

# St Edward's Primary School a Catholic Voluntary Academy

## PE Policy

Reviewed September 2021  
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## Our Mission Statement

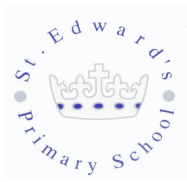


...we should love people not only with words and talk, but by our actions and true caring.  
1 John 3:18

## Our Vision Statement

We are guided by our Mission Statement and we aim to:

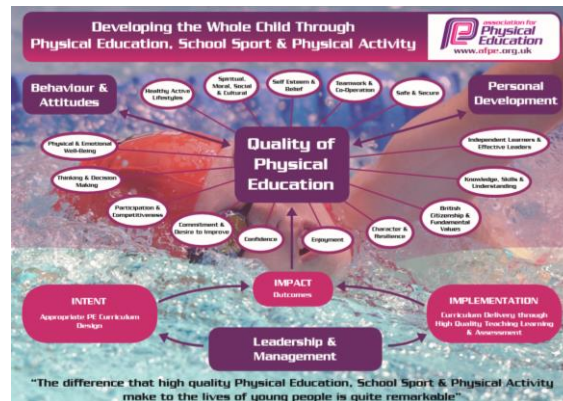
- develop and care for the **whole child** through our teaching and sharing of the Catholic faith.
- show our love of God in the way we care and value each other and ourselves.
- aspire and equip children with those skills necessary to become contributing members of society and responsible adults.
- recognise and encourage all pupils' individual gifts and talents.
- provide an excellent quality of education striving to achieve the very highest standards for all pupils and, at the same time, develop lively critical minds.
- develop each pupil's appreciation of education as a lifelong and enjoyable process.
- work in partnership with the Parish and families, local schools and community groups recognising that only by working together can the school make its contribution towards the development of committed Christians and active members of the Church.



# PE Policy

## **Mission Statement** **'Live, Love and Serve'**

The PE curriculum has a unique role in fulfilling the schools mission statement, as it is concerned with the physical development of the pupils.



### **Intent:** (Skills and Knowledge, structure and sequence)

It is our intent in St Edward's to teach children life skills that will impact positively on their future. We aim to develop a well-balanced, resilient child who is ready for the 21<sup>st</sup> Century. One who has skills and the knowledge that are required to help them to succeed and make healthy choices in our ever-changing modern world. Through participation in PE and extra-curricular activities, St Edward's provides the foundations for a healthy lifestyle and promotes character building, self-esteem and enjoyment in a variety of physical activities and challenges. High quality teaching and learning opportunities inspire and nurture children to succeed, that in turn teaches children how to co-operate and how to collaborate with others to understand fairness and equality.

### **Implementation:** (Matches Intent, coverage, knowledge built on prior learning)

Children in St Edward's participate in weekly high quality PE and Sporting activities. The PE Curriculum is designed to incorporate the development of children's confidence, resilience and an appreciation of not only their own strengths and weaknesses but also that of their peers. All children from Reception to Year 6 are provided with the opportunity to engage in Extra Curricular Activities before, during and after school. An inclusive approach aims to encourage every child to be the best that they can possibly be. We teach the children the Social and Emotional aspects of PE as well as the Physical, which affects their mindset and improves their mental health and well-being. Children are encouraged to move out of their comfort zones and to challenge themselves on a daily basis; this includes competing in competitive sports. Staff are committed to ensure that every child has a sense of wellbeing, a stronger sense of self-esteem, improved concentration, improved co-ordination, along with co-operating and collaborating with others.

### **Impact:** (Progress)

The wellbeing and fitness of our children in St Edward's is encouraged through not only the sporting skills being taught but through the underpinning values and disciplines, that PE promotes. Children are taught about self-discipline, being resilient, along with taking ownership for their own health and fitness. The impact of the PE Curriculum is to motivate children to use the underpinning skills that they have learnt in an independent and effective way to live happy and healthy lives.



## **Gymnastic Activities**

- To acquire skilful control of our body movements.
- To become an intelligent performer.



## **Dance Activities**

- To develop an awareness of their bodies as a vehicle for expression and communication.
- To develop control, poise and creativity through movement.

## **Games Skills Activities**



- To provide opportunity to acquire a variety of games skills.
- To set targets for themselves and compete against others individually and as team members.
- To provide opportunities and practice for children to create games and be introduced to games.

## **Athletic Activities**



- To provide opportunities for pupils to participate in running, throwing and jumping activities and acquire and develop their skills.

## **Swimming Activities**



- To respond to a variety of challenges in a range of physical contexts and environments.
- Acquire and develop swimming skills and perform with increased confidence and competence.
- Children must be able to confidently swim 25+ by the end of KS2.



