



"Growing together at the heart of God's community"



Policy Header

Policy Title	Physical Education Policy and Guidance
Version No	Two
Written / Adopted Date	Reviewed April 2025
Written By	School
Date shared with Staff	April 2025
Date Ratified by Governors	03/04/25
Review Date	April 2028

'Growing Together at the Heart of God's Community'



"Growing together at the heart of God's community"



Trust Prayer



"Growing together at the heart of God's community"



Heavenly Father,

Let peace, friendship and love grow in our schools.

Send the Holy Spirit to give excellence to our learning,

love to our actions and joy to our worship.

Guide us to help others, so we may all

Learn, Love and Achieve

Together with Jesus

Amen

The HEART of our Curriculum:

H – Helping children prepare for life, growing with God.

E – Embracing Christian Values.

A - Achievement for all.

R - Reading at the heart of our school

T – Teaching a knowledge rich curriculum.



"Growing together at the heart of God's community"





"Growing together at the heart of God's community"



Physical Education Policy & Guidance

School values central to life in our community

At Glazebury CE Primary our core values of **Love** and **Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

Love never fails, 1 Corinthians 8:13

For the Lord gives **wisdom** : from his mouth comes knowledge and understanding. Proverbs 2:6

The HEART of our Curriculum:

H – Helping children prepare for life, growing with God.

E – Embracing Christian Values.

A - Achievement for all.

R - Reading at the heart of our school

T – Teaching a knowledge rich curriculum.

Intent:

Implementation:

At Glazebury CE Primary, we deliver a rigorous, progressive and balanced P.E. curriculum based on conceptual knowledge and key skills that aims to challenge and inspire our children to lead a lifelong healthy and active lifestyle. Our carefully sequenced P.E. curriculum, with foundations skills at its core, is organised coherently ensuring children revisit and build upon their knowledge and skills taught in Reception to Year 6. Each unit has been carefully selected to allow pupils to apply their growing skills, knowledge and understanding in a range of contexts. Our curriculum extends beyond our PE lessons; the daily mile, extra-curricular clubs and sporting competitions are all vital parts of our 'PE, School Sport and Physical Activity' provision. We aim to ensure that all pupils have a chance to compete with others as part of their curriculum.

Experiences and Life Skills



"Growing together at the heart of God's community"



Through our curriculum, we aim to broaden horizons delving into a range of sports to allow children to experience life in all its fullness. This includes our diverse curriculum which encompasses all the key area of P.E. such as games, dance, gymnastics, athletics, fishing, tennis and cricket.

Our ultimate aim is to inspire our children to lead healthy, active lifestyles. We purposefully introduce children to a range of sports, to develop their cultural capital. We believe exposing children to a variety of sports will give them the confidence and inclination to try new sporting activities beyond school. We focus on the social and emotional aspects of Physical Education to encourage and motivate pupils to enjoy lifelong physical activity.

We want our children to understand the positive impact physical activity can have on our mental health. We explain the purpose and value of the daily mile upon their physical and mental health and ensure that this is prioritised in our school day.

Celebrate Diversity

In the summer term each year group is assigned a sporting icon to study, this supports the ethos and inspiration associated with Sports day. The list of people has been chosen carefully in order to celebrate diversity and inspire all of our children. Our curriculum is inclusive, with provisions and resources available for all.

Christian Values

Our school Christian values are actively encouraged to be central to sporting activities, Love and Wisdom, friendship, justice, compassion, forgiveness, peace, humility and hope all play a part in our ethos in regards to sporting achievement. We actively encourage and teach the importance of these values within PE and sporting activities through both competition and collaboration. We teach responsibility through participations in team sports and promotion of integrity through fair play.

Year five and six children are given the opportunity to become a sports leader which gives children the opportunity to have a great role within our school's P.E. programme: making decisions, helping with the upkeep of equipment.

Reading and Vocabulary

We explicitly teach subject-specific vocabulary for children to learn and apply during our lessons. These are referred to throughout lessons and have been planned to ensure progression throughout the school. Retrieval tasks are carefully designed to recap vocabulary taught in previous lessons.

Our Children will read biographies (about their class sporting icon) and sport related non-fiction texts in guided reading sessions. We recognise this is a purposeful opportunity to further inspire our children, and make links between curriculum areas.

