



'Loving God in all we do'

P.E. POLICY (2024)

Intent

This document reflects St. Anne's values and philosophy in relation to teaching and learning. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on expected standards.

Implementation

- To encourage the natural abilities that every child possesses in this curriculum area.
- To promote enjoyment in all active activities.
- To identify a sense of purpose, achievement and fulfilment through the children's own development of skills.
- To develop an appropriate vocabulary to help them understand and discuss their skills.
- To develop the pupils' ability to develop their own unique and personal ideas, through sports such as dance and gymnastics.
- To increase self-confidence through an ability to manage themselves successfully in a variety of situations.
- To provide skill-based lessons, which enable all abilities to develop in the basic skills needed for each area of the P.E. curriculum. (Clear skill development)
- To provide a balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities.
- To provide experiences in a safe and supportive environment, which is vital and unique in its contribution to a pupil's physical and emotional development and health.

Strategies

- Children will participate in a range of motor / movement activities in order to develop personal physical skills. (Practical attainment)
- Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kinaesthetics)
- Children will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)
- Children will be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)
- Children will be given opportunities to develop personal characteristics like initiative, self-reliance and self-discipline.
- Children will be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving and clear skill development)
- Children will be given the opportunity to develop areas of activity of their choice in extra-curricular time.
- We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. (Clear skill development, using the WLSP planning)

Guidelines of expectations throughout the school.

EYFS

30 – 50 months pupils should:

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.

40 – 60+ months pupils should:

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

KS1

Pupils should be taught to:

- Perform fundamental movement skills at a developing level in, travelling, sending skills, receiving.
- Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.
- Developing skills in travelling, running, hopping, skipping, galloping, dodging.
- Sending skills – rolling, kicking, throwing, bouncing and striking a ball.
- Receiving skills - trapping and catching an object.
- Travelling skills – running.
- Engage in simple competitive and cooperative activities.
- Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity.
- Link body actions and remember and repeat dance phrases.
- Describe what they have done or seen others doing.
- Comment on a skill or combination of skills and say how it could be improved.

KS2

Pupils should be taught to:

- Continue to develop sport specific skills applying them with coordination and control.
- Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.
- Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.
- Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.
- Follow a simple course using eight points of the compass and mark on a map the position of a ground.
- Work cooperatively with a partner and small group.
- Developing sport specific skills may include: chest bounce, shoulder, swing pass, dribbling a ball, running with a ball. Bowl, underarm / overarm. Catch a small ball. Counter balance and counter tension with a group.
- Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.
- Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.
- Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic.
- Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.
- Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.
- Watch performances and games and use criteria to make judgements and suggest improvements.

Safety issues

- All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the 'Safe Practice in Physical Education, Physical Activity and School Sports' (2016) guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health and Safety.
- All children must wear the school PE kit, which consists of a t-shirt and shorts or tracksuit bottoms/leggings, plus trainers. For swimming the children can wear their own swimming costume or swimming shorts (above the knee), plus a swimming hat, goggles are optional.
- Hair that touches the shoulders must be tied back, so not to restrict their view or to get caught in equipment.
- No jewellery to be worn during active activities.

Miss A Disley – PE Lead

Impact

- All children, no matter what their ability in P.E. maybe, will have the opportunity to develop their skills through the plans provided by the specialist sports company West Lancs Sports Partnership (WLSP), therefore being given the chance to develop the underlying skills needed in all areas of this subject.