## **Outdoor and Adventurous Activities**

- To develop increased levels of speed, agility and general fitness.
- To improve confidence in decision-making and ability to complete against others and as team members to solve a problem.
- To explore the potential for physical activities within the immediate environment

**Planning:** A whole school curriculum overview of the programme throughout each Key Stage is available online at [www.stedwards.npcat.org.uk](http://www.stedwards.npcat.org.uk)

- PE is planned for on the same format as other Foundation Subjects and PE is planned for each week by the class teacher.
- There is a detailed plan of each programme of study throughout the Key Stage

## **Cross Curricular Planning**

As a Catholic School it is vital that all subjects are not just about teaching a series of lessons, but as Teachers we need to be aware of other aspects in a child's development.

## **Assessment Procedures**

- Assessment should not be seen as an onerous or isolated task. It should be integral to all that happens within each programme of study. Once planned into the programme, opportunities to assess pupils' progress should occur naturally during the delivery of the unit of work.

- The procedures for assessing pupil's achievement in Physical Education are conducted at the end of each term, at the end of the specific unit, in the form of detailed Subject Assessments.
- The children are assessed against the end of year expectations in line with the National Curriculum 2014.
- Information will be used to form the basis of a summary for the child's annual report to parents.
- Data from the assessments will be given to teachers at the beginning of the new academic year.

### **Early Years Foundation Stage**

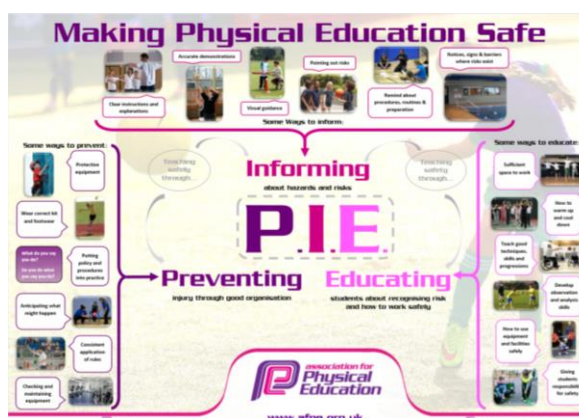
- From the age of three in our Nursery until the end of the Foundation Stage in Reception children are given opportunities for effective physical development similar to those experienced in the Key Stages. Our planned and structured play and learning situations, both indoor and outdoor, enable the development of co-ordination, control, movement and co-operation.
- It is through the Foundation Stage curriculum that our pupils will gain the confidence and skills necessary for their own physical development.

### **Key Stage One and Two**

- Units of work are planned so that pupils can progress in the acquisition of skills, and this progression can be monitored.
- Provision is made for differentiation of activities with the aim of including all pupils with a range of ability.

### **Safety in Physical Education**

In St Edward's we adopt the Afpe 'Making Physical Education Safe'



### **Clothing**

- It is our practice that all pupils change for PE from when they enter school. It is part of the lesson to do so quickly and quietly leaving the clothes neat to avoid confusion.
- **Indoor Kit:** A white T-Shirt and navy-blue shorts and black plimsolls.
- Long hair should be tied back.
- No jewellery to be worn.

### **Outdoor PE**

During winter months children are expected to wear a white t-shirt, navy blue bottoms, a navy blue jumper, a hat, gloves, a waterproof jacket and appropriate footwear. If children continually forget their PE kit staff should inform the PE Co-ordinator and a letter will be sent home.

### **Footwear**

#### **Indoors**

- For Dance and Gymnastics activities children should work in bare feet.
- If the surface is deemed unsuitable then gym shoes can be worn.
- Trainers are not allowed to be worn indoors. Participating in socks or tights is not allowed.
- Children should not be doing indoor PE barefoot (due to multipurpose use of the hall).

## Outdoors

- Trainers are recommended for Games, Athletics, Outdoor, and Adventurous Activities.

## Jewellery

All jewellery should be removed for any PE lesson (including swimming) Religious dress and jewellery, and issues relating to newly pierced ears are dealt with sensitively on an individual basis.

## Special Needs (SEND)

For pupils who have Special Educational Needs (SEND), whether or not they have a statement our aim is that PE lessons are accessible. Pupils of all abilities will be given the opportunity to develop through different physical activities such as open, modified, parallel, included or separated activities (QCA Teachers Guide page 17)

The teacher needs to decide how best to engage children so that they learn and make progress. Teachers will also discuss individuals with SENCo, previous teachers, parents, and by referring to IEP notes.

## End of Key Stage Expectations

**A Simple Guide to National Curriculum Progression in Physical Education**

**association for Physical Education**

**Early Learning Goals**

**Expected**  
Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

**Exceeding**  
Children can hop confidently and skip in time to music. Children know about and can make healthy choices in relation to healthy eating and exercise. Children play group games with rules.

**Key Stage One**  
Pupils should continue to 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 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.

**Key Stage Two**  
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.

**Key Stage Three**  
Pupils should build on and embed the physical development and skills learnt in Key Stage 1 & 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

**Key Stage Four**  
Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

[www.afpe.org.uk](http://www.afpe.org.uk) © Association for Physical Education