

SAINT MARY'S CATHOLIC PRIMARY ACADEMY

Mr J O'Connor – Head Teacher



CURRICULUM POLICY FOR P.E.

Approved by
Joseph O'Connor

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Next review due
by: To be monitored and updated as required

CURRICULUM POLICY FOR P.E.

Mission Statement

"We Value All in the Name of Jesus the Christ"

Learning is a sacred endeavour.

Here are some highlights from a document shared in full on our 'Building the Kingdom' course – to whet your appetite!

How is PE a sacred subject?

PE provides a unique opportunity for students to recognise and appreciate the need for relationships based on trust and interdependence. It promotes the sanctity of life ... and reverence of the human person made in the image and likeness of God.

Introduction

Physical education is divided into six areas of activity, athletics, dance, games, gymnastics, outdoor education and swimming. Through these activities, the child will be encouraged to develop the personal qualities of enthusiasm, commitment, fairness and a positive attitude towards a healthy lifestyle.

Intent

A high-quality P.E curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, they analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve upon them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. P.E helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Implementation

Physical education, experienced in a safe and supportive environment, provides vital contribution to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self- confidence in their ability to manage themselves and their bodies within a variety of movement situations.

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Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

Teaching styles incorporate a variety of individual, paired and group activities. Pupils work in co-operative, collaborative and competitive situations that aim to cater for the strengths and needs of every pupil. These, experienced within a range of areas of activity, aim to promote the knowledge, skills and understanding of movement skills. In this way a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background is also developed.

Pupils are also provided with opportunities to develop their creative and expressive abilities through dance and improvisation. They are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of character education being used as a tool to enhance leadership, co-operation, fairness and determination.

The teaching of PE in the Foundation Stage covers the development of early and basic physical skills, through play activities that support the development of these skills, ensuring the children:

*“Move with confidence, imagination and in safety;
Move with control and coordination;
Show awareness of space, of themselves and of others;
Recognize the importance of keeping healthy and those things which contribute to this;
Recognize the changes that happen to their bodies when they are active;
Use a range of small and large equipment;
Travel around, under, over and through balancing and climbing equipment;
Handle tools, objects, construction and malleable materials safely and with increasing control.”*

Physical Development Early Learning Goal. DFES

Your child will mostly be taught through games and play.

The areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world

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- expressive arts and design

The physical education curriculum at Key Stage One and Key Stage Two follows the Key Stage One and Key Stage Two National Curriculum for Physical Education, and includes gymnastics, dance, games and athletics with the addition of swimming and outdoor and adventurous activities for Key Stage Two.

All these activities will be adapted for suitability to the ages and abilities of the pupils concerned. To ensure safe use of apparatus children will be taught about its appropriate use, movement and placement.

Impact

- To ensure pupils appreciate the importance of a healthy and fit body, and understand the factors that encourage health and fitness.
- To develop a pupil's ability to work independently and to respond appropriately and sympathetically to others as part of a team.
- Develop a sense of fair play, honest competition and good sporting behaviour, give them strategies to cope with success and failure.
- To enable them to respond readily to instructions.
- To make them aware of the importance of appropriate clothing and footwear.
- To know why different rules apply to different sports.
- To know the importance of warming up prior to exercise and cooling down after.
- To encourage children to always give of their best regardless of ability and to develop inner determination and resilience.
- To develop enthusiasm in Physical Education and an interest in sport.
- To help to promote physical activity and a healthy lifestyle.
- To promote a broad base of knowledge, skills and understanding of movement.
- To encourage pupils to be creative and expressive through physical activity.
- To work with other schools and outside agencies to share good practice in order to improve this policy.

Planning and Organisation

Teachers use long term planning, developed by external sports a company, alongside the PE co-ordinator, which informs medium term planning. Sports coaches are responsible for the teaching of P.E., in consultation with and with guidance from the P.E. coordinator, Middle Leadership and Senior Leadership.

Long Term Planning

This is based on the National Curriculum for P.E., which details what is to be taught over the Key Stages and provides the topic basis for planning P.E.activities for each year group. Opportunities for recap and recall through the school will be clearly identifiable.

Medium Term Planning

This takes the long term plan and organises the teaching of P.E. into half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by sports coaches, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. The medium term planning includes the learning intents for each lesson and the key knowledge the children will be learning. The medium term planning will also give opportunities for recap and recall through the school.

Short Term Planning

The short term planning is rooted into the medium term planning; this is to allow teachers to focus on preparation for the lessons. Sports coaches can use the medium term planning to identify the key knowledge they will be teaching, which will make the preparation of resources more efficient.

The coordinator will be responsible for:

- The implementation, review and update of the policy.
- Developing schemes of work for all aspects of the P.E. Curriculum.
- Consultation and advice on resources and activities for other teachers.
- Attending CPD courses and cascading relevant information.
- The ordering, storage and inventory of resources.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD.

[SEND and Equal Opportunities](#)

At St Mary's, we adapt and differentiate learning opportunities for children with SEND in P.E lessons.

Teaching is adapted to suit the needs of these pupils in a variety of ways:

- setting suitable learning challenges
- responding to children's diverse learning needs

Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes
- additional support
- adapted use of resources

In P.E. lessons, we ensure that EAL children are supported in a variety of ways. eg. emphasising key vocabulary and ensuring that the key vocabulary is explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, examples of work and making links to previous

experiences.

[Role of Sports Leaders](#)

The Sports Leaders will be involved in:

- Providing a pupil voice to share ideas for after school clubs.
- Leading break time structured and timetabled physical activities.
- Assist in annual Sports Day and end of term intra-school competitions

[Recording of Children's Work](#)

Children are encouraged to record work in their exercise books when appropriate and photos and videos taken when completing other activities. Any photos and videos are to be uploaded to the server. Examples of children's work will also be displayed on the school website including photographic/video evidence of displays, presentations and spoken activities to provide a source of engagement with parents, carers and the wider community.

[Marking and Feedback](#)

Marking and feedback is provided in line with the whole school marking and feedback policy. Feedback relates to their attainment against the learning objectives for P.E.

Monitoring & Evaluation

P.E. is monitored throughout school by the Geography coordinator.

Evidence is provided through:

- work scrutiny
- data analysis
- review of planning
- learning walks
- pupil interviews

Feedback is shared and discussed with senior management, staff and governors regularly.

[Assessment](#)

The P.E curriculum is monitored on a regular basis by the P.E coordinator/SLT, who examine pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

The PE leader identifies the training needs of the staff and plans the training programmes. They also attends training for P.E coordinators run by the local authority and other providers.

Formative assessments in P.E are completed by the GTSET and are shared and discussed with the relevant teacher and P.E coordinator.

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Outside agencies are monitored and subjected to the same scrutiny as teachers.

Summative Assessment

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents annually through feedback reports and through parents' evenings. This assessment allows us to assess if children are WTS, EXS or GDS in P.E. A child learning at greater depth will have a good knowledge of locational facts but even more so they will show an understanding of geographical processes: showing regard for issues such as why places are where they are and what it is like to be there.

Monitoring is undertaken using book looks, lesson observations and walkthroughs.

Arrangements for Review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the P.E. policy aims are being met and the standards of P.E. are continuing to improve. This policy will be reviewed again by the Leadership team and P.E. coordinator by May 2024.