



**St. Wilfrid's
Church of England
Primary Academy**

Executive Headteacher: Mr S. Colothan



Physical Education Policy

Updated January 2022

'I can do all things through Christ who strengthens me.'

Phillippians 4:13

Our Christian Vision

'I can do all things through Christ who strengthens me.' **Philippians 4:13**

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



Our Mission Statement



We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

At St. Wilfrid's, we can do all things through Christ who gives us strength.

Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



Intent

Through engagement in PE we strive to develop in children a lifelong love of sport, whether it is competitive sport or an enjoyment in keeping active and healthy. Children will experience a wide variety of sports and outdoor activities to develop their physical confidence, their skill in using their body and their understanding of the sporting values which are underpinned by our Christian values and embedded throughout all disciplines of physical activity and sport at St Wilfrid's.

Implementation

Each week children access a minimum of two hours of high quality structured 'Physical Activity'. This may be through PE lessons, Swimming lessons (in our own swimming pool) or Physical Activity sessions. Specialist PE teachers engage children to develop age appropriate PE skills through a series of stimulating lessons which are planned, with clear skills-based learning objectives and subject-specific vocabulary. Our curriculum is delivered through highly effective 'quality first teaching'.

Enrichment opportunities, that are inclusive for all, include outdoor learning with residential outdoor activity trips in Year 5 and 6 where children develop water skills through canoeing and Kayaking and try sports such as archery, fencing and aerial climbing activities. Each year an inspirational sports person who has competed on a local or international stage from the worlds of Olympic and Paralympic sports share their experiences and further develop the understanding of the values of sport. All children have the opportunity to take part in friendly and competitive sporting events, including inclusive sports. The children play competitive games, adapted where appropriate, in badminton, basketball, boccia, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. The children have opportunities to experience a wide range of sports and activities including orienteering, gymnastics, dance and yoga which provide our children with rich experiences as a team and individual and which enhance teaching, learning and knowledge. The bi-annual dance festival offers children the opportunity to learn, rehearse and perform in front of an audience.

Termly sporting challenges ensure that children develop and master basic movements in jumping, throwing and catching, agility and co-ordination and continue to improve on these skills through personal challenges throughout school.

Providing children with the knowledge they need in order to live a healthy lifestyle and encourage good, sensible choices where food and physical activity are concerned. There are strong links between PE and Science whereby the children learn about health and fitness and how this has an impact on their body, as well as their lives. Pupils learn about the human body, healthy food choices, hygiene, exercise and mental health. We work alongside a range of external partners, including Wigan Active Living Team, Happy Healthy Kids, Hope Outreach and Wigan Mental Health.

Extra-curricular activities are an important part of Sport at St Wilfrid's and a range of sporting clubs are offered as after school activities, giving children the opportunity to try new sports in a secure environment. Through swimming and sporting teams, children have the opportunity to experience inter school competition to a high level.

Impact

Through the breadth and depth that our curriculum offers, children are equipped with the tools to live and lead a healthy lifestyle and leave St Wilfrid's possessing the fundamental skills e.g. throwing, catching, jumping etc. As a result, the number of children choosing to partake in extra-curricular, physical activity-based clubs increases year on year with our focus on encouraging less active children to become increasingly involved and enthusiastic about being more physical.

Rationale

Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

Physical Education at St. Wilfrid's will enable children to:

- develop competence to excel in a broad range of physical activities.
- be physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy active lives.
- develop and explore physical skills with increasing control and co-ordination;
- work and play with others in a range of group situations;
- develop skills and apply rules and conventions for different activities;
- use what they have learnt to improve the quality and control of their performance;
- recognise and describe how their bodies feel during exercise;
- understand how to succeed in a range of physical activities, and how to evaluate their own success.

Physical Education Subject Leadership

Subject Leaders are responsible for raising attainment and improving the standards of teaching and learning in their subject. They ensure that a carefully planned, broad and balanced curriculum is implemented for Physical Education, champion the subject and demonstrate its importance to pupils and staff.

Subject Leaders demonstrate a good understanding of how Physical Education progresses over time and how it connects with the school's curriculum as a whole. Physical Education Leaders have high levels of subject pedagogical content knowledge for the age range that they are teaching, and an understanding of the critical endpoints that come before and after.

Subject Leaders at St. Wilfrid's Church of England Primary Academy, work alongside other schools within The Learning Together Trust. This provides opportunities to work collaboratively and creatively with colleagues across the key stages, thus moving the Physical Education curriculum forward, and further developing the subject. Subject Leaders lead by example, setting high standards in their own teaching and ensuring that high-quality teaching and learning of Physical Education takes place across the school, with the achievement and engagement of all pupils being their utmost priority.

