

St Francis of Assisi Catholic Primary School



PHYSICAL EDUCATION POLICY

Mission Statement

At St Francis of Assisi, we believe God is at the heart of our school. As a school community, we work together to provide a caring, stimulating and nurturing environment, where every child can discover their true potential and grow closer to Christ. As pupils and staff we encourage in each other a love of learning. This is a place where we can all belong and where diversity and difference is celebrated. We rejoice in each others' uniqueness and respect the dignity and beauty of each individual. Using our gifts and talents we will actively seek to make a real difference - by caring for one another and caring for our world.

Whole School Curriculum Intent

As a Catholic school, the precepts of Catholic education remain at our core. We believe in a challenging and ambitious curriculum, rooted in Gospel values, where all subjects are valued. A broad and balanced curriculum will equip our children with the skills, experiences, knowledge and understanding that they will need for their next stage in learning and to be good citizens in the wider world we live in and contribute to the Common Good.

Physical Education Intent Statement

We believe that Physical Education (PE) is essential to ensure children attain optimum physical and emotional development and good health. Through the delivery of high-quality teaching and learning opportunities all children are inspired to succeed in physical education and the development of life skills. Through PE experiences children are taught how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at St Francis, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We provide children with a pathway to participation that will enable all pupils to build their confidence and achieve their full potential.

Aims

The aims of PE are:

- Be competitive – with others and by SELF improvement.
- To encourage all children to be physically active for sustained periods of time – 30 minutes per day.
- Engage in competitive sports and activities.
- Acquire and develop skills.
- Select and apply skills, tactics and compositional ideas.
- Develop and improve performance to the best of their abilities.
- Acquire knowledge and understanding of fitness and health.
- Develop spiritual, moral, social and cultural awareness through competitive and cooperative activities.
- Enable pupils to develop a range of qualities such as safety awareness, fairness, perseverance, determination, concern for others, initiative and independence.
- Enable pupils to work independently and as part of a team, in a variety of activities.

- Give pupils the experience of commitment, responsibility, teamwork and positive sporting behaviour. They should be taught how to conduct themselves in sporting competitions, respect their opponents and to accept the authority of referees, umpires and judges.
- Allow children to develop informed opinions and to be able to support them by reasoned discussion.
- To link the PE programme of study to curricular subjects whenever possible.
- Principles of learning in PE.

Subject Curriculum Design – Implementation

At St Francis we follow the 2014 National Curriculum Physical Education which details the programmes of study to be taught in each key stage.

Early Years

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

- Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children access a range of daily activities to develop their fine and gross motor skills and have continued access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

Key Stage 1

Pupils are taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination. They are enabled to participate in team games to develop very basic tactics. They should also develop simple movement patterns in dance. This will be achieved by teaching the following over the course of an academic year in KS1:

- One unit of DANCE
- One unit of GYMNASTICS
- One unit of INVASION GAMES
- One unit of ATHLETICS

Key Stage 2

Pupils are taught to use running, catching and throwing in isolation and in combination. They play competitive games modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, tag rugby, badminton and tennis, and apply principles suitable for marking, dodging, attacking and defending. Pupils develop flexibility, strength, technique, control, stamina and balance for example through gymnastics and athletics. Dances are performed to develop the use of movement patterns and choreography. Some outdoor adventurous activity also takes place to challenge individuals and teams.

These activities will be achieved by teaching the following:-

- One half term of DANCE
- One half term of GYMNASTICS
- One half term of INVASION GAMES
- One half term of ATHLETICS
- One half term of NET GAMES
- One half term of STRIKING and FIELDING GAMES
- Over KS2 children will participate in 3 terms of SWIMMING.

This will be delivered so that children are able to: -

- Experience competition.
- Experience winning or losing and do so graciously.
- Experience self-improvement, regardless of ability.
- Experience indoor and outdoor activities.
- Experience games skills such as attack, defend and field.
- Develop problem solving skills.
- Experience individual and group activities.
- Experience listening and appraising.
- Practice and refine skills.
- Use repetition to improve skills.
- Pupils will be encouraged to recall and apply their knowledge in varying situations.

Children from Year 1 to Year 6 receive two timetabled PE sessions a week. One taught by the class teacher and one by our PE specialist teacher. Each class is timetabled one session in the hall and one in a designated outdoor area. In instances of rain, most outdoor lessons can be taught indoors (if

hall space is available) with some minor changes, such as using adapted equipment. Also, many outdoor lessons can go ahead on the courts as the wet weather does not affect this teaching area. Teaching staff deliver high quality PE activities/lessons for 1.5-2 hours per week. Coaches from local sport clubs (e.g. Tennis/ Cricket/ football) regularly provide additional opportunities for extending the PE curriculum. In addition, a full and varied extra-curricular programme is offered. This provision will change each term and is published to parents via the school newsletter. The aim of the extra-curricular programme is to encourage as many pupils as possible to take part in activities after school whether for recreation, competition or in pursuit of excellence. As well as providing the opportunity for pupils to attend clubs, there is a full range of sports fixtures organised to include many of the activities. There are teams entered in fixtures including football, netball, hockey, badminton, cross country, rugby, and athletics.

Teacher led lessons will be taught using the Real PE scheme which has been designed to give all children the physical literacy, emotional and thinking skills to achieve in PE, sport and life. Each lesson is planned to focus on improving children's learning behaviours and fundamental movement skills. All lessons include the following key components:

- Warm up
- Exploratory/ progressive skill development activity
- Using and applying of skills
- Plenary/ cool down

Sequencing the Curriculum

The content and sequencing of the curriculum has been carefully thought about so that pupils build upon prior learning, make connections and confidently develop their knowledge, skills and techniques for a range of different physical activities and sports. The curriculum is a progressive model so that by learning and practising the content pupils will make good progress as they move through the school from Early Years to Year 6.

Assessment and Record Keeping

At Saint Francis of Assisi School assessment is an integral part of the teaching process.

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Assessment is carried during PE lessons through observations and discussion with children. Levels of attainment are recorded termly on Target Tracker. PE is included as part of the end of year reports to parents.

Inclusion and Special Needs

We aim to meet the needs of all children by an effectively differentiated curriculum through quality first teaching. Where we identify that, due to one or more factors a child is finding an area of learning challenging, measures are put in place to support the child in catching up. These measures are individual and personal to the needs of that child at that time and may be as small as altering an element of our classroom practice. On occasion a child may have a significant difficulty which requires support from specialist strategies or external agencies. Ultimately, we aim to ensure that every single child is fully catered for regardless of their age, gender, race, culture or ability. Where children do find difficulties we are pro-active in our actions.

Monitoring and Evaluation

In PE, subject leaders and SLT know that children achieve their very best through regular monitoring which includes lesson visits, planning reviews, staff meetings and pupil voice. Subject Leaders regularly meet and report to link governors.

Role of subject leader

The subject leader will be responsible for improving standards of teaching and learning in PE through:-

- Pupil progress,
- Taking the lead in policy development,
- Auditing and supporting colleagues in their CPD,
- Purchasing and organising resources,
- Keeping up to date with subject developments.

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