.9	38.5	30.6	35.4
SEN						
Total	2	5	7	4	2	4
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	50.0	20.0	0.0	0.0	0.0	0.0
Expected + %	50.0	80.0	100.0	100.0	100.0	100.0
Higher Standard%	0.0	0.0	14.3	25.0	0.0	0.0
Not SEN						
Total	58	54	53	57	65	63
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	0.0	0.0	1.9	0.0	6.2	1.6
Expected + %	100.0	100.0	98.1	100.0	93.8	98.4
Higher Standard%	1.7	22.2	9.4	33.3	30.8	28.6
EAL						
Total	8	6	9	9	10	7
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	0.0	0.0	0.0	0.0	30.0	0.0
Expected + %	100.0	100.0	100.0	100.0	70.0	100.0
Higher Standard%	0.0	0.0	0.0	33.3	20.0	42.9
Not EAL						
Total	52	53	51	52	57	60
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	1.9	1.9	2.0	0.0	1.8	1.7
Expected + %	98.1	98.1	98.0	100.0	98.2	98.3
Higher Standard%	1.9	22.6	11.8	32.7	31.6	25.0
Boys						
Total	33	20	27	28	33	32
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0
Working Towards%	3.0	5.0	3.7	0.0	6.1	0.0
Expected + %	97.0	95.0	96.3	100.0	93.9	100.0
Higher Standard%	3.0	30.0	11.1	35.7	30.3	25.0
Girls						
Total	27	39	33	33	34	35
Foundation%	0.0	0.0	0.0	0.0	0.0	0.0

Foundation%	0.0%	0.0%
Working Towards%	1.0%	1.2%
Expected + %	99.0%	98.8%
Higher Standard%	11.2%	28.9%
SEN	-	-
Total	7	17
Foundation%	0.0%	0.0%
Working Towards%	35.0%	0.0%
Expected + %	65.0%	100.0%
Higher Standard%	0.0%	9.8%
Not SEN	-	-
Total	112	238
Foundation%	0.0%	0.0%
Working Towards%	0.0%	2.4%
Expected + %	100.0%	97.6%
Higher Standard%	12.0%	25.5%
EAL	-	-
Total	14	35
Foundation%	0.0%	0.0%
Working Towards%	0.0%	7.5%
Expected + %	100.0%	92.5%
Higher Standard%	0.0%	24.0%
Not EAL	-	-
Total	105	220
Foundation%	0.0%	0.0%
Working Towards%	1.9%	1.3%
Expected + %	98.1%	98.7%
Higher Standard%	12.3%	25.3%
Boys	-	-
Total	53	120
Foundation%	0.0%	0.0%
Working Towards%	4.0%	2.4%
Expected + %	96.0%	97.6%
Higher Standard%	16.5%	25.5%
Girls	-	-
Total	66	135
Foundation%	0.0%	0.0%

Working Towards%	0.0	0.0	0.0	0.0	5.9	2.9	Working Towards%	0.0%	2.2%
Expected + %	100.0	100.0	100.0	100.0	94.1	97.1	Expected + %	100.0%	97.8%
Higher Standard%	0.0	15.4	9.1	30.3	29.4	28.6	Higher Standard%	7.7%	24.3%

The same high standards are achieved by both boys, girls and individual groups (EAL, SEN and Pupil Premium).

Significant developments in the subject

Platinum games award.

New forest acquired closer to school.

Going for planning permission for a 7-a-side needle point pitch on the school field.

The PE lead role changed hands in September 2021.

Pupil premium children now receive a personal invite to sports clubs we feel they are suited for and the cost is covered by the school.

Strengths

- The school takes part in and hosts a large and wide variety of sporting pursuits (e.g. dance festival, swimming gala, various level 1, 2 and 3 competitions) through the sports partnership trust. Our children participate with great success and the school minibus is utilised to enable greater participation. Participation in events is returning to pre-lockdown levels in Autumn 2021 and Katherine Semar have hosted three partnership events for other schools this year so far.
- Three experienced sports coaches provide high quality teaching to all year groups and provide training and tournament/festival preparation for a wide range of squads and run a variety of sports clubs.
- Children in Key Stage One and Two have regular weekly swimming school sessions.
- Four trained Forest school leaders. All children participate in outdoor and adventurous education during the year in a maintained local forest. Forest school continues to run this term.
- Children attend two residential during their time in school (Year Four and Year Six) which help the children to develop confidence and resilience. The school pays for children who are in receipt of PPG. Year 6 had a very successful residential to Norfolk Lakes (September 2021).
- PE vocabulary progression developed (Summer 2021) establishing specific Tier 3 vocabulary to be taught in each year group
- Early years milestones incorporated into subject progression document.

Areas for development

- Class teachers' confidence in subject knowledge – particularly in gymnastics and games.
- Assessment procedures in PE.
- To continue train and support the development of our new Sports coach.
- To develop floor books for the different skills.

Monitoring and evaluation systems

At Katherine Semar we believe that the most effective way to monitor the impact of our PE policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in PE:

- **Lesson Observations and Learning Walks**

Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **Governor Visits**

- As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of PE at our school and their feedback actively informs subject development through our curriculum action plan.

SMSC

Spiritual

- Experiencing and reflecting on feelings of determination, exhilaration and enjoyment.
- Learning to appreciate and enjoy the way their bodies work and can be used to express emotion (e.g. in dance).
- Gaining a sense of achievement.
- Developing positive attitudes towards themselves.

- Learning to know and challenge their own physical limits.
- Developing a healthy body and a healthy mind.
- Understanding that body, mind and spirit influence each other.
- Enjoy and know the quality of stillness.
- Shared activities/team work developing a sense of belonging.

Moral

- Reflecting on the need for rules.
- Developing a sense of fair play and positive sporting behaviour.
- Considering the issues around enhancing performance (including the use of drugs).
- Reflecting on values surrounding 'competition' (including 'winning at all costs').
- Examining issues in sport such as: racism, sporting heroes as role models, sports wear etc.

Social

- Learning how to manage feelings and controlling aggression when working with others.
- Developing social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work.
- Learning how to handle success and defeat with dignity.
- Discovering the role of sport/dance in society.
- Learning to take responsibility e.g. as team leader/coach.
- Looking at how people show they belong to a group e.g. sports wear, team strip etc.
- Considering the social aspects of sport (e.g. leisure).
- Awareness of others' needs, particularly physical.

Cultural (including British values)

- Learning dances from different traditions, including their own.
- Playing traditional games and recognising their importance locally, nationally and internationally.
- Understanding the importance of activities for different cultures.
- Exploring the contribution of sport/dance to the arts.
- Being aware of different cultural attitudes towards aspects of physical activity.
- Considering sub-cultures in sport – teams adopting names of international sides.

Training

NQT gymnastics course.

Sports coaches CPD in netball and flag football.

Sports coaches and PE subject lead trained as lifeguards.

Forest School training for a 4th Level 3 leader.

Enrichment

Outdoor adventurous activity

Forest school
Residential

Swimming

Swimming in every year group including Key Stage One.

Extra curricular activities

Sports clubs and sports clubs are available before and after school every day.

Sporting champions

School enter and win a number of competitions every year and often get through to Level 3 competitions e.g. winning Uttlesford gala and through to Essex finals this year.