

St. Joseph and St. Bede R. C. Primary School



PE Policy

With **Christ** at the
centre, our *Dream*
is for **greatness** in our
learning, to
Believe in our
unique talents, to be
Guardians of
life & creation
and to *Achieve*
**a better world, by
living life to the full.**

Written By: Mr S Holden

Date: June 2021

Next review due by:

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- 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

Substantive and disciplinary knowledge in PE:

Substantive knowledge in PE is based on deliberate practice and development of specific skills that can be used in a variety of disciplines, sports and games e.g.:

- Running, jumping, throwing and catching
- Tactics within a team game e.g. strategies for attacking and defending
- Being able to perform specific actions, balances and movements in line with year group expectations
- Being able to swim confidently and competently over 25 metres
- Being able to perform a safe self-rescue in water.

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions.

There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.

- ☐ A broad and knowledge-rich PE curriculum that develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.
- ☐ Our PE curriculum is designed to provide positive sporting experiences with activities designed to be enjoyable, purposeful, vigorous and regular.
- ☐ Every child engages in competitive sport, every school year through planned intra-school competitions.
- ☐ Children develop a lifelong interest in physical activity, as well as developing positive attitudes towards a healthy lifestyle.
- ☐ A clear progression of skills and knowledge evident throughout the school.
- ☐ Develops social skills especially team work.
- ☐ Develops strength, mobility and physical endurance.
- ☐ All children experience success of personal challenges in sport.

PE in EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Implementation

- ☐ All children have access to a balanced curriculum that is sequenced appropriately in order to develop the skills required to perform competently and confidently in a competitive situation.
- ☐ Utilise a range of chosen, highly skilled coaches and PE specialists, supported by our teachers, to provide a high quality, knowledge rich physical education which is carefully sequenced to ensure children are always building on their knowledge.

(Key Stage 2) to keep a record of progression and formative assessment by allowing the children time to reflect on what they have learnt, what they have done well and what they would like to improve next time.

- ☐ PE lead attends swimming and works alongside swimming instructors to ensure all children are on track to achieve the minimum expectation of being able to swim confidently and competently over 25 metres.
- ☐ Intra-school competitions are attended, such as Bury Swimming Gala.
- ☐ The school targets and enters inter-school competitions across a range of sports throughout the year – such as athletics, football and netball.
- ☐ The Physical Education curriculum is designed to be challenging, appropriate to each pupil's stage of development.

Impact: to be reviewed at the end of each year

Curriculum

PE is a foundation subject in the national curriculum. As required, we teach dance, gymnastics and games in Key Stage 1.

In Key Stage 2, we teach dance, gymnastics, games, swimming and water safety and athletics. We aim to offer a wide range of games and to best prepare the children for inter-school competitions. Throughout the year our main sports/games are football, netball, swimming, rugby, tennis and rounders.

- ☐ All of our PE activities are planned so that children build upon prior learning in well sequenced lessons ensuring children deepen their knowledge and understanding of different sports.
- ☐ All schemes of work are appropriately differentiated to ensure children are increasingly and appropriately challenged as they move through school.
- ☐ We utilise skilled coaches, supported by class teachers, to provide tailored, quality PE lessons to all children.
- ☐ Every child receives at least 2 hours of PE every week.

Swimming is provided for year 3 and 5 pupils yearly.

Inclusion

Inclusion in physical education means that all children have access to and are given confidence in all areas of the curriculum. We aim to create an environment in which all children learn to respect and value each other's differences. This is achieved by employing the following strategies:

- ☐ Mixing groups in terms of gender and ability.
- ☐ Structuring activities so all are fully involved.
- ☐ Giving all the children an opportunity to share their work.
- ☐ Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- ☐ Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- ☐ Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Recording and Assessment

Teachers observe PE lessons and make note of achievement against the knowledge map for each PE unit.

At the beginning of a new PE unit, knowledge maps are used to highlight the learning sequence, key knowledge and key vocabulary and are referred back to as the sequence progresses. Children regularly write up key learning and self-evaluations in their diaries which are monitored by the class teacher.