



MISSION STATEMENT

**At SS John and Monica, we learn through the example of Jesus,
to love, respect, understand and value each other.**

Introduction.

Our school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities.

The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide: appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

The scheme aims to promote an understanding of the vast benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims

- To develop competence to excel in a broad range of physical activities
- Ensure children are physically active, including vigorous activity, for sustained periods of time
- To promote engagement in competitive sports and activities, develop tactical awareness and the attributes of a team player.
- To provide purposeful teaching to ensure children understand the benefits of leading healthy, active lives.
- To promote confidence to participate in a variety of physical education activities through the application and progression of/ from fundamental movement skills across the curriculum.
- To foster an ethos of positive mental health and wellbeing through activities that cultivates: resilience, perseverance, self-awareness and mindfulness, self-regulation and ambition.

Objectives

All children will:

- Participate in a range of gross-motor / movement

activities in order to develop personal physical skills. (Practical attainment)

- Develop awareness of their body in relation to others and their immediate environment, and aim to promote quality of movement. (Kinaesthetic)
- Gain a growing understanding of physiological changes that occur to their bodies during exercise. (Physiology)
- Be given a range of opportunities to develop imagination, problem-solving, communication and co-operation skills to achieve shared goals. (Teamwork)
- Be given opportunities to develop personal characteristics such as: initiative, self-regulation, self-awareness, sense of achievement, self-reliance and self-discipline (Self knowledge)
- Enjoy, thrive and succeed in physical education through the stimulation of challenge, competition, and assessing risk for appropriate risk-taking. (Problem solving)
- Participate in regular, half-termly competition through Intra-school School Games Festivals in all areas of physical education curriculum that celebrate the School Games Values in addition to personal achievement within the sport itself.
- Develop areas of activity of their choice in extra-curricular time.
- Be provided with opportunities and access to local sporting facilitators as an outlet for a wider community approach to the promotion of participation in sport.

Organisation

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 co-operative 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 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.

Key stage 2.

P.E. should involve pupils in the continuous process of planning, performing, and evaluating. This applies to all areas of activity. Pupils should be taught six areas of activity.

During each year of the Key stage pupils should be taught Games, Gymnastics, Dance and Athletic Activities.

Pupils in Years 3, 4, 5 and 6 have weekly swimming lessons over a half term. Outdoor Adventurous Activities (OAA) are supported by Forest School, where we have increased our offer to REC-Y4 having two half-terms, and Y5-6 having one half-term. Forest School activities have also been linked to other areas of the curriculum, such as Science, DT and ART, to fully embed understanding and give a holistic experience of learning. This also includes a mindfulness activity at the end of every session. Additionally, PGL for our Year 6 pupils also promotes OAA.

By the end of the Key stage pupils should 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.

Swimming

All pupils in key Stage 2 receive the opportunity to attend swimming sessions at a pool based in school.

In Key Stage 2 Pupils are taught 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.

Leading a Healthy Lifestyle

Children will be taught the essential aspects of healthy lifestyles and how to be responsible and proactive in following key principles. Within PE lessons, teachers will consistently reinforce the purpose and importance of exercise and explain how it is a factor within the aim for overall wellbeing, ensuring they cover other aspects such as healthy eating. Children will also be taught the positive impact of physical exercise and healthy eating on mental health and well-being, both on a scientific and psychological level, and staff will be ambassadors by having a positive attitude towards PE themselves. In

addition, children will gain awareness of the short- and long-term effects of leading a healthy lifestyle, and begin to take ownership of their own lifestyle choices. Opportunities for this will be provided for during lesson starters and reflections after.

Resources

As a primary school we have a school hall, two outdoor hard-court areas, and a small wooded area used for Outdoor Adventurous Activities. As well as superb facilities in which to teach, the school also has a well-resourced PE store for both key stages, a range of net/ wall and invasion games equipment, portable and fixed gymnastics equipment as well as mats and benches. The equipment provides for teachers to deliver quality lessons across all areas of learning: Games, Athletics, Dance, Gymnastics and OAA. Equipment is checked regularly and stock replenished in line with the budget of Sports Premium. Teachers have access to equipment and literature, via their Year Group PE Folder, emails and both informal and formal communications with the PE coordinator.

Training

Training is regularly provided to staff to ensure quality teaching and learning within Physical Education. Staff attend courses offered by a variety of training facilitators and by our School Games Organiser. The P.E Co-ordinator aims to keep up-to-date with new movements and initiatives within the wider community of Physical Education such as: local movements, Government policy, funding, and national and international events. The school works with local coaches to raise the standard of teaching and learning in sporting areas, with a clear intent to embody the cultural capital of families in our school community.

Assessment / Monitoring

P.E. will be monitored and evaluated by the subject co-ordinator on a termly basis. Teachers will assess pupil's attainment pre-unit and post-unit, updating a document on staff shared drive. Staff also take pictures of lessons and of half-termly School Games Festivals, between EYFS and KS1, Year 3 and 4 and Year 5 and 6, which evidences a clear outcome for each unit, and gives pupils a chance to showcase their skills/learning from their unit.

