

St Matthew's Church of England Primary School



Physical Education Policy

Rationale

At St Matthew's we understand the importance of Physical Education in the curriculum and we are committed to providing children with a multitude of experiences. Our curriculum is engaging and allows children to master a variety of skills across a range of sporting disciplines. Our curriculum is designed to empower children with confidence as well as physical activity knowledge and the understanding of a healthy life-style.

Curriculum:

Our Physical Education curriculum has been developed to allow children to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Within our curriculum, we ensure pupils:

- develop competence to excel in a broad range of physical activities
- are physically active
- participate and engage in competitive sports and activities
- understand the importance of living healthy and active lives.

Throughout their time at St Matthew's, all children participate in: dance; gymnastics; athletics; striking and fielding games; net and wall games; invasion games; football; tennis; basketball; netball and swimming. Our curriculum allows for progression of skills and gives children time to master skills through practise.

In addition to the above, children also participate in outdoor adventurous activities. At the start of Year 6, children attend a residential visit to Frank Chapman, a Sandwell outdoor education centre. In addition to this, they also have the opportunity to complete fieldwork in Geography, including a river study.

We use Get set 4 PE as the basis for our curriculum as it brings to fruition our vision for PE. It places emphasis on inspiring all children to develop a love of physical activity, encourages enjoyment of sport and most importantly, the desire to take part. The aim is to nurture confident and resilient children, who strive for their personal best, which complements our vision and values.

Early Years

For children at St Matthew's, their physical education journey begins when they join school, with a planned weekly lesson and opportunities for child initiated physical development, in both indoor and outdoor provision.

We encourage children to develop their physical ability on a daily basis and learning is accessed through stories, music and games; all of which develop children's passion for PE. We encourage children to develop confidence and this supports the development of their fine motor and gross motor skills. We provide children with the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key Stage 1

In Key stage 1, have been developed to teach children basic skills, which can be included in competitive activities. They access lessons which allow them to become competent and confident. Our curriculum provides children the chance to grow as critical thinkers and problem solvers.

Key Stage 2

In Key Stage 2, children continue to apply and develop skills they have learnt throughout KS1. They learn to master taught skills through practise. Children develop a range of skills and learn to apply them through games. Children build on their understanding and are given the opportunity to ask questions to deepen their understanding.

Swimming

At St Matthew's, we believe swimming is an essential life skill.

From Reception to Year 2, children take part in land-based water safety and swimming readiness lessons. We believe this is important to ensure children are safe and ready to be around water. Pupils in Year 4m year 5 and Year 6 attend swimming sessions once a week. They attend the local swimming pool and are taught by trained swimming instructors. The instructors tailor the lessons depending on the children's ability and they are grouped accordingly. The swimming sessions aim to develop their confidence, technique and overall water safety skills.

Swimming Curriculum

Water safety is part of both the PSHE and PE curriculum and begins in Reception, where children are introduced to water safety. We continue with on land water safety in KS1. Our visits to the canal and seaside in Year 2 provide children with the opportunity to learn and apply their rules about water safety.

Our KS2 curriculum has been developed in line with the National Curriculum and Sandwell Leisure Trust. By the end of Year 6, children should be able to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- Perform safe self- rescue in different water- based situations.

Intention

St Matthew's aim to deliver a coherently planned curriculum, which allows children to master skills. We intend for children to develop their skills and apply them into games. We ensure our curriculum is clear, delivered consistently and well-balanced.

Learning Physical Skills:

Developing children's fundamental movement skills is imperative for them to lead healthy active lives and for them to be successful in sporting activities. At St Matthew's, we consider these core skills to be agility, balance and coordination. Once the children

have been taught a skill, they will then be given the opportunity to apply the skill to different sporting contexts.

Learning Behaviours:

At St Matthews, our curriculum incorporates our school values. Children are recognised for their achievements in PE and not just for evidencing the skills but for showing the learning behaviours needed for all sports.

