

Physical Education policy

St. Thomas More's Catholic Primary School



Approved by: The Governing Board

Spring 2025

Next Review:

Spring 2027

Our Mission Statement.

With Jesus we will work together to: - Achieve and be happy, stay safe, be healthy and develop skills for the future.

1 Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- To develop competence to excel in a broad range of physical activities.
- To teach lessons in which the children are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

2 Teaching and learning style.

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to keep children active for sustained periods of time. Teachers facilitate during lessons setting challenges to individuals and groups. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work, the work of other children and to challenge themselves. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;

- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

3 PE curriculum planning.

3.1 PE is a foundation subject in the National Curriculum. Our school uses a variety of resources to plan for PE lessons and these are accessible to all teaching staff on our school server. Additionally, our PE co-ordinator runs twilight sessions from time to time to keep us up to date with developments in the subject.

- **Key Stage 1:** As required, we teach dance, games and gymnastics. Pupils 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 engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations. They are 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. We plan for Key Stage 1 children to participate in team games, developing simple tactics for attacking and defending. Dances are performed using simple movement patterns.
- **Key Stage 2:** In Key Stage 2 we teach dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. Children develop a broader range of skills, building on what they have learnt in Key Stage 1. Through communicating, collaborating and competing with each other they develop an understanding of how to improve. They learn how to evaluate and recognise their own success.
- **Key Stage 2 Skills** developed include running, jumping, throwing and catching (in isolation and in combination). They learn to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Pupils also develop flexibility, strength, technique, control and balance. They perform dances with a full range of movement patterns. Outdoor and adventure activities are taught during the Year 5 residential weekend and the Year 6 residential school journey and also through activity days in Key Stage 2, e.g. orienteering.

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group and outside agencies to ensure full coverage of the curriculum.

3.3 To help with planning we have access to two schemes of work which our teachers use and adapt as appropriate.

3.3 We plan PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the schemes of work and long term plan for PE, so that the children are increasingly challenged as they move up through the school.

4 The Foundation Stage

4.1 We encourage the physical development of our children in the reception class as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

5 Contribution of PE to teaching in other curriculum areas

5.1 We recognise the contribution of P.E. to other subjects. For example, PSHE and exercise for health, ICT and recording performance, Literacy and describing/evaluating performance, Science and Keeping Healthy, Numeracy and time, charts and data.

6 Teaching PE to children with special needs

6.1 We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their One Plan's.

6.2 Gifted and Talented

We recognise children with a flair for a particular physical activity within school and we encourage them to develop this outside school as well. We also encourage children with outside sports interests to develop them and to bring in or tell us about competitions, clubs and activities. This information is conveyed to the secondary school when the child leaves year 6. These children often represent the school in competitions.

7 Assessment and recording

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. PE assessment is recorded on Target Tracker as per our assessment policy.

7.2 The PE subject leader keeps photographic and video evidence of children's work.

8 Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. We also have an outdoor storage shed where we keep accessible equipment that is used more frequently i.e. cones. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the hall, school field for games and athletics activities and the local swimming pool for swimming lessons.

9 Health and safety

9.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

10 Monitoring and review

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

11 Extra-curricular activities

11.1 The school provides a range of PE-related activities for children. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents. These sessions

are provided by Premier Education. We also provide six PE Enrichment days, one per half term, which gives every child the chance to experience a different sport. We are also active participants in a local schools football and netball league. We try to encourage children to fulfil their potential and enjoy any extra-curricular activities in or out of school further details are available on our website where we provide details of our Sports Premium funding spend.