



C. E. PRIMARY ACADEMY
(HANDSWORTH)

Physical Education Policy

Subject Champion: Oliver Burton

Date: March 2022

Date for Review: March 2024

Holy Trinity CE Primary Academy Vision Statement

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically.

“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

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

At Holy Trinity, we aim to provide a PE curriculum that all pupils not only enjoy but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality PE curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Through PE pupils can develop their 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 PE is positive and motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum.

1.3 Curriculum aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

2. Implementation

2.1 Curriculum delivery

PE is taught at Holy Trinity CE Primary Academy as a sole subject, as well as being integrated where possible with other curriculum areas. It is taught across two sessions per week. The key knowledge and skills of each unit are mapped out across each year group. This ensures that children develop knowledge and skills progressively. The skills in each unit are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years.

We aim for all our children to:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

2.2 Planning

At Holy Trinity, we aim to ensure that the skills and knowledge we teach our pupils in PE are progressive. We plan PE activities so that they build upon prior learning, and pupils have opportunities to apply and develop key skills year on year. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

All year groups are taught the following PE units:

- Gymnastics
- Dance
- Athletics
- Games – invasion, field, barrier
- Health and fitness
- Swimming (KS2)

2.3 Teaching and learning

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs and in groups.

PE lessons typically follow this structure:

- Lessons begin with a clear focus on the learning intention of the session. Key vocabulary, knowledge and skills for the session are then discussed.
- Lessons then commence with an introduction/warm up to prepare pupils physically for exercise.
- Direct teaching of new knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding/cool down activity to prepare pupils to return to a normal state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the learning intention shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

PE in EYFS

We believe that physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Pupils in Reception have a weekly PE session which focuses on directly teaching key skills including travelling, movement, ball skills and dance. In addition to this, pupils experience a range of physical development opportunities during their daily continuous provision activities. These include gross and fine motor experiences to develop strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, staff support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

PE in KS1

Gymnastics	Team games	Dance
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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 and patterns.
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PE in KS2

Athletics	Competitive games	Gymnastics	Dance	Evaluate
Use running, jumping, throwing and catching in isolation and in combination.	Play competitive team games, modified where appropriate and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance.	Perform dances using a range of movement patterns.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

3. Impact

3.1 Assessment

- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.
- **Assessment for learning** is used:
 - to identify children needing support and adapt teaching. The teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable.
 - in planning meetings to assess gaps and address these immediately. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability.
- **Summative assessment** is used:
 - at the end of each unit to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.

Please read this policy in conjunction with our *Assessment Policy*.

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.