



St Luke's C.E. Primary School

Physical Education Policy

Langport Avenue

Longsight

Manchester

M12 4NG

PURPOSE

The Curriculum at St Luke's is adapted to be a vocabulary rich, enquiry-based curriculum; with a focus on improving pupils long and short term memory to improve accuracy and fluency of children's grasp of knowledge and skills; in order for learning to be progressional and for all children to be confident fluent readers.

The Physical Education programme meets the needs of the [National Curriculum 2014](#) programmes of study as units of knowledge and skills.

This is further deepened, enhanced and supported by additional experiences, opportunities, resources in the form of the Enrichment curriculum and The Global Citizen and Mental Wellbeing curriculum.

To ensure the National Curriculum Programmes of Study for P.E. are fully met, we follow the 'Get Set 4 PE' scheme of work for Physical Education at KS1 and KS2. We also use the Twinkl Scheme of Work for Dance to enhance and provide additional lessons for our Dance Curriculum.

INTENT

AIMS

At St Luke's, we believe that Physical Education (P.E) is an integral part of our curriculum. P.E has the ability, regardless of the child's background, to boost self-confidence and break down barriers in learning. We aim to provide the children with a fun, high quality P.E curriculum that inspires all pupils to succeed and excel individual's abilities in competitive sports and other physically-demanding activities. Our intention is to provide opportunities for all pupils to become physically confident in a way which supports their health and fitness.

We believe that our children should be physically active every day, whether it be through daily physical activity, P.E. lessons, lunchtimes or extra-curricular activities.

We also believe that children should have the opportunity to compete in sport and other activities that build character and help to embed values such as team-work, resilience to persevere, fairness and respect.

We aim to:

- develop physical co-ordination and competence;
- promote the physical and psychological benefits of participation in physical activities, whilst at school and throughout life;
- promote positive attitudes towards health and physical fitness;

- develop an appreciation of skillful and creative performances across the areas of activity;
- help children develop socially through competition and co-operation between other individuals and groups;
- provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background, or physical ability.

TARGETS

RATIONALE

Physical Education is concerned with the skilful management of the body. It aims to develop physical literacy in order that children are able to move effectively, efficiently and safely in a variety of life situations. Learning through action is an essential skill developed alongside personal awareness and achieved through observation of themselves and others. The achievement of this occurs through a combination of motor and cognitive development. The linking of physical activity and mental process of making decisions, judgments, selecting, refining, adjusting and adapting movement to suite the given situation is an area in which P.E. accelerates achievement through good practice and regular structured opportunity.

Physical Education incorporates many aspects of Science and Health Education. Opportunities will naturally arise to teach children the importance of looking after their own body. The most significant contribution Physical Education can make to Health Education is in establishing habits of participation in enjoyable physical activity, and in developing an understanding of the long and short term beneficial effects of exercise on the body. Pupils should also be made aware of the consequences of lack of exercise and the health problems this can lead to in later life.

P.E. lessons can provide opportunities for work in other curriculum areas, through the use of problem solving methods across its activities. In Mathematics, for example, the difficult concept of turning through angles is made simpler by providing the children with practical jumping tasks in gymnastics.

Games, Athletics lessons and Outdoor Adventurous Activities lend themselves to measuring and problem solving tasks. Children, including those who find difficulty in oral or written communication, can often experience success and joy in expressing themselves in movement. Language skills can also be reinforced and utilised in describing and analysing their own and others performances. The development of these skills is an integral part of this curriculum area.

PROGRESS

During all PE lessons, pupils are involved in the continuous process of planning, performing and evaluating their work, and there needs to be progression in all three areas. Teachers will encourage children to think about what they are going to do, what they have done, and how they might improve their performance.

The Early Years Foundation Stage

- Physical Development taking place across all areas of Learning and Development
- Development of positive attitudes and understanding of exercise and health
- Physical Development enabling children to gain in confidence in what they can do
- Personal, Social and Emotional development

Key Stage 1

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 cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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

Key Stage 2

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 should be taught to:

- 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.

