



# St. Laurence C.E. Primary School

## PE Policy 2023

This policy outlines the teaching, organisation and management of the PE taught and learnt at St. Laurence's C. E. primary school. It reflects the school's values and ethos. The implementation of the policy is the responsibility of all the teaching staff.

### Curriculum Statement

Our PE curriculum enables children to develop knowledge and skills that are progressive and transferable to other curriculum areas. We want our children to experience physical education in a safe environment. Through a rich PE curriculum our pupils physical and emotional development is our priority. Living healthily is a key part of our PE curriculum, with regular exercise and eating a balanced diet a key aspect of our highly valued PE curriculum.

### Intent

PE is an important part of our curriculum that is fully inclusive and we strive to engage all pupils. We achieve this providing a varied and stimulating PE curriculum, with an emphasis on the disciplinary concepts: **Motor Competence; Rules Strategies and Tactics** and **Healthy Participation**.

We encourage all of our children to develop their use of their body, equipment and apparatus safely; **Motor Competence**. In addition to this, we ask them to be reflective and creative in their learning and to improve their performance. We teach our children to be able to work alone and as part of an effective team, understanding the principles of fair play, competing honestly and behaving in a sporting fashion; **Rules Strategies and tactics**. These values are highly visible within our school and are upheld when participating in competitive fixtures against neighbouring schools. Our curriculum provides the opportunity to enjoy being physically active and encourages our children to adopt a positive mind set which is achieved through determination, perseverance and resilience; **Healthy Participation**.

Careful monitoring of lesson planning across year groups, pupil interviews and lesson observations ensure that children develop their skills as they progress through our school, building upon previous learning and developing previously taught skills.

### What will children be able to do having completed the EYFS curriculum?

- Be able to kick a large ball.
- Be able to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- To be able to catch a large ball.
- To negotiate space successfully in racing and chasing games with others.
- To show increasing control of an object when pushing, patting, throwing, catching or kicking.

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- To be able to rise to feet without using hands.
- To be able to climb confidently and begin to pull themselves up on equipment.
- To mount stairs, steps or climbing equipment using alternate feet.
- To be able to stand on one foot.
- To be able to jump off an object and land appropriately.
- To travel with confidence and skill around, under and over balancing and climbing equipment.
- To move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping.
- To be able to experiment with different ways of moving.
- To be able to run safely on whole foot.
- To begin to participate in outside games within a team and individually.
- To develop fine and gross motor skills through woodland craft.

### **What will children be able to do having completed KS1?**

- 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.
- 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.
- Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

### **What will children be able to do having completed KS2?**

- 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.
- 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.
- 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.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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**At the core of all we do is our three main values: creativity, trust and wisdom.**

PE is an excellent opportunity for our pupils to express themselves:

- Our children can be **creative** in their PE lessons, with the opportunity to observe each other and refine their own performances.
- We develop **trust** in the way we work, encompassing teamwork, relationships, and ensuring pupils feel confident within themselves (positive mind set) and their learning environment.
- An enriching PE curriculum will enable our children to develop **wisdom**; drawing upon their experiences to amend and improve their performances.

### **Implementation**

PE is taught in a wide range of different ways across our school to maximise pupil engagement and maximise lesson outcomes. We provide challenging and enjoyable learning in a range of sporting activities, including, invasion games, net and wall games, gym and dance, striking and fielding games, athletics, swimming and outdoor adventurous activities. Teachers and HLTAs follow a prescriptive PE sports plan, ensuring that all areas of PE are covered and taught throughout the academic year. This ensures full coverage of our curriculum over the academic year. They then plan series of lessons to develop and refine their pupils' skills and create a learning environment that stimulates interest. The PE co-ordinator monitors the planning to ensure that there is a progression in skills in the different year groups. Lesson observations and pupil interviews provides further evidence. It is essential that there is a progression of knowledge and skills in PE throughout the school, enabling children to build upon prior experiences and apply these with confidence. The PE coordinator will regularly review the PE curriculum with questionnaires on CPD requirements helping to inform the annual action plan.

Our children participate in a wide range of enrichment and competitive sporting events. This is an inclusive approach which encourages physical development and mental wellbeing. Children attend a block of swimming lessons in KS1 and KS2. We provide children with the opportunity to participate in extracurricular activities that are inclusive, enjoyable and increase their physical activity. Sports Grant funding is used to subsidise disadvantaged children. Parents and carers are invited to come into the school to share in the learning of PE with our children. Sports Day, dance performances and competitive sporting events are several ways of achieving this. Sporting events can help to develop relationships between school and home.

