



SSMJ POLICY FOR

PHYSICAL EDUCATION

*Following the example of Jesus, together we learn, love
and respect one another to be the best we can be.*

Written by A Currid

Role – PE Subject Lead

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'Let us run with endurance the race that is set before us.' (Hebrews 12:1)

The Purpose of studying Physical Education:

At SSMJ, we believe that a balance and range of opportunity underpins everything we plan and deliver. Since the beginning of the human species, there has always been a need to move and be active but as time has gone by, and technological advances have been made, there has been an increase in sedentary lifestyles and the associated health problems. There is strong and consistent evidence that doing regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone. At our school, we recognise the importance of being fit and agile and the effect it has on a child's health and wellbeing, their ability to learn effectively and achieve in school.

As we strive to be a healthy school, we want to promote participation in sport and physical activity and believe we have an important role in partnership with the family and wider community in promoting physical activity and a healthy lifestyle. Information on our PE curriculum, extra-curricular activities and how we use our Schools Sports Premium Funding can be found on our website.

As a Catholic school we recognise the fundamental principles links between Catholic Socialist Teaching (CST) and PE. The PE indicators support the elements well and we recognise how we can embed elements like 'The Dignity of the Human' within our PE sessions.

We also aim to increase enjoyment and participation in sport and physical activity for all pupils; as a school, we celebrate all of our sporting successes.

Aims:

As a school we use PE Passport which is written by primary PE specialists. It is a progressive scheme of work which aims to challenge pupils whilst also promoting a love of the subject. (<https://app.primarypepassport.co.uk/#/login>)

Vision for the Primary PE and Sport Premium.

ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

It is expected that schools will see an improvement against the following 5 key indicators:

- 1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.**
- 2. The profile of PE and sport being raised across the school as a tool for whole school improvement.**
- 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.**
- 4. Broader experience of a range of sports and activities offered to all pupils.**
- 5. Increased participation in competitive sport.**

Intent:

St Michael And St John's RC Primary School believes that Physical Education (PE), should be experienced in a safe and supportive environment. In addition to this, it 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. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at SSMJ, not only through the sporting skills taught, but through the underpinning gospel values that are at the heart of everything which our school does.

Implementation:

PE at SSMJ provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, striking and fielding games, gymnastics, dance, swimming and outdoor & adventure.

The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.

Pupils participate in two hours of high quality PE lessons each week. In addition, children are encouraged to participate in the varied range of extra-curricular activities and after-school clubs. As a school, we are always developing these clubs to offer as many sporting experiences as possible.

Children are invited to attend competitive sporting events as part of our partnership with the Hyndburn and Ribble Valley Primary Sports Partnership. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.

Each year, two children from each class are nominated to become Sports Buddies for the school. They provide a vital role in helping promote physical activity and ensuring everyone has access to enough equipment.

We also have members of Year 6 who are our Wellbeing Warriors. Their aim is to develop the physical and mental wellbeing of the children throughout the school. These are led by our Senior Mental Health Lead in school.

All children have access to an outdoor swimming pool which we hire at the start of the Autumn term. The aim of this programme is for children at the end of Key Stage 2 to be able to swim 25 metres competently.

We ensure relevant staff access high quality professional development annually on PE and physical activity to keep them updated on key related issues and ensure they are confident to teach the full breadth of the curriculum. We participate in training and projects run by the LA and other organisations.

Impact

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. We provide children with a mentally healthy approach to life. They will hopefully grow up to live happy and healthy lives, utilising the skills and knowledge acquired through PE.

Teaching and Learning

All children from Reception to Year 6 have at least two lessons of PE a week during curriculum time. As a school, we follow the PE Passport scheme. The curriculum covers the programme of study for PE in the National Curriculum and Early Years Foundation Stage Statutory Guidance. Pupils develop physical skills as well as learn about fitness, cooperation and fair play. Pupils are assessed to ensure progress is made and end of key stage expectations are met by all children. Summative assessments are then reported to parents on an annual basis. Children

are assessed against Key Learning Goals for different sports and skills and this is stored centrally allowing access for SLT and the Subject Leader. This is completed during the lesson using PE Passport and can be completed as many times as 2 per term depending on the sport and skills being taught.