Physical Education – Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
<p>Early Learning Goals: <i>Personal, Social and Emotional Development ELG:</i> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs</p> <p><i>Physical Development ELG:</i> - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>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.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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, rounder's 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

Progression in PE

Progression Journey: Dance						
NC KS1: perform dances using simple movement patterns. KS2: perform dances using a range of movement patterns.						
EYFS	1	2	3	4	5	6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.
Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.		

Progression Journey: F.M.S through fundamentals, fitness and athletics

NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. NC: KS2: use running, jumping and throwing in isolation and in combination.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression Journey: Games through invasion, target, net and wall, striking and fielding games

NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

NC: KS2: use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.



EYFS	1	2	3	4	5	6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

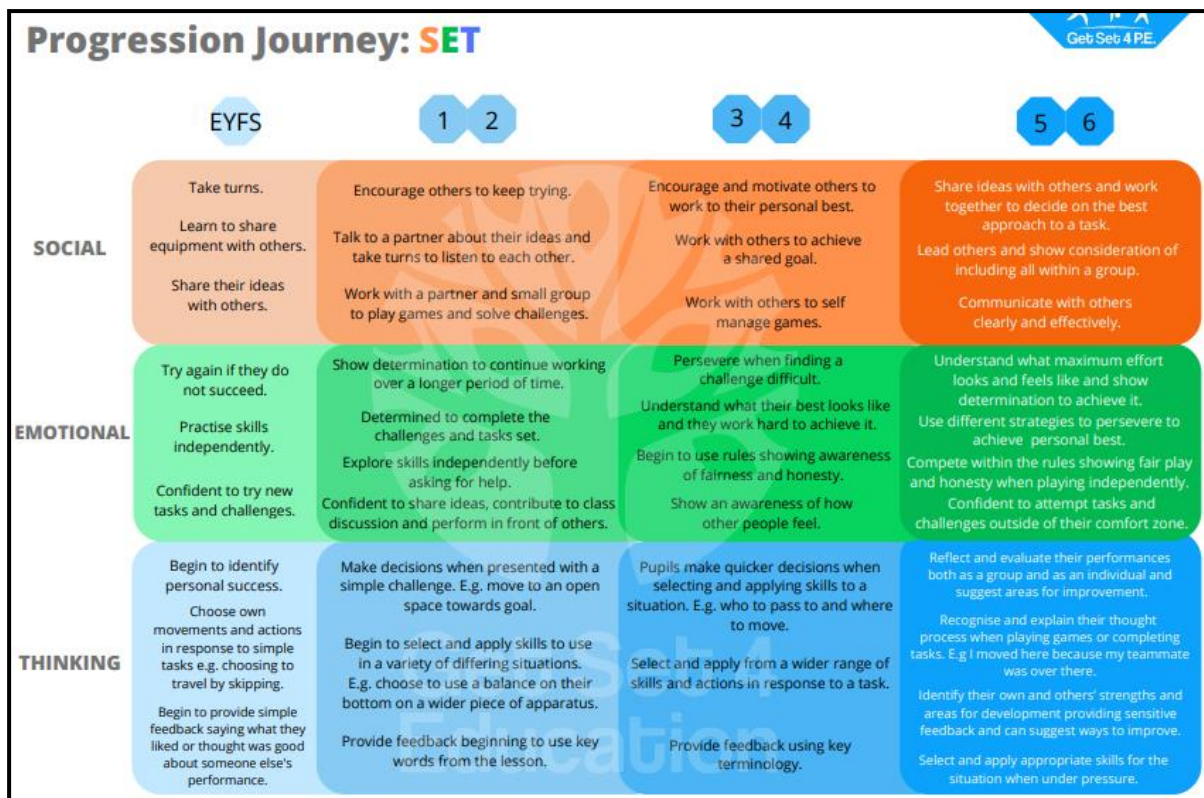
Progression Journey: Body Management through yoga and gymnastics

NC: KS1: master basic movements as well as developing balance, agility and co-ordination.

NC: KS2: develop flexibility, strength, technique, control and balance.



EYFS	1	2	3	4	5	6
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.



