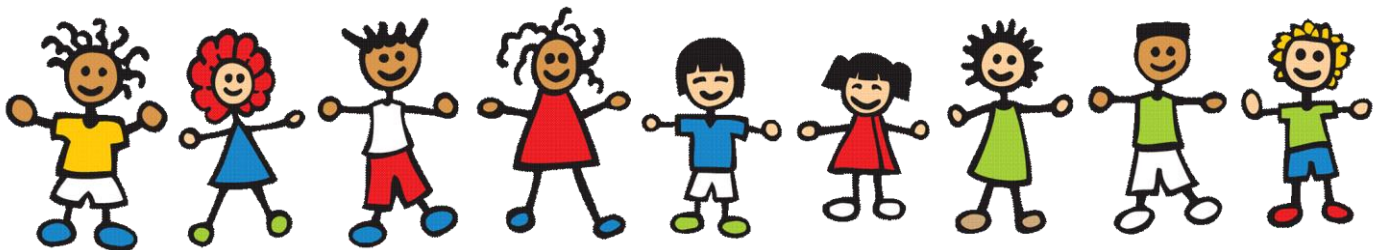


St Paul's CE Primary School

# PE Policy





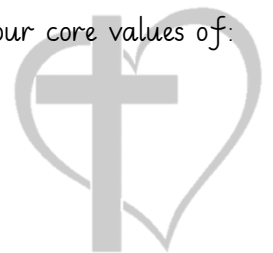
All that we do at St Paul's CE Primary School is firmly rooted in the biblical teachings of St Paul.

'Keep alert. Be firm in your faith. Stay brave and strong. Let all that you do be done in love.'  
1 Corinthians 16 13:14

It provides us with our school motto – 'Shine in the love of God' – it is reflected in our core values of:

Love,  
Friendship – Hope – Respect – Trust – Forgiveness.

This is what we base this policy and our curriculum on.



*This will bring health to your body and nourishment to your bones.*

Proverbs 3:8



## St Paul's CE Primary School

### PE Policy

#### Rationale

At St Paul's CE Primary School, our PE curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years statutory framework in Reception.

At St. Paul's CE Primary School, we believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills.

#### Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

It includes the 'hidden curriculum', or what the children learn from the way that they are treated and expected to behave.

#### Our Curriculum Values

At St Paul's we strive to make our children passionate for learning and to make their learning as much fun, as meaningful and relevant as possible. We offer our pupils an excellent education in a safe, calm and creative place.

Every child is valued as an individual; we aim to nurture well-rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our PE curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of people, as well as their intellectual and physical growth. We organise our PE curriculum so that we promote co-operation and understanding between all members of our community. We teach respect for other irrespective of their gender, age, sexual orientation, gender re-assignment or disability.

#### Our PE Curriculum Intent

All that we do at St Paul's CE Primary School is firmly rooted in the biblical teachings of St Paul.

'Keep alert. Be firm in your faith. Stay brave and strong. Let all that you do be done in love.'  
1 Corinthians 16 13:14

'Shine in the love of God'

This is our school motto. It is reflected in our school values.

Love,  
Friendship – Hope – Respect – Trust – Forgiveness.

This is what we base this our curriculum on.



What follows is what we want our PE curriculum to achieve for all children by the time they leave our school; because we passionately believe that, our children deserve the best.

Our PE curriculum is driven by the needs of our children, their families and the community in which they live. Our mantra is See it!, Say it!, Learn it! Use it! This ensures that all of our children receive the curriculum that makes them the best learner that they can be.

Pupils at St. Paul’s participate in weekly high quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others’ strengths and weaknesses.

We provide opportunities for all children to engage in extra-curricular activities during and after school, in addition to competitive and participation sporting events. This is an inclusive approach, which endeavours to encourage not only physical development but also well-being. We aim to embody the School Games Values of Honesty, Determination, Teamwork, Passion, Respect and Self-Belief.