The learning behaviours are as follows:

- the personal learning goal encourages children to take responsibility for their learning. A focus is placed on children being able to embrace challenge and seek ways to consistently try to improve. It develops a child's focus to stay on task as well as their determination to keep trying.
- the social learning goal gives children the chance to develop their leadership and collaboration skills, helping others to improve and working well as a team.
- the applying physical learning goal focuses on skill development, asking children to combine skills with fluency, and perform tasks with control and confidence.
- the cognitive learning goal encourages the children to be reflective and analyse their performances.
- the creative learning goal focusses on developing their skills by responding imaginatively to different situations.
- the health and fitness learning goal allows children to explain why exercise is so important and the impact of exercise on our bodies.

By recognising these learning goals, children at St Matthew's have consistently positive attitudes towards Physical Education and are able to apply these behaviours across the wider curriculum. They are: committed to their learning to setting personal, achievable goals; resilient to setbacks and they take pride in their achievements.

Teaching and Learning

Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual or group performances to model for the other children and we encourage the children to evaluate their own work, as well as the work of others.

Planning

At St Matthew's, we have a long-term plan that maps the PE curriculum coverage for each year group. We also have progression maps, adapted from Get Set 4 PE, which ensures skill sets are taught effectively. We place emphasis on teaching the fundamental skills before applying those skills to different contexts.

Teachers share the learning objective and the skills they will be learning at the beginning of each lesson so pupils are fully aware of the intent and focus of their learning. These objectives are then continually referred to throughout the lesson, broken down into success criteria and reflected upon in the plenary.

The PE policy is shared with staff, continually reviewed and implemented consistently throughout the whole school. The PE leader also liaises with advisory and local authority staff, PE networks, school co-ordinators and outside agencies in order to keep updated with national guidelines and effective use of sports premium funding.

Inclusion

St Matthew's provides a curriculum inclusive of all children. Teachers ensure they provide suitable, challenging learning opportunities for all children. Children with special educational needs are given the opportunity to participate in physical activities through teachers differentiating planning as needed and adapting activities to overcome potential barriers to learning. More able students are provided with opportunities to develop their skills and to support progression.

Differentiation

We encourage all pupils to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Children are challenged and their ability is stretched to encourage them to reach their full potential and increase their personal fitness. We encourage children to take risks, to further their own personal boundaries in a safe and secure environment.

Teachers are encouraged to imbed the principle of STEP for differentiating activities and encourage pupils to understand and challenge themselves in their own learning.

S – Change the **S**pace available.

T – change the **T**ime allowed.

E – change the **E**quipment e.g., different sized balls.

P – change the **P**eople e.g., size of the groups.

Assessment

Teachers assess children's learning in PE, by assessing against the specific objectives. They use the progression of skills document to assess children's confidence and skills in different areas of the PE curriculum. They then use this to inform their judgement when planning the next steps.

Formative assessment is used in PE and includes a range of assessment for learning strategies, all of which are key to ensuring learning opportunities are exploited and children make progress.

- Questioning (What is the role of a choreographer in dance?)
 - Opportunities to recap on previous learning (How many positions are there in netball?)
 - Sticky knowledge (How do we get mats out safely?)
 - Verbal feedback (Position your hand further down on the racket)
 - Checking for understanding (Getting children to demonstrate such as a bridge in gymnastics)
-

Monitoring

- Through ongoing subject monitoring, the PE Subject Leader ensures the development of PE within the curriculum is consistently taught throughout school.
- Teacher coaching opportunities are offered, in which the subject lead team teaches lessons with staff to develop confidence and subject knowledge.
- The Subject Lead also poses questions for the School Council to report back on the development and progress of PE.
- Termly pupil voice monitoring takes place to ensure lessons are consistently taught across school.

Health and Safety

We recognise that participation in PE and physical activities contains an element of risk. Staff are responsible for ensuring that they understand safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus.

Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. Correct use of equipment is taught along with any potential hazards, including how to store it safely at the end of each lesson. Pupils are taught to always consider their own safety and that of others.

We undertake an annual health and safety walk of the school premises and areas where PE is taught and equipment is checked annually. Risk Assessments are in place for all school sporting visits.

Supporting Children

During PE, some children may require support from a teacher, especially during topics such as Gymnastics. Teachers will only provide support to children to ensure they are safe, prevent injury, and build confidence. Staff may sometimes need to use appropriate physical contact to help children stay safe and learn new skills. Teachers will always explain what they are doing and why before providing any support.

First Aid

It is the responsibility of the class teacher to take the red bags to every PE session. These bags include the care plans and medication of those children who require them. First aid boxes are in the halls in case of an accident. If, during a PE session a child requires first aid, the first aider will be called for and then first aid will be given according to the school policy.

PE kits

Both children and staff are required to wear the full PE kit for PE lessons. Teachers are required to wear full PE kit when teaching PE.

Children's PE kits are shown in the diagram below.

White t- shirt



Blue/black shorts or jogging bottoms



Pumps or trainers.

Jewellery should not be worn during PE lessons to ensure safety. If the removal of jewellery or studs is not possible, they should be securely taped. Religious wear which cannot be removed should be covered with a sweat band which will be provided by school.

Children and staff with long hair must tie it back to ensure it doesn't get caught on equipment.

Swimming kit

Children should bring their swimming kit in a bag.



Swimming costume (for girls)



trunks

goggles



towel



Swimming hat

St. Matthew's Curriculum Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Invasion games	Invasion games	Football	Football	Football	Outdoor adventurous
					Swimming	Football
Autumn 2	Dance	Dance	Dance	Dance	Dance	Dance
					Swimming	
Spring 1	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
					Swimming	
Spring 2	Striking and fielding games	Net and wall games	Basketball	Netball	Basketball	Netball
					Swimming	
Summer 1	Net and wall games	Striking and fielding games	Tennis	Tennis	Tennis	Tennis
					Swimming	
Summer 2	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
					Swimming	

Vocabulary Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Invasion games and football.	Pass, Space, Catch, Direction, Team, safely, throw, kick, catch, stop, run, bounce, path, dribble, score, points, score, partner, jump, land, rules, jump, aim, lose, win.	Attacker, defenders, goal, track, mark, dodge	Goalkeeper, opponent, defend, attack, possession, teammate, tactic, send, defend, receive, shoot,	Accurate, communication, intercept, invasion, offside, tackle, opposition, pitch, court, receiver, referee, teamwork, tournament, control, umpire, onside, technique	Decision, limit, deny, pressure, delay, gain, protect, obstruct, option, cushion, opposing, momentum, supporting, accelerate	Angle, close down, drive, situation, ball carrier, create, sportsmanship, stance, barrier, dominant, maintain, support, stance, rebound	Consecutive, dictate, appropriate, ball side, turnover, transition, abide, consistently, contest, draw, assess
Autumn 2 Dance	Actions, counts, directions, high, low, final position, move, quickly, shape, space, travel, slowly, start position.	Balance, beat, copy, fast, level, pathway, pose, timing	Dynamics, expression, matching, mirroring, perform, speed, unison, create	Canon, explore, extend, feedback, formation, interact,	Action and reaction, phrase, relationship, rhythm, flow, order, performance, represent, structure	Choreograph, collaboratively, motif, quality, choreography, genre, posture, transition	Aesthetic, freeze frame, mood, inspiration, style, rehearse, express, refine, stimulus

