



Physical Education Policy

Intent

At Emmaus Primary School it is our intent to teach children life skills that will positively impact their future. We aim to develop pupils who will be physically active and can flourish in a range of different physical activities. It is our belief that a healthy body is essential for a healthy mind and this is especially relevant in an area where there is statistically poor health. In order to provide a range of opportunities for our children as successful learners with high expectations our PE curriculum is linked to our whole school drivers: Gospel Values, Cultural Capital, Diversity, Independence and High Expectations.

In line with all areas of our curriculum, we have high expectations for all children to achieve their potential in PE, regardless of their starting points. The PE curriculum and assessment system at Emmaus is developed to ensure that we motivate pupils, monitor progress and achieve consistently high standards. Our commitment to this is evident in the provision of, on average, two hours Physical Education each week for all pupils. We aim to deliver high-quality physical activity and learning opportunities that inspire all children to succeed in all aspects of physical education. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. Our gospel values at Emmaus allow children to make links to social, emotional and thinking skills within their PE lessons. Children will take part in competitions, developing competence, gaining independence and finding enjoyment in these activities. Our children are offered a range of experiences that build their cultural capital both within and beyond our PE curriculum. Competition is valued at Emmaus and children are offered opportunities to develop their cultural capital in competitions and additional clubs.

Children are encouraged to be active for sustained periods of time. We use strategies to ensure maximum participation while the long-term benefits of regular exercise and a healthy diet are reinforced throughout. Our pupils at Emmaus are able to develop independence throughout the PE curriculum, learning to work without full guidance and support. We encourage our children to take initiatives to become excellent young leaders, organizing and officiating games throughout our PALS programme and evaluating their and others performance in PE, whilst instilling excellent sporting attitudes across the school.

Implementation

Pupils at Emmaus participate in weekly high quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavors to encourage not only physical development but also well-being. We are part of the Liverpool Schools Sport Partnership (LSSP) and work closely with specialist PE staff who offer support with the delivery of sport in curriculum time, after school clubs and entry into a sporting competitions calendar. At Emmaus we enter into the Spirit of the Games Values of honesty, teamwork, respect, self-belief, passion and determination and encourage children to develop a range of qualities, and inter-personal skills based on sporting experiences and attitudes.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Emmaus, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-belief and self-discipline. They know that to be successful they take ownership and responsibility of their own health and fitness, then they will continue to have a physically active life. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Emmaus, we provide opportunities for children 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.

Curriculum Planning of PE

At Emmaus we follow the Get Set 4 PE scheme as recommended by Liverpool School Sports Partnership. PE is a foundation subject in the National Curriculum. We have adapted the Get Set for PE scheme to reflect the local circumstances of our school. As required in Key Stage 1, we teach dance, games and gymnastics, whilst incorporating the teaching of fundamental skills throughout; agility, balance and co-ordination. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans are from the Get Set 4 PE website. These schemes, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Each teacher has a log in for the website and access to the online support, clips and demonstration videos to enhance the teaching of PE across our school.

PE teachers use the short term lesson plans for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher uses the plans which are all contained in the Get Set 4 PE programme and the class teacher and subject leader often discuss them on an informal basis. The scheme we follow plans PE activities so that they build upon children's prior knowledge. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. This is demonstrated through the use of our progression maps. Class teachers highlight the children who do not meet an objective, and this is revisited throughout the year.

Teaching and Learning Styles

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to

compete with each other, and they have the opportunity to use a wide range of resources. In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies: setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint; setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump; grouping children by ability and setting different tasks for each group, e.g. different games; providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

Contribution of PE into other subjects

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. We use computing to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work. PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and the local authority playing field for games and athletics activities and the local swimming pool for swimming lessons.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Assessment and Recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons.

At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information on our progression map and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. The PE subject leader keeps photographic and evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the DfE. The PE subject lead undertakes learning walks and lesson observations to ensure high quality PE is taking place throughout school, whilst also using pupil and staff voice questionnaires to gain understanding of what is known and remembered throughout the children's PE learning.

Extra-curricular activities

The school provides a range of PE-related activities including football, athletics, basketball, multi-sports and dance for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. Class teachers also deliver intra-competitions within their year group based on their current learning. 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.

Children without kit

Where appropriate, parents are notified at the beginning of each half-term by letter if their child is without kit. They are given information and reminded of the reasons behind wearing a PE kit. Children will not be excluded from lessons where possible and if safe to do so will take part in the lesson at the teacher's discretion.

Our statement of SMSC

Through our varied curriculum our children will have...

- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- imagination and creativity in their learning
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- An understanding of the consequences of their actions
- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Date: -September 2023

Date of next review: - September 2024