



## Physical Education Policy 2023/2024

*'Together we love, learn and follow Jesus'*

Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

(National Curriculum 2014)

The aims of the 2014 National Curriculum are for our pupils to:

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

## Intent

### Aims

We aim to develop the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Due to the negative impact of the Covid-19 Pandemic and the general physical fitness and wellbeing of children, we aim to continue the drive to provide 60 minutes of physical activity per day – this includes PE, Forest School and games during break times.

### Objectives

- To enable children to develop and explore physical skills with increasing control and coordination
- To encourage children to work and play with others in a range of group situations
- To develop the way children perform skills, apply rules and conventions, for different activities
- To develop their “moving and thinking” skills through physical activities
- To show children how to improve the quality and control of their performance
- To teach children to recognise and describe how their bodies feel during exercise
- To develop the children's enjoyment of physical activity through creativity and imagination
- To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success
- To ensure children and staff are aware of the difference between PE knowledge (the theory behind successful skills) and skills (being able to apply the theory into real life scenarios)

## Implementation

### Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. In addition to this fine motor skills are constantly being developed through the range of activities provided in the classroom. The children also benefit from their own outdoor play area and a selection of P.E. equipment to help develop their gross motor skills, coordination and control. The time spent in this area is used to build upon and reinforce the skills practiced in the curriculum lessons. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. The children gain the basic skills of spatial awareness, control and coordination in the way they move; and control of balls, bean bags, hoops and ropes. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

### Key Stage 1

Pupils should develop fundamental movement skills and become increasingly competent and confident. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to master basic movements including:

- Running and jumping
- Throwing and catching
- Developing balance, agility and co-ordination,

In KS1, the focus is on developing core skills through:

- Games (invasion, net, striking and fielding)
- Dance
- Gymnastics
- Athletics
- Orienteering

## Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In KS2, the focus is on developing core skills through:

- Games (invasion, net, striking and fielding)
- Dance
- Gymnastics
- Athletics
- Outdoor and Adventurous Activities.
- Swimming and water safety

Outdoor and adventure activities is delivered by professionally qualified instructors on residential visits and through orienteering in the school's extensive grounds. Swimming and water safety is also delivered by professionally qualified instructors at the local swimming pool.

## Planning and Organisation

We follow the Primary PE Passport Scheme of Work as the basis for our medium and short-term plans. The PE Passport is designed around the National Curriculum 2014. It provides a comprehensive range of lesson plans which provide active challenging and progressive content.

Pupils will be delivered a broad, balanced and high-quality curriculum. This should lead to more children becoming genuinely, physically literate with transferable skills. The emphasis on intra school competition in the PE Passport will also enable children to apply the skills they have been taught and experience the very important skills of winning and losing; alongside developing a sporting attitude.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results
- Setting tasks of increasing difficulty, where not all children complete all tasks
- Grouping children by ability, and setting different tasks for each group
- Provide a range of challenge through the provision of different resources

## **Impact**

### **Assessment and Reporting**

We use formative (ongoing) assessment in each lesson. At the end of each unit, teachers can make a summative assessment against children's ability to perform, their Personal and Social Development and their attainment in competing. This information is gathered using the formative assessments compiled over the course the unit. EYFS children are assessed against age and stage related outcomes in the Early Learning Goals.

We also open assessment to the children, giving them control over their own learning. Children can use the PE Passport App to record themselves completing various skills. They can then use this recording to understand how improvements can be made. Our self-assessment is quick for children to use and purposeful in supporting their learning progress, as well as key in supporting children's journey to physical literacy.

### **Extra-curricular activities**

Our school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents in advance. The school also attends regular sports competitions against other local schools organised by Lancashire's Sports Partnership. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

### **SEND/Inclusion**

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning, through additional resources at appropriate points

### **Equal Opportunities**

Children irrespective of ability, race or gender are given full access to the P.E. schemes of work. The use of differentiation by outcome allows children to respond to the activities presented to them at the appropriate level.

### **Staff Development**

Staff development in this area of the curriculum is available through the county course programme and through meetings with colleagues from other educational establishments. Teachers who have attended P.E. courses report back to colleagues at a staff meeting. School INSET provides opportunities to compare developments in this area of the curriculum with other subject disciplines. The subject leader is expected to keep themselves up to date with developments in the subject and look for ways to support the other staff in enhancing children's experience of the subject.

## Role of the Subject Leader

The role of the P.E. subject leader is to:

- ✓ Take the lead in policy development and oversight of schemes of work designed to ensure progression and continuity in P.E. throughout the school
- ✓ Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.
- ✓ Monitor progress in P.E. and advise the head teacher on action needed
- ✓ Conduct work sampling regularly focussing on different aspects of teaching and learning.
- ✓ Take responsibility for the purchase and organisation of central resources for P.E.
- ✓ Keep up to date with developments in physical education and disseminate information to colleagues as appropriate.

James Astle – PE Subject Leader