EYFS do not follow an explicit sequence of learning; their sequence of learning is progressive within each lesson. Each lesson will be different and will involve developing their fundamental skills such as pushing a ball, throwing a ball or jumping. Children are continually assessed and activities are adapted to match their individual needs.

In EYFS Physical Education is not only taught within the allocated two hours. Children develop those key fundamental movement skills through continuous provision activities. The development of key movement skills can be developed at any moment around the school day from walking down the corridor to holding the hand rail as you go down stairs – every opportunity is a learning one and PE is an aspect that permeates throughout the EYFS curriculum. Our aim is for children to be active for at least 120 minutes a day within school which is two thirds towards the 180 minutes daily recommendation for EYFS children.

In all subjects, as a school, we ensure children are provided with the opportunity to become the best they can be. This is through a progressive curriculum that inspires and innovates students to experience PE in its greatest sense.

In PE we ensure the safety of our children in accordance with our Safeguarding Policy and in line with the Keeping Children Safe in Education Act.

Activities taught at SSMJ:

- Dance
- Gymnastics
- Games (fundamental skills in EYFS and Key Stage 1)
- Games (rounder's, tennis, cricket, football, basketball, dodgeball, basketball, badminton and handball)
- Outdoor and adventurous activities
- Athletics

Participation in PE

- A wide range of imaginative resources and teaching strategies are used to actively engage pupils in participating in lessons.
- Our curriculum takes into consideration the range of pupils' needs to ensure continuity and progression in learning is provided and PE lessons will be suitably differentiated in order to support and challenge pupils.
- Staff ensure that pupils of all abilities are able to access the PE curriculum by providing alternative, or different resources to develop new skills and ensure a positive relationship with physical activity from an early age.
- Pupils who are unable to participate in a PE lesson are engaged purposefully with other roles such as observation, feedback, video recording, evaluation, coaching, umpiring and refereeing. Students should change into suitable footwear. Parental notes should be received if a child is excluded for any short or long term health reasons.
- Teachers monitor and follow up on non-participants due to loss of kit or medical reasons. Any medical reasons would be recorded on CPOMS.

Facilities available for physical activity

On-site facilities include eg:

- Hall – climbing frames, gymnastics mats, balance benches and the box.
- Playground– to be used during the day for play times, lunch times and PE, both in and out of school hours.
- The Field is used for break/lunchtime activities and curriculum activities (weather permitting).

Sports clothing to be worn during physical activity (before, during and after school).

PE is part of the National curriculum and can take place on varying days. On the days of their PE lessons, the children will attend school in uniform and will get changed for PE in school

It must include:

- A plain t-shirt in the house colours (Whalley - Red; Bolton - Blue; Fountains - Green and Sawley - Yellow),

(A white t-shirt is acceptable if you have difficulty sourcing the coloured ones).

- Plain navy shorts (not denim shorts, no logos or designs on them)
- Black pumps (canvas and plain)/ Trainers
- Plain navy blue/black tracksuit bottoms (no logos or designs)
- School jumper/cardigan.

Physical activity outside of the curriculum

In addition to PE, there are a range of opportunities for physical activity throughout the school day. As a school, we are aiming to work towards the chief medical officer's recommendation of having 60 active minutes per day and 180 minutes per day for children in EYFS.

Extra-curricular activities and clubs

A range of after school clubs are available to pupils: some paid for and some offered free of charge by teachers. These clubs complement the curriculum, the interests of pupils and the local sporting opportunities. The examples of clubs which we offer vary across a range of disciplines such as:

- Football
- Netball
- Tag Rugby
- Cross Country

We analyse the attendance at clubs and use this information to target pupils or groups to attend where we think it is appropriate to encourage participation. Should there be any groups that are under-represented we will consult to find out what the barriers are to attendance and work to remove them. We will also begin to make links with more local sports clubs.

Active Travel to and from school

We encourage pupils and parents to walk to school. We have historically provided the following for our pupils, but these may be subject to change at any time.

