



# St Luke's C of E (Aided) Primary School

## Physical Education Policy

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### Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, is given the opportunities to thrive and flourish and that each person is treated fairly and well which is demonstrated through our school vision.

### Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that,

***'we can do all things through Christ who strengthens us'***

Philippians 4:13.

The school's PE policy, driven by our vision, motto and core values is a key factor in the success of our school Mission which states:

Our mission will be driven by our vision, motto and values so that together, ***we can do all things through Christ who strengthens us.*** We will:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness.**
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.

St Luke's is a school where every child experiences excellent physical education, recognises that sport plays a vital role in a healthy future for both their physical and mental health and has the passion and self-belief to enjoy and excel in whatever physical activity they choose, leading to lifelong participation in sport and exercise (as they grow in their primary PE journey – being able to identify the benefits that PE can offer as a whole).

St Luke's provides a holistic approach to our children's Physical Educational learning; where each child has the opportunity to develop in their physical abilities, social, technical/tactical and psychological skills.

We aim to offer a broad and balanced curriculum where children can develop skills and have the opportunities to make progress over their Primary school life, in preparation for life above and beyond the classroom.

## **Spirituality In the PE Curriculum**

At St Luke's our curriculum reflects our Theologically Rooted Vision. In every area we provide opportunities to ensure that the curriculum and extra-curricular opportunities meet the spiritual needs of all learners. In PE opportunities for spiritual development may be seen through activities which allow pupils to develop their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. This is also linked to the Christian value 'Endurance', as pupils have to show endurance when exploring the body's capabilities. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers when looking at WAGOLLS.

Morally, children at St Luke's are given opportunities to be living a healthy lifestyle and we promoting healthy living is apparent in P.E lessons at St Luke's and is evidenced through our Healthy Schools GOLD 2022-2023 (valid for 2 years). Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to umpire and referee supports the importance of abiding by rules. Pupils are challenged to consider ethical and moral issues by discussing the use of enhancement drugs in sport and how fair or unfair this may be.

Culturally, Pupils are given the opportunity to explore dances and learn games from different traditions and cultures including their own, such as the Hacka, Irish dancing, Bollywood Indian inspired dance, and other cultures depending on the focus of the lessons / events that inspire us during the year i.e. theme of play dances, festivals / religious holidays ... Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels – St Luke's offers a large range of sporting clubs in our after-school 'super curriculum', this includes girls football. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in. At St Luke's we have a daily 'Talk topic' and Health and Sports week. During this week, we offer new and exciting opportunities such as Bhangra dancing, Irish dancing, traditional dancing from other countries and also tasters of national sports i.e. rugby, Gaelic football and other sports.

- Specific examples of Spiritual, Moral Social and Cultural Develop in Physical Education include:
- Pupils learning to cope with both success and defeat with dignity.
- Pupils discussing learning objectives and reflect upon issues as well as listening to others opinions.
- Strategies and tactics being introduced to pupils
- The role of coaches, leaders, and umpires are used to develop pupils' sense of right and wrong.
- Pupils witnessing positive behaviour in PE and are allowed the opportunity to reflect upon the need
- for rules and fair play.
- Pupils becoming aware of different cultural attitudes towards aspects of physical activity.
- Discovering the role of sport and dance within society including learning dances and games from
- different traditions.
- Pupils learning to cope with their emotions in socially acceptable way during competitive situations

## **Aims and Expectations**

### **Our aims in teaching PE is that all children will:**

- Develop the ability to remain physically active for sustained periods of time and understand the importance of this in promoting long-term health and well-being.
- Develop an understanding of what effects exercise can have on the body (physically and mentally); this can be during lessons and also when KS2a participate in the Active future project – A 6 week course on how the body works during sport suitable for their age.
- Acquire and develop a range of skills, performing with increasing physical competence and confidence (suitable for the child / cohort; with staff adapting teaching to take steps back and push forward when required).
- Develop their PE vocabulary following the 'Get Set 4 PE' structure (This ONLY uses standard vocabulary from Year R and above – no 'colloquial terms').
- Select and apply skills, tactics and compositional ideas 1:2, 1:2, 2:2, 3:3 ...
- Develop their ideas in a creative way and become skilful and intelligent performers.
- Set targets for themselves and compete against others, individually or as team members.
- Discover their own aptitudes, talents and preferences for different physical activities and encourage them to pursue them further, both within and outside the school and into the future.
- Take the initiative, and show confidence in a range of leadership roles.
- Develop an understanding of how to improve their own performance through reflection and evaluation.
- Develop an understanding of what it is to persevere, succeed and acknowledge others' success.
- Respond to a variety of challenges in a range of physical contexts and environments.