INCLUSION

Equality Act 2010—with a particular regard to protected characteristics and to ensure all pupils get the highest quality of provision and opportunities.

Lessons are planned and delivered to allow for the range of needs and abilities of all children. This is most successfully accomplished through differentiation by outcome or task.

Differentiation by outcome is achieved by setting tasks which are suitable and appropriate for all the pupils' starting level and which allows the more able children to be challenged. Differentiation by task is achieved when pupils are given a range of different but related tasks according to their level of ability.

The school aims to include each child in every subject area, with support given as appropriate to enable this. We believe that all children have equal access to the P.E. curriculum irrespective of ethnicity, creed, gender or ability. At St Luke's we believe in celebrating the rich diversity of our pupils.

As noted in the schools S.E.N. policy, pupils with additional needs have the same entitlement as all other pupils and are offered the same curriculum with extra teacher support for those who experience difficulties, and more appropriately challenging tasks and opportunities for children demonstrating excellence across a range of P.E. activities.

Wherever practicable, provision will be made for pupils with special educational needs where it affects their performance in PE. They may have physical difficulties and/or emotional and behavioral disorders.

It is important to concentrate on pupils' abilities and how we can support their individual needs to help them achieve their goals. At times, it might be appropriate to have the support of a classroom assistant to help with the management of a particular child during PE. If this is the case, it is preferable to have the assistant working with a group of pupils which includes the child who needs the support. Everything should be done to avoid highlighting the disabilities of any particular child.

AMBITION FOR ALL:

The needs of all learners to check, embed, extend learning will be met through the following:

All curriculum plans - half termly and daily;

- a) Identify greater challenge/tasks for the more able learners.
- b) Opportunities for all SEND pupils in class and how their needs will be met to enable access/achievement/attainment/closing the gap.
- c) How the needs of disadvantaged pupils - to ensure there are no gaps between their learning and those of non-disadvantaged.
- d) EAL - pupils for whom English is not their first language.

Support will take many forms:

- Interventions including for the most able
- Resources
- Staff deployment
- Task setting
- Questioning

READING

Reading has the highest priority in our school:

The ability to read and comprehend fluently impacts on pupil's ability to access The Physical Education curriculum and to attain and achieve to their maximum potential.

Poor reading skills are a limiting factor to pupil's future life chances and the ability to deepen and widen their understanding of The Physical Education curriculum.

In P.E., there is a plethora of new vocabulary for pupils to learn and use. Speaking and listening plays a vital role in PE and it is important to use the correct subject specific terminology. Key words and phrases are displayed around the hall for pupils

to develop terminology. By increasing their exposure to these words, the more the children's confidence increases in using them.

By teaching the children how to give feedback to their peers, we are helping them to develop the use of verbal skills, choosing correct and specific terminology and thinking about how to give descriptions/instructions to further progress their learning.

Not only are key words and phrases used to support reading, but they will actively support the rest of the curriculum and add depth and coverage for each child's wider school experiences.

Reading is also incorporated within PE by the reading of stories and children's books. These pieces of text provide an avenue to encourage creativity through movement, dance, and social interaction.

VOCABULARY

Our aim is for pupils to be able to read, spell and pronounce specific vocabulary correctly.

	Dance		Gymnastics		Games	
Year 1 and 2	Travel Stillness Direction Space Explore Evaluate Sequence	Body parts Levels Speed Movements Perform Timing Co-ordination	Forwards Backwards Sideways Roll Slow Body parts Safety Extension	Shape Jump Travel Stretch Wide Narrow Tension Analyse	Striking Catching Own space Teamwork Speed Target Chest pass Bounce pass Communication	Direction Passing Controlling Shooting Scoring Dodging Space Movement
Year 3 and 4	Space Repetition Action and reaction Pattern Compose Composure Mirroring	Direction Pathways Mimic Gesture Transition Rotation Stimuli Clarity	stretch push pull step spring crawl still slowly tall long Flexibility	forwards high low roll copy jump land balance Technique Balance	Keep possession Scoring goals Keeping score Making space Pass/send /receive Travel with a ball Make use of space	Points/goals Rules Tactics Batting Fielding Defending Hitting