Spring 1 Gymnastics	Around, balance, bend, copy, hold, jump, land, over, rock, roll, shape, squeeze, star, still, straight, through, travel	Action, control, direction, level, speed	Link, pathway, pike, sequence, straddle, tuck	Body tension, contrast, flow, match, landing position, patch, point, take off	Bridge, inverted, perform, shoulder stand, fluidly, momentum, rotation, stability, wrist grip.	Decide, canon, cartwheel, asymmetrical, extension, mirroring, observe, identify, performance, quality, transition, stable, symmetrical, synchronisation, transition	Aesthetics, competent, engage, execution, contrasting, progression, flight, handstand, counter tension, counter balance, structure, vault.
Spring 2 Striking and fielding games Basketball Netball	(fundamentals, ball skills) Pass, team, safely, space, throw, stop, catch, run, direction, score, points, partner, jump, land, rules, aim, lose, win	(sending and receiving) Batter, batting, bowl, bowler, fielder, fielding, hit, overarm, out, ready position, track, underarm	(sending and receiving) Backstop, collect, runs, teammate, stump, tactics,	Accuracy, grip, run out, strike, tournament, wickets, caught out, no ball, short barrier, technique, umpire	Decision, momentum, pressure, retrieve, limit, compete, cushion.	Close catch, deep catch, long barrier, situation, stance, backing up	Abide, assess, consistently, consecutive, appropriate, collaborate

Summer 1 Net and wall games Tennis	(fundamentals, ball skills) Safely, space, throw, catch, stop, run, points, direction, score, aim, rules, partner, lose, win, targets, hit	(sending and receiving) Net, ready, position, track, racket under arm,	(sending and receiving) Against, defend, quickly, trap, receive, return,	Backhand, competition, control, cooperation, court, face, forehand, opponent, tactic, rally, react, opposition.	Alternate, contact, extend, receiver, continuous, co-operative. Deny, reflect, swing, compete	Pressure, dominate, adjust, grip, serve, baseline, situation, readjust, release, option, cushion, create, technique, consecutive, communication, sportsmanship, non-dominant, groundstroke	Prepare, placement, recover, stance, limit, opposing, doubles, service, appropriate, thrust, abide, footwork
Summer 2 Athletics	Balance, bend, direction, fast, hop, jump, jog, land, rules, run, safe, safely, slow, space, stop, target, throw	Walk, time, quickly, leap, underarm, overarm, further, control	Distance, sprint, height, landing, far, aim, take off	Personal best, speed, technique, relay, power, baton, accuracy, event, strength	Stamina, pace, stride, transfer of weight, measure, heave, launch, official, officiate, record	Consistent, changeover, track, approach, momentum, drive, dominant, shot put, field, force, javelin	Maximum, strategy, rhythm, pattern, phase, grip, release, meet, explosive, discus
Swimming				Back, blow, breath, bubbles, front, kick, rules, safely, splash, travel, enter, exit, float, glide, pull, backstroke, breaststroke, floating, front crawl, H.E.L.P position, handstand, huddle, stroke, sidestroke, sinking, tactics, surface, surface dive, technique, treading water, water safety. Alternate, buoyancy, rotation, sculling, survival, submerge, continuously, dolphin kick, endurance, inhale, exhale, flutter kick, outstretched, personal best, retrieve, somersault, synchronised, propel, streamline, afloat, conserve, buoyant, flexed, motion.			

Outdoor adventure	<u>Zoo Trip</u> Backwards, forwards, direction, partner, path, rules, safely, sideways, space, stop,	<u>Black country museum and London Trip, Local Area walk</u> Co-operate, instruction, share, lead, listen, talk Plan, challenge	<u>Canal and Weston- super- Mare trip. Local area walk.</u> Successful, map, support, solve, communicate , solve, include	<u>Stone age trip</u> Effectively, key, leader, reflect, role, orientate, navigate	<u>Lunt Fort and Carding Mill Valley</u> Effectively, key, leader, reflect, role, orientate, navigate	<u>Space Centre</u> Cardinal points, compromise, concise, critical thinking, landmark, negotiate, strategy, verbal, visual	<u>Residential</u> Adhere, approach, contribute, determine, inclusive, evaluate, location.
----------------------	--	---	---	--	---	---	--