



St Michael & St Martin Primary School

Physical Education Policy

Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of Physical Education at St Michael and St Martin Primary School.

Our Vision

All pupils to leave St. Michael and St Martin's Primary School physically literate and with the knowledge, understanding, skills, and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Rationale

St Michael & St Martin Primary School recognises the vital contribution that Physical Education makes to a child's physical, social, emotional, and cognitive development, as well as the positive role it can play in a child's spiritual, moral and cultural development. Physical Education is one of the statutory foundation subjects of the National Curriculum, and makes a vital and unique contribution to every child's physical development, health and wellbeing.

Through building up a body of key foundational knowledge and skills, pupils should be encouraged to recognise the benefits of a healthy and active lifestyle and develop a sense of pride and excitement in their personal achievements.

The National Curriculum for Physical Education details a clear 'Purpose of Study' and 'Subject Content' for KS1 and KS2 (See details below). At St Michael and St Martin, we have produced progression documents, from which our PE Specialist uses in planning lessons. These documents not only detail the journey children will go on in this subject but also the high expectations we set, and the opportunities we provide in: gymnastics, dance and games. We place strong emphasis on 'healthy lifestyles' and general fitness. Part of our commitment to ensuring our pupils are physically active is our new initiative of Fitness Club's before school and our participation with 'Nike's Marathon Kids' programme.

Since the welcoming of the '**Sports Premium funding**' we have been able to access specialist Sports Coaches to further enhance the provision of teaching sport specific skills within the school, which have had the following benefits:

- Up-skilling and training of PE Specialist to build capacity for further improvement and share his knowledge with existing members of staff in sports coaching should our specialist input be removed.
- The intrinsic value of external input: the additional skills and enthusiasm of specialist sports coaches.
- Increasing skills and participation in sports: all classes in the school (including Nursery) receive extra dedicated sports tuition in addition to their PE lessons. The programme of activities, consist of fitness training, BoxFit, dance, yoga and general; fitness and Health and wellbeing education and will continue to develop skills and increase participation in a wide range of sports as well as enhance children's general fitness through circuit training and specific fitness tests. In addition to the quantifiable physical benefits this provision helps to support improvement in children's academic performance.
- Positive impacts on pupils' personal development: increased confidence; a healthier lifestyle, improved physical fitness, a 'Growth Mindset'; enhanced resilience/determination to succeed; better behaviour; increased confidence/self-esteem; increased attendance. These impacts are monitored using a mixed methodology of quantitative and qualitative techniques.

Purpose of study

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.

Our lessons at St Michael and St Martin focus on developing the underlying key skills that make up all sports, things like using movement to create space and controlling objects with your hands or feet. Breaking sports down into key skills creates more opportunity for children to experience improvement. It also means children will feel confident to try out new sports independently.

Each unit starts and ends with a unique Skill Development Activity and children's individual progress is recorded, giving a clear indication of their progress over time.

Aims

Our PE curriculum is designed to provide every child with the opportunity to reach their physical, social and emotional potential. It allows them to discover the capabilities of their bodies, develop an in depth understanding of how their body can change, and build a repertoire of skills to aid them throughout their lives.

As a school we have recently invested in the 'Primary PE Passport', a scheme of work that we felt matched our vision and the needs of our children perfectly. It focuses on the key areas that we feel are essential in the development of children as they grow and learn. The PE passport is designed around the National Curriculum. It provides a comprehensive range of lesson plans which provide challenging and progressive content. The PE passport's portability as an APP allows our PE Specialist to record multimedia to support his judgements on standards and to use as AFL for subsequent sessions.

Physical

For all children to be able to effectively transfer skills and movements across a range of activities.

For all children to perform a variety of skills consistently and effectively in challenging or competitive situations.

Health & Fitness

For all children to be able to explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event.

For all children to be able to plan and follow their own basic fitness programme.

For all children to be able to explain the basic fitness components and to know how long to exercise to keep healthy.

Creative

For all children to be able to use variety and creativity to engage an audience.

For all children to be able to respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.

Cognitive

For all children to be able to review, analyse and evaluate their own and others' strengths and weaknesses.

For all children to be able to read and react to different game situations as they develop.

Social

For all children to be able to involve others and motivate people around them to perform. For all children to be able to give and receive sensitive feedback to improve their own and others' performance.

Personal

For all children to be able to create their own learning journey and revise it when needed. For all children to be able to see all new challenges as opportunities to learn and develop.

Progression in Physical Education

The school is using the 'Primary PE Passport' as our framework for teaching physical education across the school from Nursery up to Year six.

Our PE Specialist plans and deliver lessons around specific skills and then personalises them to the individual needs of each child in order to ensure every child can achieve their maximum learning potential in every lesson.

The curriculum provides 2 hours of curriculum teaching per week for each year group, focussing on the movement, agility, balance and coordination aspects of physical education, which is supported by a range of games disciplines including gymnastics and dance. Swimming is delivered to our Year 3 and 4 children.

Foundation Stage

Children in foundation stage are provided with daily opportunities to explore their physical beings through play and other planned physical activities. In reception children are being taught the basic principles of PE within their continuous provision. They are taught one half term of gymnastics in the summer term to prepare them for key stage one, and are given daily opportunities to support their body weight to develop their upper body strength.

Key Stage 1

Children in key stage 1 are taught the basic fundamental movement skills through the Primary PE Passport. They are given basic skills that they can then experiment with and adapt, and then apply them in challenges where they compete against themselves to achieve their personal best. Children also complete two units of gymnastics, two units of dance, and two sports-based units to allow children the opportunity to transfer skills they have learned elsewhere in the curriculum.

