



PE Policy

'Learning and growing together: inspired by the love of Jesus'

Our Mission Statement lies at the heart of all that we do and helps us to define our sense of direction and purpose.

Our curriculum is designed around what makes a Catholic school distinctive and reflects the key areas identified by The Bishop's Conference of England and Wales 2014. These include:

- The Search for Excellence
- The Uniqueness of the Individual
- The Education of the Whole Person
- The Education of All
- Moral Principles

Intent – How is the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment?(Ofsted Handbook 2019)

The curriculum for art has been set in light of the requirements of the National Curriculum:

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.

At St Aidan's, we look to ensure a **clear programme** to support teaching and learning in which key skills, knowledge and understanding are made clear on a **weekly basis** across the **term**. We look to use the distinctive features around us as well as rich local history to ensure the curriculum is **interesting** and **distinctive**. School uses the PE scheme Primary PE Passport which includes planned work across classes, differentiation and assessment.

It is the **responsibility** of the PE teacher and class teachers to ensure that this programme is delivered according to the framework set out. The curriculum leader will work with teachers to check that the programme is being delivered appropriately.

Implementation - Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise; Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.(Ofsted handbook 2019)

With this in mind, we have been determined to ensure that the PE Teacher is not the only teacher of PE in the school and that all teachers have regular training to ensure that they are able to teach this curriculum effectively.

curriculum planning in PE. Our long-term and medium-term plans, give **details** of each area to be taught for each term or half term.

It is the PE subject lead's responsibility to ensure children have the opportunity to build upon **prior learning**, which is taught and developed through the whole school progression map for Art and Design.

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.*

At St Aidan's, we know that children really enjoy this subject and benefit from the creativity that it brings. We also know that effective teaching of this subject requires **expertise** and **knowledge** on the part of the teachers. We commit to engaging with training where available and for the subject leader to remain a point of help and advice.

We approach PE as a subject in which all can be **successful** and is particularly engaging to many of our children. We know that positive engagement at an early age can build positive attitudes to exercise that can last into **later life**.

We ensure a range of **after school clubs** are available for groups across the school and ensure a wide variety of activities. This can be both from teachers within the school and **external providers**.

We also engage with **Knowsley School Sports Partnership** which arrange support for leaders and host a number of inter schools festivals and competitions across a range of different sports. St Aidan's is actively engaged in these activities in the appreciation that our children thrive on experiences of this kind.

We have also built up a good relationship with **Knowsley Outdoor Education Centre** which provides outdoor adventurous activities locally which we support our children to get involved with.

EYFS

In the Early Years Foundation Stage, PE forms part of the learning children acquire under the '**Physical Development**' branch of the Foundation Stage curriculum.

We encourage creative work within EYFS as this is a part of the Early Years curriculum. We look to introduce, practise and develop these skills by **teaching and modelling** and then encouraging children to apply these skills independently.

***Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food*

We provide a **rich environment** in which we encourage and value creativity. We give them the opportunity to work independently, within small groups and alongside other adults.

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.*

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, hockey, netball, 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

Children in Y4 have intensive lessons over the course of a week each term to enable them to be safe around water and to meet our basic requirements..

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.

Impact - Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

Assessment and recording

We assess the children's work in PE whilst observing them working during lessons.

Teachers observe the **progress** made by children against the learning objectives for their lesson and the **quality of the work** produced in lessons.

The PE subject leader keeps **evidence** of the children's work in a virtual portfolio. This demonstrates what the **expected level** of achievement is in design, in each year of the school. We are moving towards a clearer picture of what age related and greater depth will look like in the primary phase.

Resources

We have a **wide range** of resources to support the teaching of PE across the school including 2 artificial pitches, a large field and extensive playground/ grass facility. Current arrangements around protection from the COVID virus restrict the use of shared equipment.

Monitoring and review

Our PE leader monitors this subject through his own practice and making use of opportunities to **triangulate** quality judgements with the use of exterior moderators to quality assure provision.

This monitoring will reflect the **'deep dive'** methodology applied to other subjects by senior leaders. It is also the responsibility of our art and design leader to support colleagues in the teaching of design technology where and when applicable.