



Trimley St Mary Primary School – Physical Education Policy

The following document provides additional guidance for those teaching Physical Education at Trimley St Mary Primary School. It should be read in conjunction with the National Curriculum for PE (published September 2013) and Physical Education, A Scheme of Work (QCA 2000). It is intended that this policy will:

- Provide a corporate statement of the aims for PE
- Ensure each pupil's entitlement to PE is fully realised
- Provide a clear basis from which to plan programmes of work
- Provide a source of reference for visitors to the school.

THE NATIONAL CURRICULUM STATES THAT:

A high-quality physical education curriculum inspires pupils to succeed and excel in competitive sport and other physically demanding activities. It should 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.

In addition to this, at Trimley St Mary we ensure children understand the physical and mental importance of being active every day. We ensure that children have opportunities to be active on a daily basis and ensure we provide enrichment opportunities throughout the year.

NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KSI

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- 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.

NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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
- Swim competently, confidently and proficiently over a distance of at least 25 meters
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

CURRICULUM INTENT

Trimley St Mary Primary School - VISION & VALUES



OUR VISION - We provide an environment that allows children to thrive, developing the independence and resilience needed to reach their full potential, while becoming active members of the wider community.

OUR DRIVERS

At the heart of Trimley St Mary School, lies clearly defined and understood "curriculum drivers" that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil's experiences.

COMMUNITY	EMOTIONAL WELLBEING	ENQUIRY	POSSIBILITIES
Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local businesses, and other agencies, we support, motivate, and inspire all children to achieve and be successful in their own right.	As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children's awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.	We recognise the importance of fostering an enquiring mind and love of learning by choosing the right context to engage our children in their learning. Our curriculum uses engaging topics and open-ended questions to promote curiosity, interest, and motivation. Children are encouraged to develop and deepen their understanding as well as drive their learning forward by questioning, investigating and solving problems.	Through our broad and balanced curriculum, we recognise the importance of providing our pupils with knowledge and experience of the wider world. We encourage them to develop self-belief, ambition, and the sense of what it is possible for them to achieve.

OUR GOALS	To ensure that pupils are fully active citizens within the school community.	To ensure all pupils are reflective, analytical and active independent learners.	To ensure that staff subject knowledge and pedagogy builds over time, translating into improvements in the teaching of the curriculum.	To ensure all pupils achieve highly in order to fulfil interests, aspirations for the future and meet their academic, sporting & creative potential.	To ensure that pupils acquire a wide vocabulary, communicate effectively and acquire a knowledge of phonics, giving them the foundations for future learning.
	PERSONAL DEVELOPMENT	BEHAVIOURS & ATTITUDES	LEADERSHIP & MANAGEMENT	QUALITY OF EDUCATION	EARLY YEARS



As Awesome Athletes we will -

- Gain knowledge and skills set out by the national curriculum.
- Improve knowledge in how to live healthy lives.
- Develop resilience, co-operation and leadership across the PE curriculum.
- Increase activeness and participation in sports and develop confidence.
- Learn to compete and strive for excellence whilst upholding the values set out in the School Games: determination, honesty, passion, self-belief, teamwork and respect.
- Encourage active lifestyles and continue our provision with purposeful links with our local community.

SEQUENCE

PE is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for planning an effective and progressive curriculum. Objectives from the Chris Quigley Essentials Curriculum are used to supplement and enhance planning. Planning is progressive and begins with basic skills which are applied through a range of learning opportunities, with increasing complexity and practicality, as outlined in the Milestones.

Skills are developed and revisited from reception to Year 6, ensuring basic skills are applied and practised in a range of contexts and with increasing demand, competition and complexity, consisting of “basic, advancing and deep” elements.

In Key Stage 1, children are taught a range of sporting activities to develop their balance, agility and co-ordination. These skills are taught through ball skills, gymnastics, dance, games and athletics.

In Key Stage 2, children are taught dance, invasion games, striking and fielding games, gymnastics and athletics to ensure they progress and revisit skills that have been learnt in Key Stage one. Children take on roles as sports ambassadors within the school to ensure active playtimes are promoted and well managed. In addition to this, swimming and water safety is taught in Key Stage Two with the expectation that children leave being able to confidently swim 25m and perform safe self-rescue.