- Bikeability Training for Year 6 children.
- Road Safety training for Year 6 children.

Active playtimes

Year 6 children will be trained as playground leaders annually to further support physically active playtimes.

Sports Day

We organise an annual Sports Day event at the end of the spring term. Parents and carers are actively involved in the day by providing support for the children. We have a wide range of sporting competitions and activities on the day to encourage participation from all pupils. Our sports day also promotes the older ones leading the younger ones and following their example.

Involving parents and carers

We recognise the important part parents and carers play in encouraging children to participate in physical activity. Information about physical activities and sporting competitions organised by the school and opportunities in the local area is given to parents and carers through the school website and in weekly newsletters.

Assessment:

The National Curriculum states that:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Children’s attainment is assessed and recorded at the end of unit using the PE Passport App. This is used in conjunction with the Lancashire Key Learning document (progression in knowledge, skills and understanding.)

The children in EYFS are assessed with the aim of them reaching their Early Learning Goals. PE Passport helps support the staff in EYFS with this in mind.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Monitoring and observation;
- Differentiation;
- Quality questioning
- Providing effective feedback

Planning and Resources:

PE resources are stored centrally in the PE cupboard in the hall. The cupboard contains a good supply of resources to support children's individual and group learning of both new games and skills. Resources are audited annually, and new resources are purchased regularly to support the needs of all children in our school.

Class teachers are encouraged to use the wide range of resources available.

- **PE Passport App:** The PE Passport app is the primary tool for all PE lesson planning at SSMJ. All teachers are required to use the app's comprehensive framework to create and deliver engaging, progressive lessons that align with the National Curriculum and our school's specific aims.
- **Curriculum Coverage:** The PE Passport app provides a clear structure to ensure full curriculum coverage across all year groups, including gymnastics, dance, games, and athletics. Teachers will use the app to track coverage and ensure a balanced and broad PE provision throughout the year.
- **Differentiation:** The app allows teachers to easily differentiate lessons to cater to the diverse needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) and more able pupils. Teachers will utilise the app's features to provide appropriate challenges and support, ensuring every child can participate and make progress.
- **Assessment:** The assessment features within the PE Passport app will be used to track pupils' attainment and progress throughout the year. This data will be used to inform future planning and identify pupils who may require additional support or challenge.

Organisation:

At SSMJ, we follow a sequence of lessons within each unit on the PE passport scheme of work which meet the requirements on the National Curriculum set out below.

EYFS and 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.
- 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.

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.

Equal Opportunities:

At SSMJ Primary school, 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 and also to maintain a positive ethos where children demonstrate affirming attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how deeper learning and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion: (eg EAL/SEN/Provision for HA)

All pupils are entitled to access the PE curriculum at a level appropriate to their needs. Independent tasks, as well as teaching, are well-adapted to ensure full accessibility, as well as to provide appropriate 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.

Pupils who do not participate in physical activity on a regular and consistent basis will be encouraged to be involved through discussion with them and their parent or carer.

The Role of the Subject Leader:

The Subject Leader's responsibilities are as follows:

- To ensure quality teaching and learning in the subject.
- To ensure a high profile for the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of PE.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor planning and oversee the teaching of PE and the standard of the provision.
- 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 the PE curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the PE curriculum.
- To account for and create action plans for the government Sports PE funding against the 5 criteria using the annual AFPE Document.
- To liaise with external providers and lead the implementation of such at SSMJ e.g. Accrington/BRFC.
- To ensure all external coaches or providers have adequate qualifications and DBS records.
- To source and build links with the local community sporting organisations.

Parents:

We, at SSMJ, actively encourage the involvement of families and the wider community to help support the teaching of PE. The annual Sports Day involves the whole school; it has helped to establish greater involvement with parents and the wider community to share their knowledge and expertise in the subject.

At SSMJ we actively encourage the involvement of families and the wider community to help support the teaching of PE.

We also actively promote and encourage our children in becoming involved with local sporting teams and groups in sports such as football, rugby and cricket. In addition to this, we communicate through newsletters and social

media (Facebook and Class Dojo) advertising our learning and sporting successes.