Physical Education Subject Leaders will:

- raise the profile of Physical Education at St. Wilfrid's Primary Academy
- lead and manage the Physical Education effectively and have an 'expert' knowledge of the Physical Education curriculum overview, including all unit/topics across the whole school
- confidently articulate the Physical Education curriculum design and have a clear and ambitious vision for Physical Education (Intent, Implementation and Impact)

- monitor, evaluate and enhance the quality of teaching, learning and assessment in Physical Education
- ensure that there is clear progression in knowledge, skills and vocabulary in Physical Education, across school
- support, guide and motivate colleagues in their CPD, as well as build capacity across the school
- identify the subject's needs in the context of whole school priorities and produce a Physical Education School Development Plan annually, reviewing this termly
- audit Physical Education resources and identify resource needs and costings in Physical Education School Development Plans, managing allocated budgets effectively.
- provide strategic direction and development of Physical Education across the school.
- develop their own expertise through training and evidence-based research and investigate how implementations are embedding
- effectively communicate with the Physical Education link Governor, sharing and celebrating Physical Education
- review and update the Physical Education Policy, as necessary

Physical Education Curriculum

PE is a foundation subject in the National Curriculum. The curriculum planning in PE is carried out in three phases (curriculum overview, unit overviews and unit lesson plans). The curriculum overview plan maps out the PE activities covered in each term during the school year. Our unit overviews give details of each objective for each unit of work for each term. These overviews define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader leadership team reviews these yearly.

The specialist P.E teachers completes a short-term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. PE activities are planned so that they build upon the prior learning of the children. 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.

Early Years and Foundation Stage

We encourage the physical development of our children in the Early Years as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, within the new EYFS Curriculum. 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 to develop both small and large motor skills. In foundation stage, we ensure a focus on the Fundamental Movement Skills and children are given opportunities to engage in competitive and co-operative physical activities in a range of challenging situations.

Delivery of Physical Education within our Curriculum

We use a variety of teaching and learning styles in PE lessons. 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/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results.
- setting tasks of increasing difficulty, where not all children complete all tasks.
- grouping children by ability and setting different tasks for each group.
- providing a range of challenge through the provision of different resources.

Children in both Key Stages access a minimum of **2 hours** structured high quality 'physical activity' each week. Children in Year 1 and Year 2 have two one-hour P.E lessons per week. Whilst pupils in Year 2 – 6 have a 45-minute P.E lesson each week delivered by the Specialist P.E Teacher. Pupils in Year 2 – 6 also have a 45-minute swimming lesson each week across the school year. In addition to this, children in Year 3 – 6 participate in a structured 30 - 40 minute 'physical activity' session each week.

Extra-curricular Activities

The school provides a wide range of PE-related activities. These encourage children to further develop their skills in a range of the activity areas. The school informs parents of any Out of School Hour Clubs by letter via email. The school P.E subject leaders organise regular intra and inter-school competitions and festivals. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Physical education across the Curriculum

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. PE lessons also allow children to develop a rich vocabulary of related technical terminology.

Information and communication technology (ICT)

We use ICT to support and enhance teaching and learning in PE. In games, dance and gymnastics, staff and children make video recordings of situations and performances, and use them as part of the evaluation process when watching them back on the large screen. Personal, social and health education (PSHE) and citizenship - PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Children are also taught about hygiene and how to maintain a clean and healthy body.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Spiritual

PE Supports spiritual development by increasing the children's knowledge of understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through dance and gymnastics, pupils are creative; expressing feelings and emotions in their performances. Children are given reflection time to evaluate their experiences to allow them to build a positive mindset and promote progression. Children also see a sense of awe and wonder when observing elite performances from professional athletes and their peers.

Moral

PE supports moral development by encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each PE lesson. Children develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving children a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to children supports the importance of abiding by rules.

Social

PE supports social development by developing the necessary skills to work in teams or small groups, as a majority of activities are based around team games or creating sequences with a partner with co-operation with others being paramount to success. Children are also given roles such as leaders, coaches, umpires/referees and offers children the opportunity to develop their communication skills, leadership skills and ability to settle any discrepancies which may occur. Children are encouraged to reflect upon their feelings of enjoyment and determination and share this with others.

Cultural

PE supports cultural development by giving children the opportunity to explore dances and games from different traditions and cultures including their own. Children recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other cultures and traditions is also displayed when exploring unfamiliar games or dances. Children discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in. The children also have opportunities to admire and respect different cultures when taking part in major world sporting events such as the Olympic Games, Commonwealth Games and World Cups.

Inclusion

At St. Wilfrid's Church of England Primary Academy, we teach Physical Education to all children, whatever their ability and individual needs. Physical Education forms part of our school curriculum policy, to provide a broad and balanced education to all children. We are very mindful of the learning needs of all of our children and those with Special Educational Needs are supported via effective planning, quality first teaching and assessment, differentiated activities as necessary, high expectations, suitable resources and recording formats. We consider the targets set for individual children in their Individual Education Plans (IEPs) and Education Health and Care plans (EHCPs).

Through our Physical Education teaching, we provide learning opportunities that enable all pupils to make good progress within each lesson.

We strive to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We believe that the curriculum should be accessible to all children. This is made possible through scaffolded support, small group work, use of Knowledge Organisers and word banks, or extra time to complete learning tasks.

