



Trinity St. Peter's

Church of England Primary School

where children shine

## **Physical Education Policy**

## **Rationale**

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

## **Purpose of Study**

At Trinity St. Peter's, we believe a high-quality physical education curriculum should inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Teaching should provide opportunities for pupils to become physically confident in a way which supports their health and fitness and leads to healthy, active lives. Such opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## **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.

## **Teaching and learning**

Trinity St. Peter's children, from Reception through to Year 6, access a broad and rich Physical Education curriculum which satisfies statutory requirements for the Early Years Foundation Stage (EYFS) and the KS1/KS2 PE National Curriculum.

In the EYFS, opportunities are provided for children to be active and to develop their coordination, fundamental movement and gross motor control skills. This is achieved through moving and handling activities which involve the use of a range of physical equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity, alongside Forest School, amount to at least two hours each week.

Pupils in both KS1 and KS2 undertake two hours of PE each week as part of the structured curriculum. In KS1, the curriculum focuses on mastering fundamental and core movements (including, running, jumping, throwing and catching) as well as developing agility, balance and co-ordination whilst applying these skills in a range of contexts. Curriculum content includes ball skills and team games (which develop simple tactics for attacking and defending), gymnastics and performing dance.

At KS2, pupils continue to implement and develop a broader range of skills whilst applying them in varying contexts and developing them into sequences of movement. This is achieved through activities that allow children to use running, jumping, throwing and catching both in isolation and in combination in addition to activities that develop flexibility, strength, technique, control and balance. The children have opportunities to play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending. Overall curriculum delivery includes a range of invasion, net/wall and fielding/striking games; gymnastics; dances using a range of movement patterns; athletics and swimming. We also enrich children's' experiences through individual/team outdoor and adventurous activity challenges. Children also develop an understanding of how to succeed in different activities

and sports and learn how to evaluate and recognise their own success. This is achieved by comparing their performances with previous ones and demonstrating improvement to achieve their personal best.

Teachers follow the school's procedures and format for long, medium and short-term planning and a range of resources are used to support progression across the curriculum. Knowledge organisers are used to support the delivery of the units of lessons which also encourage recall of skill processes, key facts and vocabulary.

The long-term plan for PE maps out the PE activities covered in each half term for each year group. This 'Curriculum Map for PE', through its suggested delivery of a breadth of physical activities, is designed to support teaching staff in delivering a broad and rich physical education curriculum. The map is set out in half-termly blocks of activity to be taught and this has been planned to aid monitoring and evaluating, and to help ensure continuity and progression.

Teaching and learning styles adopted at Trinity St. Peter's enable children to work individually, in pairs and in groups. Children experience competitive and cooperative activities, contact and non-contact activities, and also working in mixed groupings. Children also benefit from taking part in problem solving, assuming responsibility and leadership, developing critical thinking and nurturing creativity. Individual personal achievement is encouraged, both in individual and team settings, with an environment of self-improvement also encouraged. Teachers also draw attention to good examples of individual and group efforts as models for other children whilst fostering an appreciation of this individual achievement.

### **Special Educational Needs**

Pupils who are identified as having additional learning needs will access learning within the subject through Quality First Teaching resources and additional strategies as outlined in the child's SEN Support Plan.

### **PE curriculum planning**

Following the National Curriculum 2014, the pupils meet all the subject content by the end of each key stage. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge, and we ensure progression within the scheme of work, so that the children are increasingly challenged as they move through the school.

### **Spirituality**

Spiritual education develops deep thinking and helps children to question the way in which the body works. Pupils are encouraged to analyse and seek ways to improve performance. A variety of skills are developed through dance, gymnastics and performance, which allow pupils to express their feelings and emotions, as well as be amazed by what their bodies can achieve.

## **Global Citizenship**

We wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become 'caring global citizens of the world' as stated in our school vision statement. This will involve challenging and supporting all our pupils to become critical thinkers, to develop independent learning skills and to learn about their rights and accept responsibilities. Global Citizen enriches the Physical Education Curriculum by enabling pupils to:

- develop cooperation skills and an appreciation of interdependence through teamwork.
- promote a sense of fair play, mutual respect, and the ability to manage emotions and conflict.
- provide opportunities to challenge cultural, gender and racial stereotypes and to explore both the relationship between sport and identity, and issues such as inclusion, conflict, racism and violence.

Staff also raise awareness of valid and up to date curriculum links, as well as national events relating to Physical Education. Such examples include National School Sport Week, Healthy Eating Week and Sport Relief Week. Global Citizenship is assessed by the Subject Leader and Assistant Headteacher, in line with the Global Citizenship policy.

## **EYFS**

Pupils physical activity is vital to their all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, teachers support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities are given to the children to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## **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**

Pupils carry out swimming instruction in key stage 2.

In particular, pupils are 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 situation

## **Monitoring and review**

The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current

- developments in PE and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in PE and indicates areas for further improvement and;
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.

Teachers are further supported by professional coaches from the local community as well as specialist sports provides during events throughout the year. Teaching staff receive continuous CPD from Subject Leader, particularly concerning lesson planning, delivery and assessment. This supports the delivery of an outstanding and rich PE curriculum.

The subject leader is also in regular contact with the local School Games Organiser who regularly updates as to upcoming competitive fixtures and events. The subject leader and School Games Organiser are working together to ensure that the school maintains its previous award of the 'Gold School Games Mark' and progresses onto the Platinum Award.

Teachers assess children in PE using the GetSet4PE assessment platform. We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons and through assessment against the NC objectives. Children are assessed as: 'working towards the expected standard', 'working at the expected standard' or 'working at a greater depth within the expected standard.' Assessments are completed at the end of each term.

This assessment information is recorded, updated and analysed by the PE Subject Leader.

Revised and adopted by Governing Body – Spring 2024