

Our Lady Star of the Sea Catholic Primary School

Physical Education Policy

Mission Statement

"You are precious in my eyes"-Isaiah 43

- *Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in partnership between home, school, parish and community.*
- *Our school aims to create a happy, ordered environment where all members feel secure, valued and respect each other.*
- *Our school aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels.*

Curriculum Intent

At Our Lady's, Physical Development lies at the heart of the curriculum. We recognise that it is an integral aspect of the development of the whole child. Our vision is to provide all children with a physical vocabulary which grows confidence, self-belief and an ability to realise that the key to unlocking their potential lies within themselves. We aim to deliver high quality PE to support the children to become self aware and to progressively enable each individual to understand the potential that they have. When the children leave us in Year 6, our aim is for them to have the confidence to try everything and anything. This approach goes hand in hand with a healthy lifestyle. We aim for the children to develop their understanding so that they can make the right healthy choices as they journey through life.

Using the programmes of study from the National Curriculum 2014 our aims are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop how children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop the children's understanding of how to succeed in a range of physical activities and how to evaluate their own success.
- to develop communication and speaking and listening skills.
- to provide children with a skillset which can be used and developed throughout their lives.

Curriculum Implementation

Physical Development in Foundation and Key Stage One (KS1)

During Foundation and KS1 children develop fundamental movement skills (FMS) and become increasingly competent and confident. They access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Our expectation is that all children master basic movements by the time they leave KS1, giving them the tools needed to access more sports specific skills in KS2.

Alongside these movements children are taught dance and gymnastics throughout their time at Our Lady's.

They are taught to develop flexibility, strength, technique, control and balance through gymnastic type activities. Dance is often closely linked to the main themes which run through the curriculum, and the children use dance to bring their learning to life and to develop an understanding of how their bodies can move. During these stages the children are also slowly introduced to Outdoor Adventurous Activities (OAA) which challenge them to take risks.

Physical Development in Key Stage Two (KS2)

During KS2 the children continue to develop a broader range of skills which they apply to different types of sports. These sports are invasion games (netball, hockey, football and basketball); striking and fielding games (rounders and cricket); net and wall games (tennis and badminton). The children learn how to play competitive games and are challenged to think about how to use skills, strategies and tactics to outwit the opposition by applying basic principles of attacking and defending. These competitive games are modified to allow the children to consolidate the skills that have been taught. Alongside games skills, dance and gymnastics continue to be taught in a progressive structure. Over time children develop an ability to design sequences and dances that have an increased sense of fluidity and creativity. This involves the children exploring how to operate at different levels and pace, and how to use various pieces of apparatus to bring their sequences to life.

Swimming is a key life skill which is developed during the children's journey through Year 4. Bespoke lessons enable children to develop their basic skills and to practise until they demonstrate an efficient stroke technique. A water safety programme is also taught which enables the children to develop their safety awareness and to problem-solve various situations which could arise. The expectation is that all children will leave KS2 competently swimming 25m with an understanding of water safety.

Outdoor Adventurous Activity (OAA) is developed throughout KS2 at a much deeper level. The children build a deep resilience for life situations and learn to problem-solve effectively by working independently, as a pair or as a group.

Curriculum Design

Teachers follow the Lancashire Physical Education Planning Document from Nursery through to Year 6. The progressions within the document cover FMS, invasion games, gymnastics, dance and OAA provision for the children.

- Programmes of study follow the Lancs PE document. Teachers use the progressions as a pathway of learning, not individual lessons.
- Learning is broken down into small steps, connected steps building on from what pupils already know.

Our Lady Star of the Sea PE Topic Overview 2019/2020	Developing skills		Applying: Attacking and defending			
	Applying: linking actions and sequence of movement		Evaluating Success			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
INVASION GAMES	FMS skills: rolling, running, hopping, skipping, sliding, kicking, throwing and catching Simple 1v1 or 2v2 Competitive and cooperative tasks	FMS skills: running, galloping, dodging, throwing, kicking, bouncing, striking, tapping and catching Simple 3v1 Competitive and cooperative tasks	Sporn Speeße Skills chest pass, bounce pass, swing pass, striking Dodging and weaving, underarm bowl, overarm throw, striking a ball with an implement Attacking in 3v1 Introduce net/wall or striking and fielding	Sporn Speeße skills chest pass, bounce pass, swing pass, striking Bouncing a ball, running with a ball Underarm bowl, overarm throw Striking a ball with an implement Attacking in 4v2 game Apply in netball and striking and fielding	Sporn Speeße Skills chest bounce, shoulder pass, Push pass, kicking and shooting Catching: Bowl under and overarm, Strike a ball, catch a small ball Develop defending skills in 5v2 or 5v4 game Apply skills and tactics in netball and striking and fielding	Sporn Speeße skills chest bounce, shoulder, swing pass, Striking and running with a ball, Bowl under and overarm, Catch a small ball Collaborate as a team Attacking and defending skills: 4v4 or 5v5 Apply skills and tactics in netball and striking and fielding
DANCE	Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance	Perform body actions with control and coordination and perform short dance, showing an understanding of expressive qualities	Perform freely combining ideas from a stimulus into movements using dynamic, rhythmic and expressive qualities clearly with control	Perform dances clearly and fluently, showing sensitivity to the dance style and the music chosen	Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance	Perform dances fluently and with control and use perform in place of music expressively
GYM	Perform basic body actions with control	Perform body actions with control and coordination	Perform: rolling, riling jumping and balancing skills Plan, review and evaluate and appraise	Perform movements, shapes and balance that are matching or mirrored	Perform symmetrical and asymmetrical actions Counter balance and counter perform with a partner	Create a perform longer sequence of actions
OAA	Begin to work cooperatively with others to solve challenges Develop resilience in each task set or problem solve		Begin to work cooperatively with others to solve challenge	Observe a map, landmarks and scenery Follow a simple course Follow a simple course and mark on the map the position of the ground Work cooperatively with others to solve challenges	Follow a simple course using eight points of the compass and mark on the map the position of the ground Work cooperatively with others to solve challenges	Follow a simple route on an OS map and keep it secret Identify features and successfully complete a timed orienteering course
SWIMMING				Year 4 to swim		

There is little repetition of previous learning (year before). The focus is on delivering deep understanding of concepts within the year group expectations; children have to retrieve prior understanding.