### **In every PE lesson children will:**

- Develop their physical, cognitive and social and emotional skills
- Apply their skills appropriately to a variety of activities (competitive, non-competitive and to achieve their personal best).
- Think about how they and others have performed and learn how to improve (*PB will be a focus introduced in Spring/Summer 2024 following the latest research and CPD for staff to be provided*).
- Understand the relationship between exercise and health and develop positive attitude to exercise
- Work with others appropriately
- Develop an understanding of safe practice
- Activate age appropriate vocabulary and review previous related learning
- A warm-up (linked to the lesson skills where appropriate) should be an integral part of every PE lesson. Warm-ups are designed to prepare the body for movement. A warm-up allows the body to gradually increase its heart rate, breathing, and body temperature, which increases blood flow to the muscles. At St Luke's an engaging warm up activity not only provided prepares the body for the lesson, but it prepares children's minds and puts them in 'PE' mode, as the change of environment needs a 'starter/settling' activity to increase focus, mind-set and engagement.

## **Progression**

To ensure there is progression throughout the school, to meet National expectations, a Learner Profile/Assessment tool has been created for each year group which is adapted from the National Curriculum for Physical Education. The Learner profile ensures that our aim of each child receiving excellent physical education is apparent through key skills being taught and developed whilst continuing to use children's interests and experiences.

## Learning and Teaching

### EYFS

EYFS and foundation pupils will have access to outdoor play each day, independent physical activities and a teacher led station to support aspects of Physical Development; co-ordination, control, and movement.

- **Autumn:** Introduction to PE and Fundamentals.
- **Spring:** Gymnastics and dance
- **Summer:** Ball skills and games

### Key Stage 1

Pupils will have a minimum of **2 hours** of PE each week.

- **Autumn:** Fitness, Fundamentals, Dance and Ball skills.
- **Spring:** Gymnastics, Dance, Sending and Receiving and Invasion games.
- **Summer:** Yoga, Target games, Team Building (OAA), Athletics (Year 1)

### Key Stage 2

- Pupils will have a minimum of **2 hours** each week to further develop their skills, vocabulary and confidence in a broad and balanced curriculum. Having had the basic vocabulary and skills modelled and started in KS1, children will be engaged from lesson one in each area during their KS2 experiences.
- As well as developing the skills learnt in these lessons, they will be transferred into competitive games. In some areas we will also take the learning further by entering the children into intra-school and inter-school competitions (Gymnastics, Athletics, Football, Basketball, cricket and more where transferable skills can be applied i.e. participating in festival and compete competitions to develop their confidence, social skills and psychological mind-set).
- KS2 children will access **Gymnastics, Dance, Athletics, Swimming, Invasion games (Football, Netball, Basketball), Net and wall (Tennis), striking and fielding (Cricket and Rounders), OAA, Yoga (Y3, Y5), Fitness (Y4, Y6), Fundamentals (Y4) and Golf (Y3,Y4,Y6)** at different points of the year – see long term plan 2023-2024. Note: The broad range of activities are repeated at least twice (some four plus) through the duration of the children's KS2 experience – allowing skills to be developed and further development and progress to be made.
- When unique opportunities arise, i.e. to work with a specialist / expert St Luke's will plan these in in addition to or in replacement of PE lessons from long-term plan. Staff to liaise with PE lead to ensure communication is clear with all staff who this may affect i.e. the next year group, or plan time to 'fit in' during sporting focus days, sports, and health week or as 'PE award' time.
- St Luke's has high expectations of its children; by introducing a broad range of PE across all Key-stages and offering children opportunities in lessons to achieve, succeed, meet or beat personal bests, compete, perform, judge, critique, view experts and become good citizens through turn taking, supporting each other and socialising and much more PE plays a key role in our school.

### No Hall / Field / MUGA

- When a suitable area is not available or safe to use i.e. rain, ice, or heat and the 2 indoor spaces are in use by other years, and a timetable swap is not offered; staff to use classrooms if appropriate and safe by adapting lesson or use the 'Classroom PE' section of 'Get Set 4 PE'.
- Other examples of 'Classroom PE lessons' are: Dry swimming lessons e.g. water safety, Pool rules and signs... resources available through Swim England and are on the school Teams site, Safe pre-planned lessons, and games such as balloon tennis, indoor table-tennis, archery and much more.
- Staff to also use the PE time to develop and embed vocabulary through wordsearches / other word games (cross-curricular links). Children could also plan an activity / drill or game with the previous LO focus or re-cap prior learning.