Year 5 and 6	Dance style	Unison	Muscles	Landing	Keeping	Batting
	Technique	Canon	Joints	Take-off	possession	Fielding
	Pattern	Action	Symmetrical/ asymmetrical	Flight	Passing	Bowler
	Rhythm	Reaction	Rotation	Performance/ evaluation	Dribbling	Defending
	Variation	Unison	Turn		Shooting	Hitting
	Formation	Fluent	Shape		Support	Offside
	Improvise				Marking	Pitch
					Attackers	Forehand/ backhand
					Defenders	
					Marking	
				Team play		

OUT OF SCHOOL LEARNING

We provide various after school clubs for children within both KS1 and KS2.

Each year we provide all KS2 children with the chance to spend a night in the Peak District with their classmates and teachers. Pupils take part in many outdoor and adventurous activities.

REPORTING

Reports to parents will include a code which states whether their child is meeting the expected standard, working above or working towards. Teachers can also make comments where they feel the children have excelled in PE or enjoyed the subject.

IMPLEMENTATION

In order to deepen their knowledge, children will be asked a key question at the beginning of each topic.

At St Luke's, Physical Education is taught from nursery to year six in weekly PE sessions.

Children in the Early Years Foundation Stage implement the area of learning known as 'Physical Development'. For detailed information please refer to 'Practice Guidance for the Early Years Foundation Stage'. Pupils will have continuous access to outdoor play (encouraging gross motor skills) each day. During this continuous provision time children are able to develop fundamental skills and master basic movements which will assist them with their overall development. Reception aged children will also have a weekly Dance lesson in the Autumn Term. Games activities will be introduced in the Spring Term with Gymnastics activities starting in the Summer Term.

At St. Luke's, children in both KS1 and KS2 will receive weekly lessons in Outdoor Games and either Dance or Gymnastics (either Dance or Gymnastics to be taught half termly), with KS1 pupils focusing on 'Fundamentals for Movement'.

All children are provided with a minimum of 2 hours timetabled high quality PE, extracurricular provision and further physical activity in addition to this throughout the school day every week. For example, Daily Mile, Active Break and lunchtimes and active after school clubs, such as Street Dance, Strength Agility and Quickness and Tag Rugby.

Children in Year 4 will also participate in weekly swimming lessons. To aide Catch up swimming, Year 5 and Year 6 children will also be provided with a half term of swimming lessons.

As part of our staff's ongoing professional development, we also work with 'Manchester City in the Community' to enhance our teacher's own skills and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Introduction to PE: Unit 1	Fundamentals: Unit 1	Gymnastics: Unit 1	Dance: Unit 1	Games: Unit 1	Ball Skills: Unit 1
Reception	Introduction to PE: Unit 2	Fundamentals: Unit 2	Gymnastics: Unit 2	Dance: Unit 2	Games: Unit 2	Ball Skills: Unit 2
Year 1	Ball Skills	Invasion	Sending and Receiving	Net and Wall	Striking and Fielding	Athletics
	Fundamentals	Dance	Gymnastics	Dance	Gymnastics	Team Building
Year 2	Ball Skills	Invasion	Sending and Receiving	Net and Wall	Striking and Fielding	Athletics
	Fundamentals	Dance	Gymnastics	Dance	Gymnastics	Team Building
Year 3	Ball Skills Y3/4	Netball	Football	Tennis	Rounders	Athletics
	Fundamentals	Dance	Gymnastics	Cricket	Gymnastics	Dance
Year 4	Fitness	Football	Gymnastics	Tennis	Dance	Athletics
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Year 5	Fitness	Netball	Hockey	Handball	Rounders	Athletics
	Gymnastics	Dance	Gymnastics	Cricket	Tennis	Dance
Year 6	Tag Rugby	Tag Rugby	Football	Basketball	Tennis	Athletics

	Gymnastics	Gymnastics	Fitness	Fitness	Dance	Dance
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DRESS CODE

Staff

It is important that the footwear worn by staff enables them to move quickly without risk of slipping. It is preferable to change into pumps or trainers to avoid the risk of injury, either to themselves or others.