### Implementation

Through our bespoke PE curriculum we intend to offer the following to the pupils of St Paul’s:

Our Curriculum Driver	How we implement this in PE
<p>First Hand and Real Life Experiences (SEE IT)</p>	<ul style="list-style-type: none"> <li>a) Quality First Teaching. Every lesson/sport is introduced by a coach with a specialism in that area. Their knowledge and skills are immediately evident to pupils and staff.</li> <li>b) The practical and physical nature of the subject means pupils are ‘hands on’ in every lesson.</li> <li>c) Visiting coaches, professional/semi-professional sports players and School Games Organisers (SGOs) attend school for assemblies, introductions and sports club links (Bury Blue Devils, Manchester City etc.)</li> <li>d) All lessons are well resourced, consistently audited, and replenished.</li> <li>e) Vast majority of lessons are taught outside</li> <li>f) After school clubs, participation events and competitions are provided via the BJSSA and BSP.</li> </ul>
<p>Language Acquisition and Oracy (SAY IT)</p>	<ul style="list-style-type: none"> <li>a) Each PE session is created around building the fundamental understand of a skill using the correct vocabulary and terminology – muscle groups, specific training drills, and movement vocabulary.</li> <li>b) Discussion points around each warm up activity, skill session and game rules with question and answers sessions. Pupils say what they notice, know and can explain.</li> <li>c) Explicit, precise and ambitious vocabulary/terminology is used at appropriate times.</li> </ul>

	d) To know how to explain rules and processes accurately for clarity and effect.
Repetition (LEARN IT)	<ul style="list-style-type: none"> <li>a) All lessons begin with a recap of prior skills and how to apply them in new situations</li> <li>b) Inherent physical repetition of skills – discreetly and indiscreetly applied to mini games and full games.</li> <li>c) Repetition of PE specific skills</li> <li>d) Targeted repetition of lost or missing learning/skills.</li> </ul>
Retention - Applying Skill and Knowledge (USE IT)	<ul style="list-style-type: none"> <li>a) Application of taught skills and techniques so pupils make explicit and concrete links to new learning</li> <li>b) Children can see the 'bigger picture' and why they learn what they do in that particular order.</li> </ul>

### Impact

Our curriculum aims to improve the wellbeing and fitness of all children at St. Paul's, not only through the sporting skills taught, but also through the underpinning values and disciplines PE promotes.

Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness.

Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

### Curriculum Overview – Why?

To understand progression throughout school life, it is important that we know where we are progressing from and where we are going. In PE, we traditionally split it into eight different categories, Athletics, Dance, (fundamental) Games, Gymnastics, Invasion Games, Outdoor and Adventurous Activities, Net and Wall Games, Striking and Fielding Games. Through these categories, we aim to develop the whole child. We look at three aspects of the child. We look at three aspects of development, described as 'Heads, Hands, and Heart'

### Planning

The school has developed long term and medium term plans which outline the LO.

In English planning follows T+W.

In Maths teachers plan on a IWB flipchart.

In phonics planning follows RWI.

In guided reading

In RE planning is in line with Manchester diocesan's

In computing/science/history/geography/rse/French/Art/Music/DT the teachers will plan using the school's planning sheet.

## Pedagogy

Our PE teaching is based upon our curriculum drivers and a pedagogy that is tailored to St Paul's.

In every PE lesson you would expect to see:

- A clear learning objective taken from the school's medium term plans  
Learning evidenced will reflect this learning objective – what the children are learning, not doing.  
Eg. Explain, understand, explore, discover, research, investigate, know, use, apply, complete
- A distinct warm up activity demonstrating key movements (SEE IT)
- Explicit language taught and reinforced (SAY IT)
- A q and a session at the start of a lesson, after each activity or at the end of the lesson (USE IT)
- The coach/teacher discussing the learning with the pupils (SAY IT)
- The children responding to the coach/adult/partner (USE IT)
- Visual stimulation or aid to facilitate new learning (SEE IT)
- Talking partner/discussions/collaborative working/team building/collaboration (SAY IT)
- Explicit links are made (where appropriate) with other subject areas; particularly science (breathing, respiration and blood pressure) and empirical mathematical data (personal challenge, graphing, problem solving and extrapolating data. (USE IT)
- The lesson will end with a further question which will reflect that lesson's learning. (LEARN IT)

## Differentiation

All lessons are taught at an age related expectation. We differentiated for SEND, EAL and SEMH learners by providing appropriate adult support and high quality scaffolding. In cases where children are significantly below ARE, activities will be differentiated at source. This will be discussed and agreed by the SENDCo and the HT.

## Assessment

Coaches and staff assess summatively after each unit and compile assessment grids. The pupils are assessed around the key areas for each unit and are identified as on track, above or below expectations. This information is shared with the PE Lead and class teacher.

## The Role of the Curriculum Leader

To lead this curriculum area and to complete the following:

- To monitor and evaluate the curriculum provision of the subject
- To carry out planning and book scrutiny
- To carry out learning walks
- To understand the achievement and attainment of the children within this subject
- To identify the priorities for school improvement and to carry these out through succinct action planning.
- To lead on training and staff development
- To attend relevant training and disseminate to whole school.
- To feedback impact and effectiveness to Head Teacher and IEB.