



**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL ALDERSHOT
A VOLUNTARY ACADEMY IN THE DIOCESE OF PORTSMOUTH
POLICY FOR PHYSICAL EDUCATION
(September 2019 - 2022)**

The school aims to provide for the spiritual welfare, academic progress, physical development, aesthetic awareness and pastoral care of every child, within a secure, stable and stimulating atmosphere conducive to effective learning that reflects St Joseph's strong Catholic ethos.

Teaching and Learning at St Joseph's

Structure and the belief that all children can achieve is key to all learning at St Joseph's. In all subjects, **recalling pre-knowledge and skills** is fundamental to our rationale for all curriculum areas. This means that essential linked knowledge/ skills are **revised** and links made with children's current learning in all subjects. Key concepts/ end points for each topic are highlighted and **over-learning** of these areas occurs through **repetition, modelling and scaffolding of learning**. Through our subject-specific Schemes of Work, we make sure that learning for all is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects. Thus, key concepts become embedded in the **long-term memory**.

Vision Statement

As a Catholic family we welcome all and value Christ in everyone, whilst seeking the highest possible achievements.

As such, we plan and resource pupils' learning, in line with the school curriculum policy. The School's Vision and Mission Statements underpin all aspects of our planning, our chosen pedagogy and our delivery to enable all pupils to make good and sustained progress in physical Education. We believe that all have the ability to achieve their best and our curriculum and varied choice of pedagogy enables all children to do this. This includes those with special educational needs and disability and those identified as most able.

Intent of the Physical Education Curriculum

The physical education curriculum is designed by the curriculum co-ordinator, management team and governors to allow pupils to transfer key skills to their long-term memory. For our curriculum children will be physically educated so that they transfer key skills to their long-term memory. The fundamental skills, knowledge and concepts for physical education are outlined in the National Curriculum to ensure breadth, balance, continuity and progression. This results in building new skills and knowledge based upon what has been taught before, allowing all pupils to **work towards clearly defined end points**.

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and

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knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams.

It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

We develop children's experiences and understanding of physical education by providing children with **memorable learning opportunities** within school, afterschool and within the wider community. For example, Sports Day, inter-house competitions, after-school clubs and inter-school competitions. The school provides a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge, skills and cultural capital through informative teaching and learning activities and enhancement experiences.

We therefore intend that all pupils will:

- Be physically active and find enjoyment in a wide variety of physical activities.
- Feel a sense of privilege from the opportunity to use and improve their bodies.
- Find a lasting sense of purpose, achievement and fulfilment in physical activity.
- Develop physical skills, habits and interests that will promote a healthy lifestyle and good posture.
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure.
- Understand the effects that physical exercise has upon the body in the long and short term.
- Understand the need for safe practice in physical activities and know how to achieve this.
- Develop gross and fine motor skills through a programme that enables children to improve and refine their performance.
- Understand the importance of warming up and cooling down.
- Work in a variety of settings including partner, small group and team level activities.
- Be mindful of others and the environment in which they practise.
- Recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition.
- Learn to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.
- Develop an understanding of the importance of healthy eating for optimal physical performance.
- Focus, build-upon and learn key vocabulary to develop understanding of concepts fundamental skills and physical education knowledge.
- Build in memorable experiences to promote deep learning.

We use a range of **pedagogical practices** in the teaching of physical education to ensure that we are successful with our Intent. This can range from small group tasks, individual tasks, whole class tasks. We focus a lot on teacher modelling, expert questioning, giving children memorable experiences and over-learning to ensure that key knowledge is transferred to children's **long-term memory**.

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Implementation of Physical Education Curriculum

Subject Leadership:

Physical education has a **progressive and sequential Scheme of Work** which has been written by the subject leader to meet the needs of all pupils at St Joseph's.

The subject leader is responsible for:

- The design, review and implementation of the Scheme of Work (overseen by Phase Leaders, the Headteacher and the Governors).
- The budget in their subject they are accountable to governors in relation to this.
- Observing and giving feedback to teachers on lessons across the key stages.
- Conducting pupil interviews to gain an idea of the pupil's thoughts and feelings about the physical education topics they have studied and feed these into physical education moderation ensuring all children make at least good progress.