Children take part in competitive sport during lessons and are encouraged to strive for personal best in their own fitness. Children are given the opportunity to participate and represent the school at local events. Children of all abilities have the opportunity compete against other local schools within our sports pyramid. Skills that are needed for these events are taught prior in PE lessons and extra-curricular clubs.

Currently, KS1 children receive a minimum of 1 hour of PE teaching a week. KS2 children receive 2 hours of PE teaching. We use a variety of teaching and learning styles in PE lessons and link some lessons such as dance to other parts of our curriculum.

Learning and Teaching in Physical Education

Trimley St Mary strives to provide pupils with an exciting and motivating PE curriculum that encourages participation in a wide range of physical activities, learning a range of different skills and a growing awareness of how the body works and how to stay fit and healthy.

In EYFS classes we encourage and promote the physical development of our children as an integral part of their work. We link the Early Learning Goals objectives to the physical development of the children, these goals underpin the curriculum planning for children aged four-five years of age. As awesome athletes, we encourage the children to develop confidence and control the way they move, and the way they hold equipment such as a pencil. We offer appropriate and achievable challenges for children both inside and outside of the classroom.

Teacher knowledge and confidence is to be reviewed on a termly basis with opportunities to learn and reach across different year groups. CPD opportunities are on offer for staff to develop their own practise. Planning and resources can be found in the schools shared files areas and can be accessed for years to come. PE is taught by an outside agency for 3 days and the rest is taught by teaching staff.

Extra-Curricular PE Opportunities

Trimley St Mary provide a variety of sporting opportunities during lunchtimes and at the end of the school day. This encourages children to further develop their skills in a range of activity areas. The sporting clubs change each term in the school year. Lunchtime sports and activities are run by an outside agency and ensure children across the school are experiencing physical activity. Children are also selected to represent the school in a range of sporting activities and competitions in the local area to compete against other schools.

Special Educational Needs

PE lessons are accessible to every child in the class. The teachers and coaches model activities to children and ensure that each lesson includes a range of challenges to support less able pupils and lessons are adapted to meet their demands to ensure inclusion of physical disabilities. Children with SEN are also encouraged to take part in extracurricular activities and can represent the school in outside competitions.

Spiritual, Moral, Social & Cultural Development

We promote spiritual development by:-

- Delighting in movement, particularly when pupils are able to show spontaneity.
- Taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.
- Being aware of one's own strengths and limitations.

We promote moral development by:-

- Discussing fair play and the value of team work.
- Developing qualities of self-discipline, commitment and perseverance
- Developing positive sporting behaviour

We promote social development by:-

- Developing a sense of belonging and self-esteem through team work.
- Developing a sense of community identity through taking part in inter school events.

We promote cultural development by:-

- Learning about the history of sport, and where they originate from
- Making links with national and global sporting events such as the World Cup and the Olympics
- Exploring rituals surrounding sporting activities.

CURRICULUM IMPACT

Assessment & Recording

Teachers and coaches assess children's work in PE by making informal judgements against objectives that are part of the Chris Quigley Essentials milestones. This shows whether a child is at a basic, advancing or deep level of understanding in an area of physical activity. The PE lead accumulates this data to highlight those children who need extra support or a further challenge. Pupil performance may be discussed with the SENCO if any concerns are raised about an individual. Pupils who show a particular strength in a skill or show a great level of enjoyment will be encouraged to pursue this with local clubs when appropriate.

The foundation assessment grids that class teachers and coaches complete after every term with the basic, advancing and deep criteria are then collated and analysed by the PE subject lead. From this data, as a school, we can see the progression and break down of skills from EYFS to the end of KS2.

Monitoring & Review

The monitoring of the standards of children's work and of the quality of teaching through monitoring of planning, lessons and pupil voice in PE is the responsibility of the subject lead and Head Teacher.

The subject leader also is involved in supporting colleagues and sports coaches in teaching PE and any current developments in the subject area. Members of staff have opportunities to voice opinions and suggestions of the subject that greater develop the subject. PE coaches are regularly informed of anything that may affect their sessions.

The PE governor is kept informed about policy, quality of teaching and development opportunities.