Lower Key Stage 2

Children in lower key stage 2 are given the opportunity to consolidate the skills they have learnt in key stage one, and then develop them into more complex movements and skills. They then often work in pairs and small groups to 'train', taking up the roles of a coach or athlete, before being given the chance to apply their skills either in individual situations to beat their personal best, or against a partner as they begin to develop their tactics and social etiquette required to be successful in competition. In year three, two units of gymnastics are completed, as well as two units of dance

and two sports-based units to allow children the opportunity to transfer skills they have learned elsewhere in the curriculum.

Year four children go swimming once a week, complete four units of PE, one unit of gymnastics and one unit of dance.

Upper Key Stage 2

Children in upper key stage 2 are given a wider range of opportunities to apply their learnt skills and begin to understand and apply tactics in competitive situations with partners and in small sided games. Children are taught problem-solving skills in an individual and team context so that they are able to outwit opponents. In year five, children go swimming once a week, complete four units of PE, one unit of gymnastics and one unit of dance. Year six children complete an hour of PE each week as well as two units of gymnastics, one unit of dance, and three sports-based units to allow them to transfer the skills they have learned elsewhere in the curriculum. Children in year six also have the opportunity to attend a residential which allows them to experience physical education in an outdoor and adventurous setting.

At all stages, sports based lessons are not used to teach them how to play a sport, but to use the sport as a driver to teach the agility, balance and coordination skills required to play that sport. Basic rules can be used in small sided games with no more than 5 players on a team. This ensures that children maximise the time they have to apply their skills in a small sided game situation. The rules played to do not have to be those of the professional sport as the children or teacher may choose to adapt games to suit the people involved, or may create their own.

Planning and Differentiation

Primary PE Passport

The Primary PE Passport makes up the majority of lessons taught throughout school. It is a pre-planned scheme that allows for simple differentiation as children are challenged at their own level of learning within a session and take the required steps to progress. All lessons are

electronic and can be shown to children within lessons, with clear learning objectives and videos to demonstrate each skill.

Dance and Sports Based Units of Study

Dance and sports-based units of study are planned around the same skills that provide the structure for PE. Skills are selected by our Sport Specialist to meet the needs of the class and planned accordingly, using the chosen sport as a driver to teach the skills in a different context.

Swimming

For swimming we currently use the Active Schools and Hounslow Council scheme of work which aims to have all children swimming 25 metres by the time they leave primary school. Swimming is taught weekly in years 3 and 4 by fully qualified swimming instructors at local leisure centres.

Outdoor and Adventurous Activities

Outdoor and adventurous activities are currently delivered through one residential 4 day visit in year six.

These are planned by school teachers and delivered by experts in their field, in line with local health and safety regulations, and risk assessed accordingly.

Assessment, Recording and Reporting

Children are assessed at the end of every half term. This allows the children to show the progress they have made.

These professional judgements are then recorded on the Primary PE Passport using the Bronze, Silver, Gold assessment structure, looking at the Performing, Competing and Personal Development strands across the curriculum.

A Bronze assessment in a unit would state that the child is currently working towards the expectations of the unit.

A Silver assessment would show that the child is working at the expectations of the unit.

A Gold assessment shows that the child is exceeding expectations within a given unit.

Each child will also have their own passport within the app, where staff can store images, comments, videos, commentaries and much more in order to allow them to keep up to date with their achievements and next steps. Teachers can upload photographs and videos as hard evidence of a judgement they have made about an individual child or group of children directly onto the app.

Swimming is assessed half termly, with every child expected to be able to swim 25 metres by the end of year 5. Sessions will be put in place for any year six pupils who do not meet this criteria to 'top up' their swimming skills in smaller swimming groups throughout year six.

Homework

Formal homework is not set in PE lessons however children are encouraged and challenged to further practice the skills they have worked on in lessons either at home or by attending sports clubs.

Health & Safety

The safe use of equipment is to be promoted at all times in line with the Association for Physical Educations handbook, *Safe Practice: In Physical Education, School Sport and Physical Activity*. This publication is readily available for all staff to access and is kept by the subject leader.

The Role of the Head Teacher

- To ensure that the National Curriculum is implemented.
- To encourage and support our PE Specialists approach to physical education development across the curriculum.
- To support and encourage all staff in the teaching of physical education.
- To make available the necessary resources to continue the development of physical education within the school budget.
- To promote physical education in school.

The Role of the Subject Leader

- To promote physical education in school.
- To provide a good example of the teaching of physical education in the classroom.
- To ensure resources are available.
- To plan and implement future developments of physical education through action plans. To review and monitor both the planning and teaching of physical education.
- To work alongside staff when required.
- Attend relevant courses and disseminate information to staff.
- Arrange INSET courses for staff.
- Organise the acquisition of new resources.
- Support colleagues.
- Encourage parental involvement.

- To ensure that physical education is used in the classroom in line with the National Curriculum.
- With the support of the head teacher to implement any changes in the teaching of physical education.
- To ensure there is equality of opportunity in the teaching of physical education.
- To inform the Head Teacher of any problems which may arise in the implementation of physical education.
- Teach and assess the children in physical education.

The Role of the Governing Body

The governors will monitor the development and implementation of physical education in school.

PE for our children



A focus on individual progression encourages a growth mindset.



'Skill Development Activities' at the beginning and end of each unit allow children to see how they've developed.



'Hard Worker PE Superstar Medals' celebrate effort instead of ability.

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.
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Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.

Pupils should be taught to:

- 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.

Subject Content - 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, modified where appropriate [for example, badminton, basketball, cricket, football, tag rugby, handball, dodgeball, 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Review

This policy will be reviewed regularly.