

PE policy for St John's Catholic Primary School

Curriculum intent

It is our intent to provide a PE curriculum that develops confident, resilient children who strive for their personal best with energy, creativity and a positive, never give up attitude.

At St John's Catholic Primary School, we truly value the benefits that physical education brings to a child's well-being, not just in their overall health and fitness, but through the mental health and cognitive development too. Physical education not only relieves stress, anxiety and sleep deprivation but boosts a child's ability to concentrate and maintain focus in their classroom based lessons too.

Through PE lessons we will improve peer relationships, teach goal setting and inspire self-discipline; teaching self-control from emotions to being more self-motivated and developing teamwork skills, skills which will be needed for the rest of their futures.

We work closely with West Lancashire Sports Partnership staff to foster an environment where our children feels safe, respected and heard. We are passionate in supporting each individual to lead a healthy and active lifestyle that they will engage with for life and develop physical competence and knowledge of movement and safety whilst gaining skills in performance and creativity. We strive to develop the school values of honesty, teamwork, determination, respect, kindness, curiosity, citizenship.

We actively seek to listen to our children's voices and provide them with a range of activities before, during and after school.

Aims

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.

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.

Subject content

Early Years

3- 4 Year olds	Physical development	• paint, chalk or make marks with water on large vertical surfaces • 'cross the mid-line' of their bodies • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
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Reception	Physical development		• Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing • Progress towards a more fluent style of moving, with developing control and grace. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
ELG	Physical development	Gross motor skills	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

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

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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

Aspirations for our curriculum

EYFS

At the end of EYFS (Early Years Foundation Stage)

Physical education begins when our children start Early Years (Reception, Class 1). They are encouraged to develop their Physical Development through planned continuous provision activities and specific programmes which support and develop their fine and gross motor skills. Children achieving the expected level of development will:

- negotiate space and obstacles safely, with consideration for themselves and others
- demonstrate strength, balance and coordination when playing
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- have good core strength
- have good gross and fine motor skills
- be able to dress independently and have developed a range of basic life skills
- have a good awareness of their own bodies and how they move.
- understand that their bodies change during exercise (becomes hot etc.)

Key stage 1

At the end of KS1 pupils will have:

- continued to develop fundamental movement skills and will have developed the basic skills needed for the range of sports they will be exposed to in KS2 and life (e.g. throwing and catching)
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others
- the skills to be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations
- a good awareness of health and safety in P.E.
- body awareness and the confidence to move in different ways (including agility, flexibility, coordination and stamina)
- developed team work skills and understand how to get the best from each other
- the knowledge to talk about the effects of exercise on the body and life

Key stage 2

At the end of KS2 children will have:

- developed a broader range of skills in multiple areas of the P.E curriculum, learning how to use them in different ways and to link them to make actions and sequences of movement
- developed confidence, sportsmanship, resilience and determination in order to achieve and

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that they can apply to other areas of their lives

- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- an enjoyment of swimming and to understand the importance of water safety and can apply the skills learnt when needed
- an understanding of the need and fundamentals of a healthy lifestyle
- the knowledge to be able to talk about the effects of exercise on the body in detail (including different muscle names and technical terminology) and how this impacts on their lifestyle choices
- developed the behaviours to enjoy communicating, collaborating and competing with each other

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

Implementation of PE at St John's Catholic Primary School

PE is taught in units over a half term where skills are progressive. The lessons are delivered by sports coaches who specialise in their field of delivery. There is always a member of staff present during PE lessons. Lessons are readily adapted to the needs of pupils with strong differentiation to meet the needs of the pupils. Lessons follow creative themes to keep pupils engaged and bring joy to lessons. WLSP offer a comprehensive curriculum which covers the standards set out in the National Curriculum.

Dress code

Our PE uniform:

- sky blue t-shirt
- blue or black shorts
- slip on/ Velcro pumps (please note, trainers are not accepted for indoor P.E)

Please see the PE dress code policy for more information

Physical literacy

We have a commitment to physical literacy. Physical literacy is our relationship with movement and physical activity throughout life. The quality of our relationship with movement and physical activity profoundly influences our choice to be active. Having a positive and meaningful relationship with movement and physical activity makes us more

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likely to be and stay active, benefiting our health, wellbeing and quality of life. How we move, connect, think and feel during movement and physical activity plays a crucial role in shaping our physical literacy.

By doing activities that we enjoy, find meaningful, and value, we deepen our connection with movement and physical activity, and foster an ongoing commitment to maintain an active lifestyle.

Everyone has their own strengths, needs, circumstances, and past experiences that affect their relationship with movement and physical activity.

Our physical literacy is therefore unique and changes over our lifetime. By providing our pupils with positive experiences in their younger years, we are developing positive physical literacy for life.

Active 60 minutes

We are committed to delivering an active 60 minutes per day. The subject leader has invested in a playground trolley and equipment to encourage children to be active during break and lunchtime and staff are committed to taking learning outdoors where possible.

Assessment

Assessment of the children's learning is carried out by trained sports coaches who are experts in their fields. Assessment is then given to teachers based on a 3 star rating, reflecting in the areas of 'know', 'show' and 'grow'. The subject leader undertakes lesson observations of staff to ensure high quality of teaching is taking place.

1 star	★	Working towards expected level
2 stars	★ ★	Working at the expected level
3 stars	★ ★ ★	Working beyond the expected level

An example of the dance assessment is below.

Know	Show	Grow
1 star - Can sometimes discuss and describe how their dance was created with support. Can sometimes use a limited range of dance vocabulary to compare and improve their work when prompted. Evaluates how their own performance can and has improved or the performance of others.	1 star - Remembers and repeats some basic dance phrases and performs with little control and co-ordination. Can sometimes improvise with support from a teacher. Translates some basic ideas from a small range of stimuli into movement with support. Can sometimes develop and adapt basic movements to create short dances with support.	1 star - Begins to show some enthusiasm towards the style of dance by sharing their knowledge on their own and others performances. Works in some small groups with support.
2 stars - Discusses and describes how their dance was created.		2 stars - Demonstrates their enthusiasm for the style and theme of dance showing their eagerness to practice and share their dance steps with the group.

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Uses dance vocabulary to compare and improve their work. Evaluates how their own performance can and has improved or the performance of others. 3 stars - Consistently discusses and describes how their dance was created. Uses a wide range of dance vocabulary appropriately to compare and improve their work. Constantly evaluates how their own performance can and has improved or the performance of others.	2 stars - Remembers and repeats dance phrases and performs with good control and co-ordination. Improvises freely on their own and with a partner. Translates ideas from a variety of stimuli into movement. Compares, develops and adapts movements and motifs to create longer dances. Experiments with actions, dynamics, directions and levels. 3 stars - Remembers and repeats more complex dance phrases and performs with high levels of control and co-ordination. Consistently improvises freely on their own and with a partner. Translates more complex ideas from a large variety of stimuli into movement. Constantly compares, develops and adapts high level movements and motifs to create longer and complex dances. Experiments frequently with complex actions, dynamics, directions and levels.	Works in small groups offering peer support to allow the sequence to develop. 3 stars - Consistently shows enthusiasm to perform and share their creativity with others. Works in, leads and organises small groups offering peer support and creative ideas to allow the sequence to develop.
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