Physical Education at St Gregory's

Intent

Purpose

At St Gregory's, the curriculum our children experience enables us to live out our Mission Slogan: ***Loving all, like Jesus, we flourish together***. We aim to enable ***all*** our children to ***flourish***, regardless of background or disposition by offering a rich and informed curriculum packed with opportunities for all our children to experience 'life to the full' (John 10:10).

Physical Education is a pivotal part of our curriculum at St. Gregory's. We support the children in being able to work alone as an individual whilst also working collaboratively with others in order to develop their fine and gross motor skills, fundamental movement skills and their all-round physical and mental well-being. Our children will build on their knowledge, skills and understanding year on year whilst learning new concepts as they mature through the key stages. They will become physically active when and where possible across the curriculum to promote the importance of having a healthy body, healthy mind and the ability to learn effectively.

In keeping with the rest of the curriculum at our school, the learning our children undertake in Physical Education enables them to continuously develop the Seven Skills of the Steward – attributes and attitudes which we believe will be essential so as to enable our children to thrive in the world of the future and help make 'Thy Kingdom come':

Team-working † Problem-solving † Creativity † Peace-making

Empathy † Resilience † Gratitude

Aims

At St Gregory's, in age and stage-appropriate ways, we aim to ensure that all pupils:

- experience a Physical Education that is **meaningful, motivating and memorable**
- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength, and endurance
- understand the need for personal hygiene in relation to vigorous physical activity
- follow the conventions of fair play and honest competition
- cope with success and limitations in their performance
- persevere with and consolidate their performances

Implementation

Curriculum, Planning and Progression

Here at St. Gregory's we provided a well-balanced, sequenced curriculum fulfilling the needs of the EYFS Profile and meeting the requirements of the National Curriculum. Our curriculum is designed with all our children in mind so as to provide motivating, meaningful and memorable experiences. We use the Lancashire Scheme of work to plan from and have purposeful endpoints for the children to work towards. We have set areas of physical activity such as games, gymnastics, dance, athletics, swimming and outdoor activities. The curriculum is based on these requirements and is on the detailed yearly planner.

At St. Gregory's Primary, PE will be taught through:

- Exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals
- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills
- Opportunity to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Mental Health and Healthy Schools
- Extended high-quality provision through after-school activities making use of professional/qualified coaches
- Use of community facilities – local swimming baths & UCLAN Sports Arena.

Children are entitled to high-quality PE lessons. Each year group has two hours of P.E. each week. Children are encouraged to be active daily during playtime and lunchtime. Staff provided a variety of activities during these times such as MBF, netball, football, tag rugby & Multi Skills.

Resources

All teachers have access to centrally stored PE resources. Resources are kept in two locations; indoor stores across both Key Stages. All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

Enrichment

Here at St. Gregory's, we provide a wide variety of enrichment activities, for as many children as possible through the school year. We aim to listen to our children in pupil voice and offer them a broad range of experiences in school. These clubs are generally led by teachers and external specialised coaches offering before and after-school sports clubs. Sometimes, these are put on with a small charge and have a limited number of places available. Often, partaking in clubs will then allow children to compete at intra and inter-competition sports. Records are kept to enable us to target certain children or groups of children to ensure equality of access for all (e.g. PP children or those with SEND).

Assessment

In Physical Education we assess the children regularly, using formative methods from the Assessment Policy, as well as also using summative methods, such as through the end of a unit task. Assessment is guided by the PE Passport resource and then inputted on itrack. Any necessary areas identified through monitoring/assessment will be focused on as areas of development throughout the year. The subject leader, assessment lead and SLT analyse the data throughout the academic year. All relevant data is passed up during transition and the teachers report to parents about their children's attainment in Physical Education.

Provision for All

All children here at St. Gregory's are included in all Physical Education lessons, reflecting our mission statement of *'Loving all'* and allowing children to *'flourish'* regardless of their background and/or ability. The curriculum for Physical Education provides challenge for all groups of children, such as SEND, more able, pupil premium, EAL. Lessons will be planned to use differentiated tasks to enable all children to reach their full potential, differentiated use of equipment and differentiated levels of support. All pupils should have the opportunity to participate in all Physical Education activities, which are appropriate for their age and ability.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety. Reference should be made to the school's Risk Assessments.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher. Staff must notify the office ASAP if there is a problem with any equipment.
- Children should be given health and safety guidance throughout the lesson
- All jewellery should be removed and stored safely before each lesson
- Children should not have earrings in during PE. If earrings cannot be removed children to tape them up in exceptional circumstances. No staff to tape or remove earrings.
- All long hair should be tied back
- Every child must have a school PE kit, with suitable clothing worn for each lesson (see school uniform policy for correct clothing). Children should not engage in physical activity without correct kit
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should have suitable footwear or bare feet for indoor PE
- For gymnastics when the apparatus are being used suitable footwear should be worn (pumps or barefoot only)

When travelling to sporting activity, the appropriate risk assessments are completed and the following areas addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults to hold a current DBS
- All transporting adults to be fully insured
- Parent permission for taking children out of school obtained
- Parent permission for children to be transported by other parents
- After school competitions children to be transported by staff, parents, and booked private transport. Parents' permission to be granted first.

Impact

Subject Knowledge and the Monitoring Cycle

At St. Gregory's we ensure that teaching staff have the knowledge and skills to effectively support the intentions of our Physical Education curriculum right across the school. At any point should this not be the case, the relevant CPD is put into place to support staff, this includes sharing of best practice amongst teachers, support from the subject leader, attending relevant courses and support from specialised agencies. The subject leader carries out an annual audit of Physical Education, as well as on-going monitoring throughout the academic year. This helps to identify and areas of development which may present themselves, making it easier to support teaching staff should they need it. Throughout the year, resources and equipment are also evaluated, making sure health and safety checks are completed so that our children are provided with high-quality equipment so they can work practically developing as physically active learners. Throughout the academic year, specific time is given during Governors meetings, SLT meetings and staff meetings in order to, amongst other things, present situation reports, discuss data and evidence, share best practise and provide CPD training accordingly. The subject leader monitors annually in a wide range of ways, including walk-throughs, planning looks, lesson observations and pupil voice.

End of Key Stage Outcomes

Early Years

Gross Motor Skills ELG Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills ELG Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

End of Key Stage 1

- 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

End of Key Stage 2

- 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

Swimming

Pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Top-up swimming is accessed for children who do not meet the age-related expectations for swimming.

Funding

We receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to:

- Develop or add to the PE and sport activities that we already offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are **5 key indicators** that schools should expect to see improvement across:
Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.
Key Indicator 2: Engagement of all pupils in regular physical activity.
Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement.
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.
Key Indicator 5: Increased participation in competitive sport.

Please see the Primary and Sport Premium planning, reporting and evaluating website tool for further details on our website.

S Davies January 2024

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