- FMS are the key focus from nursery to Year 2. In Nursery and Reception, the children focus on 5 pre-fundamental movement skills. In Year 1 and 2, the children will focus on the 10 fundamental skills needed for the children to apply them to specific sports.
- Swimming is delivered to Year 4 class during Autumn and Spring Term.

- OAA is implemented within other PE strands in KS1 with a focus on discussion, collaboration, problem-solving and resilience. OAA becomes more specific in KS2, integrating compass points and orienteering.
- Gymnastics is taught through the progressions within the Lancashire Scheme of Work.
- Dance skills and objectives are taken from the Lancashire Scheme of Work with the teacher then thinking about the direction of the dance theme that they will deliver.

A detailed overview has been written for Physical Education that shows the progression of skills across all groups.

Using Lancashire LPDS documents, four areas have been identified for assessment:

- Developing skills
- Applying - attacking and defending.
- Applying - linking actions in sequence and movement.
- Evaluating success.

Assessment and Feedback

Assessment for Learning (AFL) is continuous during lessons as teachers observe how children are developing their skills. Higher order questioning is used in lessons to promote independent thinking and reasoning.

Formal assessment occurs in Foundation and KS1:

- Pre fundamental movement skills (5 skills) - Beginning of Nursery
- Pre fundamental movement skills (5 skills) - Beginning of Reception.
- Fundamental movement skills (10 skills) - Beginning of Year 1.
- Fundamental movement skills (10 skills) - End of Year 2.

In KS2, at the end of each unit taught, the teachers will complete a core task from the Lancashire PE scheme of Work as a point of assessment. All assessments are tracked on the server which is monitored by the PE leader. Feedback is continuous during all PE lessons through questioning and observation.

SEN

In line with our Learning and Teaching policy, we recognise that all children have needs and we continuously strive to ensure that we challenge all children to reach their true potential. Teachers know their children and strive to move their learning forward. Children who are on the Special Educational Needs (SEN) register will be working in line with their Individual Education Plan (IEP).

Extra Curricular and Competitive Sport

As a healthy school we promote a wide range of activities for our pupils. The school provides a range of PE -related activities including football, multi-sports, netball, cricket, athletics and dance for children at the beginning and the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term through a timetable on the website. By looking at the assessment data, classes are targeted and are given the opportunity to participate in clubs before and after school.

Depending on need, these classes are then rotated throughout the year so that all children are given opportunities to practise and develop their skills. Extra curricular clubs are also in place to support the competition calendar for the year which enables children to develop their skills at a greater depth.

The school also plays regular fixtures against other local schools and participates in area knockout competitions. 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. The school teams are made up of children who have committed to extra curricular practice and are then timed and scored against each other. To enable further competition between schools, we are aiming to foster a relationship with our cluster schools to increase the amount of competition for all pupils.

Teachers implement competition into their lessons in a structured way with house competitions taking place at the end of each half term. This enables children to develop teamwork and to experience victory and defeat and to learn how to manage emotions in team situations.

Computing and Physical Education

ICT is used to support PE teaching when appropriate. E.g. in dance and gymnastics children make video recordings of their performance, and use them to develop and improve their movements and actions. Photography is used to assess balances and movements as children explore how these can be improved. This supports evaluation and enables children to think strategically and plan next steps.

Communication of Information

Within the LEARN section of the school website the school's curriculum for RE is explained. Here parents can access the policy and key learning objectives which will be covered during their child's journey through school. Within class pages Curriculum overviews provide parents with a detailed summary of learning objectives for the year. In addition, weekly website blogs inform parents of weekly learning which has taken place.

Reporting to Parents

A verbal report is given to parents at Parents' Evening in the autumn and spring terms.

Physical Education is integral to the development of the whole child as it supports children to develop inner confidence and an understanding of what their body can achieve. It impacts on other curriculum areas. It is formally reported on the annual written report sent to parents during the Summer Term. On this report, teachers comment on all strands covered by the curriculum.

The Governing Body

The Governing Body are reported to annually in the form of a written report. The subject leader attends meetings when required to discuss data and progress. Annually PE is reviewed and impact measured, this is reported through the Sports Premium Strategy.

Impact

As the children travel through school they become physically confident and develop an awareness of what their bodies can do. As they build on and master their basic fundamental movement skills they apply these to specific sports where they think both tactically and creatively. In learning key skills they develop the ability to break these skills down to coach each other, which grows a physical and mental confidence which seeps into all areas of the curriculum. With varied opportunities to lead, many children develop a deep sense of leadership which helps them to serve others as a disciple of Christ.

Evaluation and Review.

This policy was written in consultation with staff and has been approved by governors during autumn 2020. It is available for parents to read on the school website in the LEARN area. As a school we always welcome feedback and if changes are required before the next review date, consultation will take place. It is the intention to review and evaluate this document every two years in line with the whole school policy and the school development plan. (Autumn 2022)