

HOLY TRINITY



C. E. PRIMARY ACADEMY
(HANDSWORTH)

PE Policy

Subject Champion: Mohammed Alam

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Holy Trinity CE Primary Academy Vision Statement

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Through our curriculum and care our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals, seeking 'hope and a future' for themselves and others.

1. Intent

1.1 Holy Trinity Curriculum

Our curriculum is about **bringing engagement, fun and enthusiasm** to learning so that our children develop independent curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically. Our curriculum starts from the children in our academy and works out.

1.2 PE at Holy Trinity

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Our vision of children developing independent curiosity, acquiring a life-long appetite for learning and become well-rounded individuals who achieve their full potential is at the forefront of our PE curriculum along with ensuring all children enjoy and are engaged in Physical Education and Sport. Physical Education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced PE curriculum which will be delivered twice-weekly for the whole school and contains a host of opportunities for cross-curricular collaboration. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond. Through Physical Education we aim to develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. We aim to improve health and well-being, promote active participation and lifelong learning, and for each child to fulfil their potential. We aim to ensure that the children's experience of Physical Education is positive and motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum.

Children should:

- experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor education, athletics, and swimming.

- Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time.
- Learn to win and lose, support others and be supported, showing sportsmanship and good character.
- Work as part of a team towards a common goal as well as individually improving their performance.
- Be allowed to be creative in a range of activities.
- Play competitively, respecting officials and other players.
- Develop spiritually, morally and culturally through diverse activities and opportunities.

Quality physical Education can develop the whole child by:

- Strengthening thinking and decision-making skills
- Building and increasing confidence and self-esteem
- Developing character and resilience
- Enhancing their commitment and desire to improve
- Allowing opportunities for enjoyment, fun and to be free-spirited
- Fostering feelings of safety and security

1.3 Curriculum aims

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.

2. Implementation

We follow a scheme called 'The PE Hub'. After extensive research we chose this scheme as it offers a broad curriculum through lessons that are clearly organised with a clear assessment focus in mind along with it being accessible to all children. The scheme offers the opportunity to focus on pupils' core physical skills (hit, catch and run and athletics) along with an array of teamwork and problem-solving opportunities (cooperate and solve problems). The scheme provides an overview of a curriculum but also provides the opportunity to be flexible within the curriculum which allows units such as dance to be incorporated which is of high interest to our pupils. Learning within the scheme is sequential and provides an assessment tracker that allows each child's journey to be easily monitored throughout their journey.

This scheme provides clearly sequenced learning and engaging lesson planning. Each unit of lesson is clearly structured with skills of learning taking place in the lesson evident, clearly structured lesson plans (which also have come with differentiated questioning), resources provided, video demonstrations, vocabulary definitions, list of the required equipment needed and allows fully inclusive teaching which all learners are allowed to access.

At Holy Trinity each child receives 2 hours of curriculum time PE on a weekly basis which is carefully planned and mapped out to ensure a broad and full range of skills and activities. These sessions are either delivered by specialist coaches or class teachers during PE lessons.

Pupils in KS1 are given ample opportunities to develop their fundamental movement skills and extend their agility, balance and coordination. They engage in competitive and cooperative physical activities through games, dance and gymnastics.

In KS2, pupils continue to apply and develop a broader range of skills such as running, jumping, throwing and catching. These skills are incorporated into competitive games, performances using movement patterns and evaluations of their own and others' work. Pupils communicate and collaborate with each other and develop an understanding of how to improve in physical activities.

In Early Years the curriculum is applied as follows:

Personal, Social and Emotional Development - Show resilience and perseverance. Think about the perspective of others. Know and talk about the aspects that affect their overall health, such as regular exercise and healthy eating.

Physical Development - Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination a strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus. Develop ball skills such as throwing for accuracy.

Communication and Language – Listen attentively and respond, participate in discussions, express ideas, and feelings.

Understanding the world - Draw information from a simple map. Describe what they see, hear, and feel outside.

Expressive arts and design – Perform and try to move in time with music, move and talk about music. Watch and talk about dance. Develop storylines.

The scheme has a clear progression of knowledge and skills pathway that children follow throughout their journey from Reception to Year 6. Each year on they are able to use their previous skills to support them in the understanding of new skills. For example, in the topic of Dance, in Year 1. pupils begin by 'Use a theme to create a dance'; in Year 3 they 'Communicate ideas as part of a group' and in year 6 they 'Identify appropriate dynamics and group formations for the Hakka'. In the unit of 'Net/wall games, it is clearly evident how children progress from hitting and returning a ball with their hand to developing a range of shots with a bat.

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position.	Identify the dominant and non-dominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.	Badminton - Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries. Rally with a partner. Send and return over a net. Serve using the forehand. Tennis – Ready position. Hit to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets. Sitting volleyball – Ready position. Seated movement. Overarm seated serve. Team contacts.	Badminton - Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play. Tennis – Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play. Volleyball – Rainbow pass. 3 contacts. Ready position and smooth movement. Moving to the net.	Badminton – Moving opposition around court. Perform forehand long and short serves. Use close control. Develop reaction time. Tennis – Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.	Badminton – Drop and smash shot. Drop shot and recover. Use quick reactions for confident net play. Offensive court positioning. Defensive formations for doubles. Tennis - Introduce the lob. Communication in doubles play. Two handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition.