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### **How do we support pupils in PE?**

We use differentiated tasks to allow children to meet the learning objective and to ensure that they progress at the correct pace. This could take the form of additional adult support, the use of resources/equipment, peer support or the differentiation of the task to be completed. For pupils with specific SEN or EAL needs a variety of approaches may be used including pre-teaching of specific vocabulary, pairing children alongside role-models, providing visual practical prompts, adult support and adaptation of activities to ensure engagement.

### **How do we challenge our pupils in PE?**

Work may be differentiated to allow children to go beyond the year group's objective. This could take the form of additional independent activities, the use of equipment, peer mentoring or the differentiation of the task to be completed.

### **Impact**

- Outcomes in lessons, learning journals, wall displays and participation in external sporting events evidence a broad and balanced PE curriculum. A recap of learning from previous year groups.
- A 'hook' to inspire and capture the children's imagination.
- Happy and engaged learners.
- Children who can work independently and can regularly work in pairs and small groups.
- Children who are given the opportunity to lead and coach their peers.
- Children who like to talk about and reflect on their learning.
- Self-motivated children who show excellent sportsmanship.
- Children who can explore different activities and equipment.
- The use of qualified coaches to enhance the learning of the children.
- Children who enjoy physical activity, have a love for sport and want to pursue it outside of school and in future life after primary school.
- Physically active children which has a positive implication on their learning in the classroom.
- Children who are able to take responsibility for their own health and wellbeing utilising the knowledge and skills acquired through PE.
- Children who understand how to lead a healthy lifestyle and understand the importance of exercise.
- Confident children who can talk about PE and are prepared to share what they have learnt in a variety of ways.

### **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. At St Laurence's, we use summative and formative assessment to determine children's performance in PE. Assessment is supported by use of the following strategies:

Observing children at work, individually, in pairs, in a group and in class during whole class teaching.

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Provide effective feedback to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

Use of specific and measurable learning objectives for each lesson which children and teacher's review against the agreed success criteria.

Each child's attainment and progress in PE is formally reported to parents at the end of the school year in the end of year report.

Feedback from teachers and peers.

Video evidence.

### **Cross- curricular links**

Links can be made between PE and other areas taught in school. When finding the total number of points scored in a game, mental maths strategies can be used to develop quicker and more efficient ways of adding. Other mathematical skills may include; calculating the angle, reasoning and time management.

### **SMSC Development**

The morals and values underpinning the PE curriculum are of paramount importance. We encourage our children to be respectful on the playing field and to represent the school in the correct manner. Our children will learn more from losing than they do from winning and the discussions that follow a defeat are managed in a sensitive manner. Showing respect towards our opponents and towards our teammates is promoted and underpinned by the Christian ethos at St. Laurence's primary school.

### **Resources**

PE resources are stored in a specially designated area. The shelving is clearly organised and has an extensive supply PE equipment to suit the requirements of all pupils. Equipment is inspected annually and replaced if it is unsafe or no longer fit for purpose.

### **Role of the subject leader**

- To ensure a high profile of the subject.
- To attend and provide regular CPD.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure that there is a progression of skills as children progress through the school.
- To analyse assessment data.
- To annually observe PE lessons.
- To annually hold pupil interviews.
- To monitor planning and oversee the teaching of PE.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the PE curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

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### **Equal Opportunities**

At St Laurence's we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

### **Gifted and talented / more able Pupils**

At St. Laurence's each teacher will liaise with the gifted and talented co-ordinator to ensure individual children's needs are met and that appropriate targets are set and reviewed regularly. Class teachers are mindful of the extra needs of gifted and talented children and provide additional or more challenging activities to allow further progression and challenge.

### **Inclusion**

All pupils are entitled to access the PE curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted, to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

### **Role of the Governors**

The subject leader will ensure that the Governing Body is kept up to date with any actions and initiatives which are relevant to the subject. Reviews of action plans are sent to the Governors each year and the Governors meet with subject leads and provide link governor reports to the governing body annually.

### **Health and Safety**

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/ activity (such as external sporting events) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Risk assessments will be submitted for all educational off site visits.

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