

St Augustine's Federated Schools Primary



Physical Activity, Including PE Policy

We encourage all community members to be the best that we can be in every aspect of our lives, as we grow in the Christian virtues of Faith, Hope and Love, so that we may live life in all its fullness.

Review date	December 2024
Next review due by:	December 2026

INTRODUCTION

St Augustine's CE Primary school is committed to promoting the health and wellbeing of its pupils and staff through physical activity. This policy outlines the organisation, teaching and management of physical activity at St Augustine's Primary school.

AIMS

At St Augustine's CE Primary School, we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure 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

RATIONALE

At St Augustine's we deliver a high-quality physical education curriculum inspiring all pupils to succeed and excel in competitive sport and other physically-demanding activities. We 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. At St Augustine's, PE is a key subject for a child's overall development, wellbeing and education.

The unit's scheme of work has been put together to allow children to develop techniques, teaming building and engaging activities to access the skills and knowledge required to achieve a final unit outcome. Throughout the year, children are taught to play football, tag rugby, hockey, tennis, cricket, netball, basketball, athletics, dance and gymnastics. Our specialist teacher is confident in delivering lessons that build upon knowledge and skills, securing pupils with a foundation to access their next phase of learning. Let's Leap ensure they provide a specialist who is confident in teaching the Early Learning Goals, KS1 and KS2 National Curriculum outcomes, but feel proud of giving our pupils a motivating and memorable journey beyond just these standards.

TEACHING AND LEARNING OVERVIEW

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with the PE specialist teacher. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other

areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

EYFS

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

ORGANISATION AND DELIVERY

Our inspiring lessons are delivered and taught by a PE specialist from Let's Leap Sports Academy. Through liaising with our specialist teacher at Let's Leap, we were able to design a curriculum that matched our vision and targeted outcomes that specifically catered to the needs of our pupils. Pupils in Years 1-5 partake in 2 hours of PE every week, Year 6 partake in 1 hour of weekly lessons and are accessing swimming lessons for the other hour, and Reception have 30 minutes a week with our specialist teacher.



Physical Education Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fundamentals: Unit 1 Children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.	Fundamentals: Unit 2 Children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.	Gymnastics: Unit 1 Children will develop basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Gymnastics: Unit 2 Children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	Games: Unit 1 Children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Games: Unit 2 In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.
Year 1	Fundamentals Ball Skills	Target Games Team Building	Gymnastics Dance	Ball Skills Sending & Receiving	Athletics	Sending & Receiving Athletics
Year 2	Ball Skills	Invasion Games	Gymnastics Dance	Football	Athletics	Cricket Tennis
Year 3	Ball Skills Y3/4	Basketball Hockey	Gymnastics Dance	Football	Athletics	Cricket Tennis
Year 4	Ball Skills Y3/4	Basketball Hockey	Gymnastics Dance	Football	Athletics	Cricket Tennis
Year 5	Basketball Netball	Tag Rugby Hockey	Gymnastics Dance	Football	Athletics	Cricket Tennis
Year 6	Basketball Netball (Swimming)	Tag Rugby Hockey (Swimming)	Gymnastics Dance (Swimming)	Football (Swimming)	Athletics (Swimming)	Cricket Tennis (Swimming)

*Refer to unit Knowledge Organisers for a detailed overview of Year 1-6 PE units.

OUTCOMES

Planning for PE is initially shown in long term plans, which incorporates PE Resources and themes. Lesson plans (annotated from the schemes of work) show more detailed learning objectives and differentiated activities. High-quality lessons should include:

- A statement of the learning objective
- A whole class risk assessment
- Teaching the children to warm up safely
- The teaching of skills and techniques
- The application and adaptation of learnt skills in games activities
- Modelling of correct technique
- Use of correct and specific technical vocabulary
- Performance and evaluation of each other's work
- Work which reflects the learning objective
- Teaching the children to cool down safely
- Teaching the children, the impact PE has on their bodies

RESOURCES

St Augustine's CE Primary School has a school hall, which is equipped with portable and fixed apparatus for gymnastics and a music centre to support the teaching of dance. For the teaching of games, there is a large playground, with markings and a large basketball court/pitch. An annual audit of all physical education equipment is conducted by the PE co-ordinator in order to prioritise any necessary expenditure for the year. Resources for games, dance and outdoor activities can be found in the shed, and planning resources can be found in the PE Co-ordinator's area as well as online through the Get Set 4 PE scheme of work.

ASSESSMENT OF PUPIL LEARNING & PROGRESSION

Our PE specialist and classroom teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

MONITORING AND EVALUATION

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who supports colleagues in their teaching, providing a strategic lead and direction; Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires; Reviews evidence of the children's work and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader, the PE specialist, Let's Leap Sports Academy and the curriculum leader to ensure that delivery and assessment is completed to a high standard.

EXTRA CURRICULAR PROVISION

Break times / lunch times

Children are encouraged to throw and catch at play, and often bring their own footballs to play with. Each key stage has their own playground equipment to play with at lunchtimes. The sports councilors are responsible for monitoring their equipment (stored in a box) and handing equipment out to pupils. In addition, children are encouraged to use the pitch and larger grassed area at lunchtime to take part in any game they wish. This is a popular option at lunch, particularly with a large number of pupils partaking in football matches.

After school clubs

We aim to encourage all pupils to take part in a range clubs, and involve them in deciding the clubs we put on offer. Registers of clubs are kept to identify those who do not take part in (extra) regular exercise. Mixed sports clubs are put on offer each year to prepare children for competitions and to widen their knowledge on a range of sports.

HEALTH AND SAFETY

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with 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 wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible, they should be securely taped and the teacher is confident this strategy is effective.

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 completing a risk assessment for each area/ space that PE and school sport takes place in. Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times.

Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.