Unit of work also allow plentiful if opportunities for cross-curricular learning as show below:

Cross-curricular Links
Maths - Using number, arithmetic, collecting, recording, and interpreting data. Measuring, estimating, averaging, counting, using a clock and digital read out.
Literacy - Developing a broad vocabulary and using in correct context. Developing speaking and listening skills. Describing, arguing, interpreting, and explaining.
Music - Moving in response to music, recognising themes, genres, culture and stories linked to music through dance.

All lessons start with a starter activity which consists of a variety of warm-up exercises. This is then followed by the main task which focuses on the main skill to be focused on during the activity which the teacher models. The lesson plans provide differentiated questioning and possible misconceptions children may face. This is then followed by a 'We do' whereby the teacher can apply assessment for learning to gather which children require further support or not. During the main teaching the lesson plan encourages the teacher to focus on the specific vocabulary linked to the required objective. Lesson plans provide differentiation for more able and less able pupils and comes with further extension activities to. Lesson plans come attached with the required resources, demonstration, and videos to support the teacher in the lesson. The lessons conclude with a plenary and a warm down. Knowledge organisers are provided to. Pupils have access to the indoor hall and outdoor areas to conduct their PE lessons. Pupils also can attend after school clubs which allow for further skill development and engagement in a variety of activities. All pupils partake in the end of year sports day and pupils in year 3 also take part in a term of swimming.

PE in EYFS

Pupils in Reception focus on 6 core units of Gymnastics, speed, agility and travel, Dance, Body Management, Manipulation, and coordination and cooperating and solving problems. The units align with the EYFS goals of Physical development (revise and refine fundamental movement skills), Expressive Arts and Design (try to perform in time with music), communication and language (participate in discussions) and Personal and Social Development (focus on resilience in PE lessons). The skills taught in this units are built upon as they move up into Year one. For example, in Dance, pupils in EYFS learn skills of 'exploring animal movements' and this is built upon in Year 1 whereby they 'perform actions to a nursery rhyme'.

PE in KS1

Pupils in KS1 focus on the unit of athletics where they focus on the skills of starting off at two feet and starting at stopping at speed. The pupils also focus on the unit of dance

where they build on simple movement patterns and then learn to repeat patterns. Pupils work on their physical strengths by applying basic strength to a range of gymnastic actions. Pupils work in collaboration to work on the skills of catching and sending and also work on the skill of attacking and defending. These skills are then transferred into net/wall games where they send a ball back and forth with a bat. In the unit of striking and fielding, pupils build on these skills where they use a variety of bowling and batting actions to return a ball. Pupils also can work in a team focusing on searching and navigating to find specific items. They further apply the skills of communications, working collaboratively and problem-solving.

PE in KS2

During Key Stage 2, pupils expand and deepen the knowledge and skills learned in KS1. In athletics, pupils move onto working at pace over a sustained length and applying strength to a broad Apply strength and flexibility to a broad range of throwing, running and jumping activities. In Dance, pupils progress to perform different styles of dance fluently and clearly and work collaboratively to include more complex compositional ideas. In Gymnastics, pupils create longer and more complex sequences and adapt performances. Pupils enhance their skills when partaking in invasion games by applying aspects of fitness to the game such as power, strength, agility and coordination and using strength, agility and coordination when defending. In the units of net/wall games and striking and fielding, pupils build on their skills by; using different types of serves in-game and new shots learnt in games; developing a wider range of shots and linking together a range of skills and using them in combination. Pupils are also allowed to explore ways of communicating in a range of challenging activities, navigate and solve problems from memory and use knowledge of PE and physical activities to suggest design ideas & amendments to games.

3. Impact

The impact of the PE Curriculum enables pupils to meet the end of key stage expectations outlined in the National curriculum and enjoy and value PE and know why they are doing things, not just how. The impact of the PE scheme is constantly monitored both through formative and summative opportunities Each unit is equipped with a variety of AFL opportunities and enables teachers to have a flexible approach and adapt their teaching to meet the needs of all learners. Lesson plans are structured with a key focus on skills and knowledge attainment the pupils will obtain from the lesson. Lesson plans provide clear differentiation for the more able and pupils who require extra support. Opportunities for differentiated questioning is embedded throughout the lesson. Assessment for learning is applied at the skills development stage where the teacher can observe and assess if the skills is being applied effectively and whether pupils require further support or a greater challenge.

Summative assessment is taken in the form assessment trackers to show progression of each child against end of unit objectives and identify gaps to provided additional support, if need be and to plan the support they need. It is also analysed by the Senior

Leadership Team and scrutinised through assessment trackers, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

3.2 Monitoring

The subject is led by the Subject Champion and supported by the Senior Leadership Team. Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Monitoring takes place regularly by the Subject Champion and the Senior Leadership Team through sampling children's work, book scrutinies, learning walks, lesson observations and pupil voice.

3:3 Equal opportunities

This policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the curriculum and participates fully in all lessons.

At Holy Trinity we recognise protected characteristics from *The Equality Act 2010*.

The following characteristics are protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.