



St Mary's Catholic Primary School

P.E. Policy

*We grow and learn in the footsteps of
Jesus*

Approved by	
Name:	Olivia Stamper
Position:	P.E. Coordinator
Signed:	<i>Claire Davidson</i>
Date:	5 th July 2020
Proposed review date²:	July 2021

Physical Education Policy

INTENT

Aims and objectives

Physical education is all about inspiring pupils to succeed and excel in competitive sport and other physical demanding activities. We aim to provide opportunities for pupils to become physically confident in a way in which supports their health and fitness. We provided opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect. In Physical education pupils will develop competence to excel in a broad range of activities and be able to be physical active for sustained periods of time. They will also engage in competitive sports and activities as we as learning about leading healthy and active lives.

At St Mary's Catholic Primary School, we aim to provide high quality physical education which contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. We aim to promote and develop children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence across a range of sport disciplines. These include dance, games, gymnastics, swimming, athletics and outdoor adventure activities. Physical education involves thinking, selecting and applying skills which in turn promotes a positive attitude towards a healthy lifestyle.

Pupils will

- Receive 2 hours of high-quality physical activity per week.
- Have access to a wide range of physical activity both curricular and extra-curricular.
- Have opportunities to develop their fundamental skills- balance, agility and co-ordination.
- Have opportunities to engage in activities which develop cardiovascular health, flexibility, muscular, strength and endurance.
- Be given opportunities to learn about a sense of health and well being and be educated about the importance of physical activity.
- Be given opportunities to develop a love and enjoyment of physical activity through creativity and imagination.

IMPLEMENTATION

Teaching and learning style

Physical education is a foundation subject in the curriculum. Its teaching focuses on developing competence in a broad range of physical activities, engaging in competitive sport and learning about a healthy and balanced lifestyle. In each key stage children are given the opportunity to take part in a range of physical activities both curricular and extra-curricular. We encourage all children to take part in competitive sport and encourage them to lead a healthy and balanced lifestyle.

We work in partnership with our school sports coach to carry out curriculum planning in physical education. We plan long term, medium term and daily PE sessions. The long-term plan maps physical education topics studied in each term during each key stage. Medium term plans are mapped out by our sports coach and teachers using primarype.com as a basis to help. They look closely at the skills the children need to learn and create a series of sessions to cover the skills needed in accordance with the National Curriculum. The short-term plans list the specific learning objectives and expected outcomes for each lesson.

Physical development is a prime area in the Foundation stage and is used to develop a child's movement, handling of objects, understanding of their own body and health and levels of self-care. Pupils in the foundation stage access 1 hour of physical education each week as well as access to the outdoor environment daily. Children develop skills such as running safely, kicking a large ball and learning how to use a range of equipment. As well as this, children develop fine motor skills and how to handle small tools effectively such as a pencil. During this stage children learn about health and self-care, for example dressing themselves and learning how physical activity can have an effect on their body.

In Key Stage 1, the curriculum is planned out so that pupils will develop fundamental skills and become competent and confident in a range of physical activities. They have access to a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. During this Key stage children are given the opportunity to engage in competitive and cooperative physical activities. Pupils will be able to master basic movements such as running and jumping, as well as developing balance, agility and coordination. Pupils will participate in team games, developing tactics for attacking and defending and be able to perform dances using simple movement patterns. The Key Stage 1 Physical Education curriculum will introduce and develop skills that pupils will continue to apply and broaden in Key Stage 2.

In Key Stage 2, the curriculum is planned so that pupils continue to apply and develop a broader range of skills by learning how to use them in different ways and link them to make actions and sequences of movement. Pupils will develop an understanding of how to improve different physical activities and learn how to evaluate and recognise their own success. They will use a range of skills such as running in isolation and in combination. Pupils will continue to take part in competitive games and apply basic principles. They will develop flexibility, strength, technique, control and balance and perform dances using a range of movement patterns. Pupils will also be given opportunities to take part in outdoor and

adventurous activities. As well as developing these skills pupils will learn how to compare their performance with previous ones and how to demonstrate improvement to achieve their personal best. In Key Stage 2 all children are also given the opportunity of swimming instruction allowing one-year group per half term to access our local swimming pool. Due to this by the end of Key stage 2 pupils will have been taught to swim competently over a distance of at least 25 metres, use a range strokes effectively and perform safe self-rescue in different water-based situations.

At our school, we teach Physical education to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our Physical Education teaching, we aim to provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take all reasonable steps to achieve this.

IMPACT

Children will demonstrate their ability in Physical Education in a variety of different ways. Younger children will show basic skills such as running and negotiating spaces whilst older pupils will combine flexibility, techniques and movements to create a fluent sequence. Teachers and our sports coach will assess children by making informal judgements during lessons and use this to plan for future learning. On completion of a topic teachers will do an overall assessment on primarype.com of the fundamental skills which can be used for future planning and learning. Verbal feedback is given to the children to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

Throughout a unit of work, teachers and our sports coach assess pupils progress using the primarype.com assessment tool using a traffic light system. We use these grades/colours as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year. Teachers and our sports coach will make a judgement at the end of each Physical Education unit of work on whether pupils are working below age related expectations, at age related expectations and above age-related expectations. This is then recorded on primarypeplanning.com.

The Physical Education leader will keep photographs or video sample on primarypeplanning.com. These will demonstrate what the expected level achievement is in Physical Education for each age group in the school.

Monitoring and review

Monitoring standards of teaching and learning within Physical Education is the primary responsibility of the Physical Education leader. All teachers are expected to track and evaluate children's learning at the end of each unit using primarypeplanning.com. Support and monitoring will be provided by the Physical Education lead who will:

- Support colleagues in their teaching, by keeping informed about current developments in Physical Education and by providing strategic lead and direction for this subject;
- Gives the headteacher an annual summary report in which she evaluates the strengths and weaknesses in Physical Education and indicates areas for further improvement;
- Uses specially allocated regular management time review evidence of the children's work, and to observe Physical Education lessons across the school.