Advice is sought from outside agencies as appropriate, to ensure an inclusive approach. If teaching staff require additional support to meet the needs of any child, they consult our SENDCo.

Equal Opportunities and Diversity

All children at St. Wilfrid's Church of England Primary Academy, are offered a broad and balanced curriculum, differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the curriculum unless specific physical needs or religious/cultural considerations make it inappropriate.

At St. Wilfrid's, we are committed to providing all children with a curriculum that provides equality of opportunity and freedom from discrimination. Staff ensure that all children are treated fairly, equally and with respect. We do not discriminate against any child. All staff challenge any incidents of prejudice or racism. We record any serious incidents on + CPOMS and draw them to the attention of the Executive Headteacher.

We plan Physical Education lessons and activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender, culture, race, special educational needs or disability, and language background. Teachers use a range of strategies to ensure inclusion, and to maintain a positive ethos where children demonstrate positive and respectful attitudes towards others. Care is taken when selecting resources to ensure that a range of perspectives and viewpoints are represented, including those of men and women from different racial, national and religious groups. Careful consideration is taken to avoid stereo-typing, and bias, towards race, gender, role or disability. Through the teaching of Physical Education, we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people.

We deal with any issues clearly and sensitively, if they arise.

Resources

There are a wide range of resources to support the teaching of PE across the school. There are two P.E storage areas, one in each Key Stage building, where equipment / resources are kept. The halls also contain a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and playing field for games and athletics activities and the school swimming pool for swimming lessons. Children also have access to an on-site orienteering course to aid delivery of 'Outdoor Adventurous Activity' through orienteering.

Assessment and Recording

Teachers assess children's performances in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. During schemes of work pupil's assessments are recorded on the Class Assessment Record and this is used to inform future planning. These records also enable the teacher to make an annual assessment of progress and attainment for each child, and contribute to the child's annual report to parents. This assessment record follows individual pupils and classes through school.

Monitoring and Evaluation

Monitoring and evaluation will be carried out by the:

- Senior Leadership Team
- Head of School Improvement
- Physical Education Subject Leaders
- Physical Education Governor
- Class teachers

All teachers are responsible for monitoring standards in their class. Physical Education Subject Leaders, under the direction of the Senior Leadership Team, take the lead in this. Monitoring will take place according to current school cycle. Using whole school priorities, identified by the Senior Leadership Team, subject leaders are responsible for producing a School Development Plan for Physical Education, to allow for progression and development of the subject.

Physical Education Subject Leaders will also monitor children's work books and long term and medium-term plans, to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Subject leaders have curriculum release time and directed time, in which to fulfil their role.

Physical Education subject leaders are responsible for:

- monitoring the standard of work and the quality of teaching and learning in Physical Education and pupils' progress and standards
- supporting colleagues in the planning, teaching and assessment of Physical Education (through the use of 'book looks', pupil voice, lesson observations, discussion with teachers, subject audit, data analysis, and other monitoring activities that may be required), providing a strategic lead and direction for the subject in school
- monitoring and reviewing the implementation of policy and units of work
- ensuring there are rigorous assessment systems in place to enable teachers and pupils to monitor progress and attainment in Physical Education
- monitoring and analysing assessments, holding teachers to account
- liaising with the Executive Headteacher and Governors to feedback on the monitoring and impact of Physical Education across the school

PE and Sports Premium

The school uses PE and Sport Premium funding to make additional and sustainable improvements to the quality of PE and Sport we offer. PE Subject Leaders produce a detailed action plan and the impact of the expenditure is evaluated. This can be accessed on the school website.

Staff Support and Training

St. Wilfrid's Church of England Primary Academy believes that all staff should be involved in a continuing process of improvement. Our school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. CPD is intended to support teachers and to equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional environment.

This development takes place at a number of levels: individual, team, whole school and through wider networks. CPD supports and reflects the ethos, Christian Values and vision of the school.

The Physical Education subject leader's role is to provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Health and Safety

The general teaching requirement for health and safety applies in this subject. The teacher is responsible for undertaking risk assessments prior to teaching and learning, taking into consideration where the lesson is taking place, what equipment will be used and the individual needs of the children. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. Children are expected to wear the standard P.E kit for indoor lessons, consisting of sky-blue t-shirt, dark shorts and suitable sports trainers or black pumps. When lessons take place outdoors, on the playground or field, pupils may wear a tracksuit. Children are expected to be responsible for removing jewellery and long hair is to be tied back off the face, during P.E lessons.

On the occasions that accidents do occur, we adhere to the school's 'Healthy and Safety' Policy. All accidents are recorded in the 'Accident Book' and dealt with by members of staff that are qualified in 'first aid'. Parents are informed by letter if a child sustains an injury during Physical Education lessons.

Subject Leaders: Mr. M. Price, Miss. K. Banks, Mrs. L. Mcandrews and Mr. K. Willock

Executive Headteacher: Mr. S. Colothan

Date: January 2022