Knowledge Rich and Academic

With a progressive, knowledge and skills-based approach, we inspire pupils to be the very best version of themselves enabling them to assess and improve their own performance. As well as learning sport-specific knowledge (rules, tactics and techniques), children will be guided in developing Christian values to support this promoting children to Grow at the heart of God's community. This will also provide understanding that a variety of sports and physical activities which will lead to transferrable knowledge across the curriculum. Children will also be taught the importance of physiology (what happens to the body and the benefits of exercise), psychology (how we can motivate and work as part of a team) and biomechanics (the science behind how the human body moves through muscles, ligaments and our skeletal system working together) which will be referred to, explicitly and implicitly, throughout the curriculum.

Structure of the lesson



Retrieval: Whilst getting changed for PE, teachers will recap knowledge from previous lesson Teachers will then use this for a knowledge retrieval task linked to vocabulary. Then, as part of the warm up activity, pupils will engage in a physical skills retrieval task, such as demonstrating an effective running technique. The children may have acquired this knowledge in a previous lesson, unit of work or even a previous year group. This activity is designed to strengthen our pupils' memories of key knowledge and skills, enabling them to transfer knowledge to long-term memory and make progress across the curriculum whilst allowing the children get themselves ready for physical activity.

Vocabulary:

Children will then be introduced to key vocabulary actions may be developed to match each of these words to aid the memorisation process. Key words will be displayed on the PE display board to support class lessons in the hall.

Teach:

A range of pedagogical approaches will be adopted in PE to encourage children to be active participants in their own learning. Where suitable, the teaching input will be preceded by an initial first attempt at a skill or technique. This will be followed by a carefully guided discussion to understand the skill or technique and how it can be applied. For example, after exploring different ways of throwing, the teacher might ask a child to model a good technique for a chest pass and discuss how this is beneficial for a fast and accurate pass in netball and basketball. This knowledge will be revisited and developed throughout the lesson within a variety of activities.

Talk Partner task:

In response to a 'Talk Partner' question, pupils will be given an opportunity to demonstrate their knowledge and understanding through oracy and where appropriate, a physical demonstration.

Apply:

All children will be given the opportunity to apply their newly acquired knowledge and skills within an activity. This could take many forms including a competition (against themselves or others) a game, or a performance. Children will be encouraged to continually self-assess their application of skills and knowledge throughout.

Use of resources

The P.E. lead will assistance from children will maintain the physical resources in school. The PE Lead will responsible for ensuring faulty equipment is replaced and all balls are inflated. They will ensure that all equipment has a storage location and that this is clearly labelled. All teachers are required to check they have the necessary equipment prior to their lessons and return these to their correct place following the lesson. Teachers to discuss with P.E. lead if any extra resources are required.

Assessment

Assessment for learning of P.E. should be used to continuously inform teaching. Retrieval tasks should be used as a formative assessment to identify and address gaps in pupils' knowledge and skills. Teachers should assess children who are working beyond and below expectation in each lesson and keep a record of this to inform future teaching. After each unit, pupils will formally self-assess their own performance on a self-assessment grid. Staff will complete a summative assessment at the end of each unit and record this so that their assessment against a range of units can be monitored.

PE Kit:



"Growing together at the heart of God's community"



In the interest of safety and hygiene teachers must insist on children changing into the correct PE kit for all PE lessons.

Indoor kit: plain or school logo white t-shirt, navy shorts, pumps or bare feet.

Outdoor kit: Plain tracksuit bottoms, plain sweatshirt, plain or school logo white t-shirt. Pumps or tight- fitting trainers (no high tops please)

All jewellery is to be removed for PE. Earrings must be covered if they cannot be removed.

Long hair must be tied back.

Teachers will check each child has their PE kit in school the day before the PE lesson. If they do not have it in school they will be reminded to bring it in the morning by class dojo or text. If they forget the office will call home to ask for the kit to be brought into school before the afternoon PE lesson.

If children forget for 2 consecutive lessons the class teacher will speak to the parent to ensure there are no issues that school can support with.

3 consecutive lessons will result in a letter home to invite into school to support by the PE Lead and/or the Head Teacher.

Children with no kit will be able to borrow a spare school kit where possible.

If a child is unable to take part in a PE lesson a letter or message must be sent into their class teacher on the day of the PE lesson. That child will then still be a part of the lesson through peer mentoring or doing PE related work but excused from physical activity.

Impact: H.E.A.R.T.

What we want our children to have achieved:

By the end of Key-Stage 1 our pupils will:

- *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.
- Identify and demonstrate use of Christian values associated with PE skills and ethos
- Name 3 sporting icons

By the end of Key-Stage 2 our children will:

- 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.
- Explain how Christian values play an important role in the development of sportsmanship and PE.



"Growing together at the heart of God's community"



- Name and explain the achievements of 6 sporting icons associated with year groups.

Swimming and water safety

By the end of KS2 our pupils will be able 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.