

Subject Policy: PE

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the Rights Respecting School and know their rights, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our '**Shine Curriculum**' encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.

OUR SHINE CURRICULUM



Let Your Light Shine

This policy should be read in conjunction with the Learning Policy.

Intent

- To provide a broad and inclusive curriculum which inspires all children to succeed.
- To enable all children, whatever their needs or ability, to take part in and enjoy PE and sport.
- To ensure all children develop the skills and core values for an active lifestyle.
- To develop children's understanding of our school values and demonstrate how these can be shown in sport.
- To encourage children to lead healthy, active lives.
- To provide children with strategies that support positive health and well-being, both physically and mentally.
- To give children the skills to evaluate their own and others skills to help improve their performance.
- To develop the ability to work as a team player, building on communication skills within a team.
- To give all children the opportunity to compete in a range of settings, both in school and through inter-school events.

Implementation

Planning, Teaching and Learning

Strategies are in place within school to develop each of the key areas of Physical Education, ensuring coverage of the Nation Curriculum 2014, and systematic coverage of key skills.

- In Reception, objectives are taken from the Early Learning Goals, specifically working on coordination and control, basic gross motor skills and spatial awareness.
- From Year 1 to Year 6, PE is delivered twice a week through active and inclusive lessons.
- Skills are clearly modelled to the children and these are built on through the lesson. Children work in groups and peer marking is used to assess their progress.
- Following the long term planning, 2 of the 4 units will focus on a game type e.g. invasion games, this enables a variety of sports to be covered in each unit of work.
- Fitness and mindset is covered every year, ensuring children have a strong understanding of the importance of fitness and supports positive well-being.
- A sequence of lessons will progress from learning and practicing skills, moving on to understanding the rules of a specific sport and then applying their skills in the given sport.
- Within a lesson, activities are differentiated and all children are appropriately challenged to achieve successful outcomes.
- Lessons provide a balanced range of individual, paired and group activities, in addition to cooperative, collaborative and competitive situations.
- Children work individually and in groups to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve their performance.
- The curriculum allows for a progression of skills over year groups, building on what has been taught previously.
- Professional athletes are studied in all year groups, showing pupils what can be achieved and encouraging aspiring athletes. Key events in sporting history are covered through the curriculum, enabling children to have a broader understanding of sport and how it has made an impact.
- A love of PE is encouraged throughout school through links with other subjects, applying an ever growing range of skills with growing independence.

- A range of accurate PE vocabulary specific to the current area of study is explicitly taught and used within each lesson.
- Competitive opportunities are given for all children throughout their school career e.g. football tournaments, cross country and swimming galas.

Leadership, Assessment and Feedback

- Children's work will be assessed in each lesson with verbal feedback given according to the learning objective for that lesson and the child's own specific target for improvement.
- Formative assessment within *every* lesson helps teachers to identify the children who need more support to achieve the intended outcome as well as those who are ready for greater stretch and challenge through adapting or completing additional activities.
- Ongoing assessments are made by the teachers against the year group objectives and these are updated at the end of each unit.
- Children in all year groups will be given the opportunity to self evaluate and discuss their own progress.
- A termly monitoring cycle ensures that work is moderated and quality assured at regular intervals through the year.
- The PE leader has a clear role and overall responsibility for the progress of all children in PE throughout school, they monitor teaching and learning through visiting lessons and pupil voice.

Impact

- Children demonstrate an understanding of the importance of being physically active.
- Children can use the skills they have learnt in competitive situations and against other schools in Trafford and Manchester.
- Each child can show the skills expected for their age group.
- All children develop the ability to work as a team in competitive environments, displaying our school core values.
- Children feel they are valued as members of a team and can represent the school in events.
- Children show a high level of pride in the presentation and understanding of their work.
- Children enjoy taking part in PE lessons and active parts of the school day.
- Children can explain and understand the rules to a number of sports.
- Children can use the correct vocabulary confidently when talking about a skill or describing a game.

This policy will be reviewed biennially or more frequently if required.