Pupils

In Games lessons, for reasons of health, hygiene and safety, pupils should be encouraged to change into shorts or track-suit bottoms, T-shirts and trainers.

In Dance and Gymnastic lessons, the pupils will wear black leggings or shorts, and a white T-shirt. (In Gymnastic lessons leggings should be knee length to enable children to grip the apparatus, giving them better control.) Pupils with long hair should have it tied back.

Pupils should not wear loose or baggy T-shirts, hooded tops, head scarves etc as they can become attached to equipment and cause a risk to the child. They will work bare-footed for indoor lessons. Pumps, not trainers, may be worn if the child has a verruca. Under no circumstances should children wear only socks or tights.

No jewellery should be worn in any PE lessons. Earrings, necklaces, watches, rings and glass bangles are especially dangerous. If items are worn because of their religious significance, then precautions should be taken to secure them e.g. plasters over earrings, cuff over bracelets etc.

IMPACT

Impact will be measured by:

- Outcomes
- Assessment
- Attendance
- Behaviour

- Monitoring

To ensure school is ambitious for all its pupils.

OUTCOMES:

The pupils are expected to be:

By the End of Key Stage 1

- Confident, competent performer in a variety of activities
- Practises a range of Fundamental movement skills with fluency, control and coordination
- Developing agility, balance and co-ordination skills individually and with others
- Fully engages in competitive physical activities (against self and others)
- Evaluative: knows that they are trying to improve their own performance (PB); assessing their own performance, e.g. through listening skills, observational skills
- Imaginative: they can use their own ideas to create a games/dances
- Shows honesty, respect and consideration for others
- Prepared to work with others, offering support and guidance
- To give examples of how to lead a healthy life, to explain why we need exercise and how the body feels during different exercises

By the End of Key Stage 2

- Confident in expressing, performing and articulating their own ideas
- Confidently and competently applies skills to a broad range of activities
- Confidently and fluently able to link actions, sequences of movement and a range of movement patterns
- Enjoys and engages fully in competition both against self and others in a range of activities
- Confidently developing flexibility, strength, technique, control and balance
- Applies a range of values to a variety of physical activities
- Is able to accurately evaluate and analyse performance, recognise success and set targets for improvement
- Demonstrates leadership, captancy, and inclusion. Is able to motivate others. Is able to effectively communicate and collaborate
- Resilient – has a positive attitude, especially when losing; accepts responsibility; motivates rather than blames others
- Perseveres – is able to lose, and to learn from losing

- Understands that sustained activity is important for maintaining a healthy lifestyle in the future
- Knows the value of self-worth in physical and mental wellbeing
- Able to evaluate changes to the body during exercise

ASSESSMENT:

Teachers will complete an evaluation sheet for each specific area and then transfer their findings to the PE tracker, which will be monitored by the Coordinator each term. It is expected that at least 80% of children will reach National Standards by the end of each Key Stage.

The pupils will be assessed at: Working Towards, Expected or Greater Depth in the four key skills areas:

- Physical
- Thinking
- Social
- Healthy

Teachers should plan lessons using the Scheme of Work, which can be adapted to meet the needs of their class. This can be done by highlighting the objectives they are working on each week, ensuring all objectives for the half term, in each specific area of activity, are covered. At the end of each lesson, teachers will communicate with the children to encourage them to think about what they believe they are doing well, and what they need to do next to improve their performance. Staff will discuss next steps with pupils and transfer to the lesson plan. The evaluation sheet will be used to note the names of pupils who will need additional support or challenge.

At the end of each year staff will take opportunity to inform the following teacher of those pupils in particular who will need additional support or challenge.

ATTENDANCE AND PUNCTUALITY:

Poor attendance and punctuality impacts negatively on learning creating gaps with a possible impact on social and emotional wellbeing (more acute where attendance is significantly below the expected).

BEHAVIOUR:

Where behaviour leads to pupil disengagement and/or impacts on the learning and progress of children, the SLT will swiftly intervene as appropriate in line with the school behaviour policy.

Document Control	
Title	PE Policy
Date	September 2023
Review	