The Holy Spirit Catholic Primary School

PHYSICAL EDUCATION

POLICY



2022 - 2023

**School Rules:** Ready - Respectful - Safe

**Inspirational Learning:** Love - Believe - Achieve - Thrive

**Curriculum Drivers:** Resilient - Aspirational - Independent - Spiritual - Enthusiastic

Signed by:

Headteacher: Mrs Connolly Subject Lead: Paul Foster Chair of Governors: Mrs Keig

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1. **Introduction**

The objective of this policy is to inform and guide staff to deliver a challenging and expansive Physical Education curriculum, ensuring that teaching and learning in Physical Education develops children morally, physically, and socially. All pupils will regularly undertake Physical Education throughout their time at The Holy Spirit. The teaching of P.E is planned to ensure a clear progression of knowledge and skills across the foundation and primary phases, in a wide range of sports and activities.

**Aims (Intent)**

At The Holy Spirit we believe that physical education, experienced in a safe and supportive environment is a unique and vital contributor to a child’s physical development and wellbeing. A broad and balanced physical education curriculum is intended to provide for children’ increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations and skills.

At The Holy Spirit we believe physical education should be an area of learning where self-esteem, physical progression and positive attitudes are fostered and nurtured. Physical Education provides all children, regardless of ability or experience, with the opportunity to succeed, whether through personal or team success. Physical Education also promotes an active, healthy lifestyle which children can develop and value into their adult lives.

Through our Physical Education curriculum we aim to build on pupils’ self-confidence and give each child a sense of achievement by:

* Developing a love for being active and an enjoyment of play.
* Develop ‘fitness for life’ through promoting the health benefits of regular exercise.
* Identifying and encouraging talents.
* Develop self-esteem, confidence and social skills.
* Contribute to the physical development of every child through indoor and outdoor activities.
* Give children a way of expressing themselves and an opportunity to be creative.
* Develop a range of skills that can be applied in other contexts.
* Give children the opportunity to widen their experience of sport and games.

**These aims are achieved by providing:**

* Avariety of teaching and learning styles which involve a mixture of whole-class, group and individual activities.
* Modelling good skills and technique and also draw attention to good examples of individual performance to use as models for the other children.
* Specialist resources and framework for staff to create a well sequenced and progressive curriculum map containing the key concepts children need to succeed.

**Organisation (Implementation)**

Physical Education is taught using a blocked curriculum approach covering all areas stipulated by the National Curriculum and developing pupil’s progress across the key concepts of P.E;

* *Physical skills*
* *Thinking skills*
* *Personal skills*
* *Health skills*

Knowledge and skills are mapped across each topic and year group to ensure systematic progression. To value and nurture children’s development of; understanding of their own movements and physical range; their ability to assess and solve situations during game play and creative scenarios; confidence, collaboration with others and self-evaluation; understanding of the benefits to a healthy, active lifestyle and how to value this into adulthood.

The Holy Spirit pupils are encouraged to evaluate their own work as well as the work of other children. Within lessons children have the opportunity both to collaborate and compete with each other, and they have the opportunity to use a wide range of resources. Every lesson should be focused around a clear learning objective and a broken-down success criterion, to explain ‘how’ the learners will achieve their learning objective. Learners should be made aware of this at the start of each lesson and review their learning at the end of each lesson.

Activities should be differentiated, appropriate to the needs and ranging abilities of the class. Pupils are encouraged to achieve smaller targets on their way towards showing an overall understanding of each unit taught. Each lesson must have a planned extension activity or adapted skill, to extend the lesson’s learning objective, where appropriate for the more able children.

Staff will use both dialogue and demonstration as teaching tools throughout all lessons. Particular skills should be modelled and discussed. Good practice should be highlighted throughout each session and next steps in their learning will be covered at the end of, and start of each lesson.

* KS1 will be taught how to; Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. 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.
* Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
* Participate in team games, developing simple tactics for attacking and defending.
* Perform dances using simple movement patterns.
* KS2 will be taught how 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, modified where appropriate [for example, cricket, football, hockey, rounders and tennis], and apply basic principles suitable for attacking and defending.

* Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
* 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.

**The Early Years Foundation Stage**

As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the Physical Education aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

**Wider Opportunities**

At The Holy Spirit we provide pupils with the chance to develop their skills and enhance their enjoyment outside of normal lessons. After school and lunch time clubs will be available for children to take part in for various active games and sports throughout the year. Pupils showing a greater skills set or enthusiasm for a particular topic may be encouraged to further their aspirations in this area with the support of opportunities from the wider community. Local sports clubs have connections to either staff or other pupils within the school and have benefitted from new players and participants. Staff are encouraged to help children pursue their interests further in this way. Within school, teams are available for children to join in sports, for example football, gymnastics and athletics. The school is also a member of the Halton Games Association and competes with other schools from the North West area in arranged events throughout the year.

**Resources**

All equipment is catalogued and stored within the Hall and outside storage unit. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning. Any staff needs and equipment requests are delivered to the PE lead or SMT and processed at suitable times during the school term.

Children are encouraged to:

1. Look after resources.

2. Use appropriate resources to promote learning.

3. Return all resources tidily and to the correct place

**(Staff to supervise. No children unsupervised in the outdoor storage unit).**

4. Follow safety procedures relating to the carrying or handling of resources.

Staff have access to **PE Passport** which provides comprehensive and creative planning and resources to deliver high quality Physical Education. These units of work may be adapted to suit the particular needs of the class and its pupils.

**Inclusion**

The Holy Spirit staff adapt lessons to allow pupils, regardless of ability, the opportunity to access the tasks provided. Learning objectives are adjusted for the benefit of those with educational needs and extended to offer those gifted and talented children the opportunity to broaden their skills and knowledge. By offering children a curriculum which is tailored to their needs, and through work with outside agencies, we hope to see that all children, including those from disadvantaged backgrounds and with SEND have the chance to succeed and thrive. These experiences will help build on each child’s cultural capital ensuring that skills which have been learnt have been remembered, therefore allowing for new knowledge bases to be created and built upon each year.

**Assessment and Recording of Work**

Assessment is used to inform future planning and to provide information about our pupils throughout the key stages at The Holy Spirit our methods include:

* Teachers observations of pupils
* Teacher/pupil discussions
* Teacher questioning
* Use of vocabulary
* Referring to previous work
* Examples of work completed in lessons (Photographs, videos, etc.)
* Self-evaluation
* Termly assessment completed in PE Passport against key objectives for a unit of work

At the end of the topic, teachers assess key knowledge and skills based on evidence children have demonstrated through their work during that unit. Using the PE Passport application, teacher grade the pupils based on their observations and evidence acquired. Using the ’star’ system in the assessment framework, teachers select the appropriate grade for that unit of lessons. The Physical Education Subject Lead can use this to monitor progress and attainment in Physical Education across the school.

**Monitoring and Review**

Monitoring of the standards of children's work and of the quality of teaching in Physical Education is the responsibility of the Physical Education Coordinator. The work of the subject leader also involves supporting colleagues in the teaching of Physical Education, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Physical Education Coordinator has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of Physical Education teaching across the school. The Physical Education Coordinator monitors the quality of teaching and learning, progress and attainment in Physical Education through; staff voice, lesson observations and recordings of lessons and analysis of the data which is completed on the relevant assessment resources at the end of each topic.

The Physical Education Coordinator will write an annual action plan in which they will evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

**Continuing Professional Development**

Training will be arranged as and when deemed necessary by the Physical Education Coordinator in response to subject monitoring. In addition to training from external providers CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

**Review**

This policy will be reviewed annually in response to the review of our Curriculum