Inclusion

Physical Education within school embodies an inclusive ethos that ensures any reasonable adjustments are made readily to guarantee children with SEND not only have full access to the curriculum, but can fully participate, and strive to achieve in an enabling environment. Lessons are adapted (if applicable) through consultation between; class teacher, SENDCo and PE Coordinator. Inclusion will be embedded within everyday practices of Physical Education, where there are no separate curricula and all children are supported to access all areas of learning.

Health and Safety

Teachers bring a First Aid kit, and the class medication box for pupils who require medication. All medication is labelled with pupil's name, regularly checked and updated. The BAALPE publication 'Safe Practice in PE', and AFPE's 'Safe Practice: In Physical Education, School Sport and Physical Activity' is also available to all staff.

Timings

All children from Reception to Year 6 will receive between one and two hours of PE per week, which demonstrates the school's commitment to a quality PE Curriculum. An active curriculum is also promoted in addition to PE lessons to ensure the government's guidelines for being physically active is achieved; this includes following the Walk to School Initiative, Wake Up Shake Up, Active Curriculum Days, and utilising Playground fundamental movement skills equipment boxes. In addition to this, children will participate in a focussed physical activity lead by dinner staff and Y5 and Y6 Play Leaders during every lunch break, and children will receive School Games Value tokens in relation to this. Additionally, we have an increased weekly offer of Yoga led by a qualified instructor for all Year Groups 1-6.

Role of the Coordinator

The role of the PE Coordinator involves:

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Ensuring scheme of work evidences clear progression across the school
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Assisting with record keeping and assessment of the subject.
- Attending meetings and courses, which will inform future development of the subject through the dissemination of knowledge.
- Ensuring staff are aware of courses, and have access to different training events.
- Promoting oneself as an ambassador of Physical Education, and seeking to encourage other staff to have positive attitudes towards Physical Education and School Sport.
- Ensuring that pupils have the opportunity to become involved in extra – curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through
- Effective monitoring of the subject through continuous reflective practice and encouraging others to reflect on their teaching too.

Teaching Methods

All lessons throughout the school are taught as class groups. Lessons are taught by the class teacher. Swimming lessons are always taught by a specialist swimming teacher along with the class teacher.

Differentiation is implemented through the STEP Framework:

Space

Where the activity is happening

E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task

What is happening?

E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment

What is being used?

E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People

Who is involved?

E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

Maybe the more confident gymnasts could be jumping from higher apparatus or a developing group of netballers could be challenged by playing on a bigger court.

Teachers are also encouraged to teach lessons including the SHARP Principles:

S- Stretching whilst moving

H- High repetition of motor skills

A- Accessibility (adapting using STEP)

R- Reduced sitting and standing

P- Promoting in class physical activity

Reward system in PE is both a reflection of personal achievement and talent, and also in line with School Games Values: Honesty, Respect, Self-Belief, Passion, teamwork and Determination. This provides for a more inclusive celebration of achievement.

Competition

The overarching principle of the PE curriculum in SS John and Monica's is driven by half-termly Festivals between phases that incorporate: competition, core sports games values and showcase of talent. This derives from a curriculum that has clear intent, purpose and an end-point for both children and staff. At the end of each unit of work; phases will organise a Festival which demonstrates: progression across year bands, outcomes of units within year groups and individual achievement. Children will be awarded School Games Value tokens, and can work towards badges to mark achievement and commend participation, both on an individual and team level.

In order to embed the key skills of a variety of sports, all year groups will be focussing on the same area of PE per term; this has been carefully considered in relation to Reception PE so that fundamental movement skills correspond with that of other year group's units per term. Pupils will study the same sport for two consecutive years in order to fully embed learning and show progress within phases; this then provides for Festivals between year groups. These Festivals convey a showcase of PE within school for class teachers to observe on a local level, and on a wider scale;

provides opportunities for inviting Senior Leaders, Governors and Parents to observe. Our Schools Games Organiser (SGO) will be invited to launch the initiative as a further motivator for promoting children's high-level of participation and in order to high-profile PE in school, with the further intent to signpost children and families to local sports club providers.

The following timetable outlines the agenda for Festivals throughout the year:

End of:	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
REC, Y1, Y2	Gymnastics	Dance	Multi-skills	Multi-Skills	Athletics/ Sports Day	Team- building and Problem- Solving (Outdoor learning) Hit, Catch, Run
Y3, Y4	Gymnastics	Dance	Tag Rugby	Badminton	Athletics/ Sports Day	Team- building and Problem- Solving OAA
Y5, Y6	Gymnastics	Dance	Handball	Cricket	Athletics/ Sports Day	Team- building and Problem- Solving OAA

Sept 2026
Review Sep 2028