## Swimming

- All pupils from Year 3 to Year 6 will be taught swimming lessons for 7-9 weeks out of the year.
- Sports premium budget will be used for 'Top-up-swim' for KS2b children who are working towards the national expected 25m / safe self-rescue.
- Swimming lessons are taught by Colton Hills swimming instructors and ASA Level 1 Qualified Swimming Teachers from St Luke's Primary School.
- Teachers at Colton Hills and St Luke's will complete the baseline check using the Swim England tool kit. Children can achieve both awards and distance badges.
- All teachers can choose and adapt the Swim England lessons to meet the needs of the children with safety and progress being the focus.
- Swim ware / caps / towel spares always available and will be offered to children.

## Inclusion

All children participate fully in all lessons. Teaching follows the guidelines of the whole school policies for equal opportunities, SEN, EAL and Exceeding children. Planning ensures that all abilities and learning styles are catered for, and TA support is outlined to support a target group. Visual cues are also used to assist with understanding and skill development along with video analysis. Teaching is in 'best fit' ability groups, with sub-grouping / mixed grouping within different sections of the pool. Support and extension materials are provided as appropriate. Staff to receive specific training for specific children and specific disabilities where appropriate.

## Learning Environment

The environment should celebrate the success and achievement of pupils of all abilities and be a source of inspiration to all. Personal Best and instant success is promoted across the curriculum.

## Monitoring

Monitoring in PE takes the form of triangulation: learning walks (including pupil voice) and work trawls/evidence trawls which occur once per year. Feedback from this monitoring, informs further developments within the subject.

## Assessment

In Foundation Stage, assessment take the form of observations.

In KS1 and KS2, teachers record the progress made by children within lessons against the learning objectives and success criteria. Staff identify children who are not meeting the ARE for the focused areas and those that are exceeding / those that are mastering the skills. At the end of a unit of work, teachers make a judgement against St Luke's Assessment criteria adopted from the National Curriculum (2014) assessing without levels statements. Children are highlighted on these assessments if they are working below 'Age Related Expectations' (ARE's) or working above/mastering ARE. These records are subsequently used to support identified children and also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

## Awards

PE '**Physical me dojo's**' are given during lessons (sometimes creative me, spiritual me, thinking me... making the reward direct for the action).

Termly, staff choose one child from each class to be rewarded the 'St Luke's Sporting Star of the Term'. This is after consideration of all four areas (as shown on image), over four different skill based topics in Autumn, Spring or Summer term e.g. children may have participated in gymnastics, fitness, invasion games and dance: This allows staff to get more evidence for the winner across the term.



## **Marking and Feedback**

Verbal feedback is given by the teacher throughout the lesson. Teachers give feedback on children's work in PE based on observations of them working during lessons. Pupils are encouraged to evaluate their own work and the work of others and to suggest ways to improve. We aim for all children to experience success in a lesson, it may not be against the LO, but could be for one of the other areas i.e. psychological or social.

## **Resourcing**

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store cupboard located in the small hall. The larger resources such as benches, gymnastics boxes are kept in the PE store cupboard located in the large hall where mats are also kept. We expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The areas which the children use for PE are; small hall (dance), large hall (gymnastics), field (athletics, games, OAA), MUGA (games, OAA) and Colton Hills swimming pool for swimming lessons.

Resources are available to meet the planning needs of 'Get Set 4 Pe'. An annual review takes place in June to ensure that equipment is available to deliver lessons to a high standard.

## **Health and Safety**

- Health and Safety for PE follows the whole school policy.
- Teachers and coaches are expected to check the hall and outside area before the start of the lesson.
- Teachers are requested to report to the PE Subject Lead or the Health and Safety Officer, or the site manager any faults found on equipment or spaces used by the children involved in PE and extra-curricular activities.
- We encourage the children to consider their own safety and the safety of others at all times. We expect them to come to school in the agreed PE clothing. Children must remove all jewellery, if this is not possible surgical tape can cover newly pierced ears or religious string bracelets. Any jewellery that cannot be removed and staff feel is a danger requires a phone call home, informing parents that their child has misses part of the curriculum and an agreed next steps should be made.
- If children do not have their kit, there are PE kits available to them (including swimming kits, hats and towels).
- For gymnastics and dance children should be bare-footed to avoid slips, not hurt anyone whilst supporting each other, protect equipment and to also maximise precision. If there is a medical reason or other accepted reason, pumps or dance shoes should be encouraged rather than trainers for the safety of themselves and others.
- It is expected that teachers to set a good example by wearing appropriate clothing when teaching PE and that no potentially dangerous jewellery is to be worn for any physical activity.

Staff follow the 'Get Set 4 PE' planning for most lessons (with exception of multi-skills, tri-golf, Sports Hall athletics and dance performances to give purpose) is age-appropriate for the children. If staff adapt lessons, this should be in a safe manner and in line with the whole school policy.

## **Appendices**

Additional information is available in the 'St Luke's PE and School Sport'" document in the PE subject area on the school web-site.