The implementation of this physical education policy is the responsibility of all staff engaged in the learning and teaching of physical education. All children have access to a minimum of two hours timetabled physical education curriculum provision per week. One hour is gymnastics/ dance the other is games related. Some units focus on a single sporting discipline while others take a multi-skilled approach and each unit is completed with a competitive game/match with all children involved. In addition, extra physical education activities are provided through the schools after-school clubs. The hall timetable is allocated for two sessions per week for each class. This class will have priority use of the hall, playground, 3G pitch or school field depending on the activity that is being taught.

Subject Knowledge (breadth and depth of physical education Scheme of Work):

- The subject leaders ensure that teachers have good subject knowledge and the subject leader is appropriately trained to provide support, sharing and informing knowledge.
- The Scheme of Work provides a **focused learning environment and clear learning objectives to embed learning in the long-term memory through encompassing memorable learning experiences.**
- Our physical education curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic-based approach is used to deliver the content within a **meaningful context and wherever possible cross-curricular links are exploited** particularly links with geography, British Values, School Values, english and maths.
- **Pre-knowledge and skills are retrieved and built upon** at the beginning of each topic as outline on the Scheme of Work.
- At a classroom level, **key concepts are presented clearly so that they are embedded in the long-term memory and over-learning is prevalent**, this is also monitored by the subject leader.
- Individual lessons are planned to inspire, engage and challenge pupils in response to their needs.
- Children are given a wide variety of experiences. Pupils to undertake **memorable learning opportunities** by attending school visits inter-school competitions and matches) and having visitors into school from local clubs (Aldershot Cricket Club, netball clubs, PGL trips and swimming instructors from our local pool) to enable the children to gain first-hand experiences to support their learning and influence further learning.
- Physical education vocabulary is emphasised and taught to embed these skills in the pupils long-term memory.

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- Set books are borrowed on a termly basis from the school library to support topic work. Children are able to borrow books to enrich their learning and understanding at home as well as at school. **This develops home school links, cultural capital and reading.**
- Teachers will remind the children how their school and home environments are valuable resources. The children have the opportunity to bring in achievements from home for display, discussions and presentations in assemblies.

At Key Stage 1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

At Key Stage 2: Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success. Children are also given the opportunity to become Sports Leaders to support with the teaching and learning of physical education skills and games to all children in the school which recalls pre-knowledge and models appropriate skills/techniques promoting over-learning.

Swimming: Swimming is provided by the local authority and is compulsory for our Year 5 pupils who have swimming lessons for the first term in order to achieve their National Curriculum badge. These lessons replace a weekly physical education lesson for this year group. Any child unable to swim 25 metres by the end of the block lessons will return the following year in Year 6.

Healthy Eating: The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

Mental Health: Scientific research makes it clear that physical exercise is essential for a healthy mind. Children are taught what mental health means in PE and PSHE. In Key Stage One, it is associated with feelings and with how we treat other people. In Key Stage Two we discuss how we treat other people and the importance of talking if something is wrong. At St Joseph's, the use of mindfulness is the focal point for a child's growing understanding of mental health to help identify negative emotions; treat people with compassion and respect and know when to talk to someone. Underpinning all of these is the necessity to regularly exercise for a healthy mind and body.

Equitable Delivery

- Physical education is taught through a variety of individual, group and whole class activities.
- Active participation is encouraged from all children in every lesson to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities both in and out of curriculum time.
- The subject leader is accountable for their own annual budget to purchase a variety of resources, training and school visits/visitors to improve outcomes for pupils.

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- Enrichment days are organised in relation to particular topics covered across the key stages for example Sports Day and inter-house competitions.

Assessment

- Teachers assess children's work in physical education by making assessments as they observe the children working during lessons Teachers record the progress made by children against the clearly defined end points. At the end of a unit of work, the teacher will assess every child as working below, developing, working securely, working above or at mastery level. This description indicates the child's performance against the learning expectations being recorded and can be used to enable the teacher to make an annual assessment of overall progress for a child when writing annual report for parents.
- Each child will be given the opportunity to appraise his / her work and progress through discussion with the teacher, either individually, or in small groups in the context of a practical task being investigated.
- Collect examples of children's progress by taking photographs and videos throughout the school year.

Impact of Physical Education Curriculum

- Our thorough tracking and assessment system enables teachers to check children's progress in relation to the curriculum and provide targeted intervention if needed.
- Physical education is monitored by the subject leader and phase leaders in all year groups after each topic, through review of assessment, pupil interviews and lesson observation to discuss learning and look at the impact. This is reported to the Headteacher and appropriate changes made.
- At St Joseph's pupils achieve highly across the curriculum in English and Maths, the sciences, humanities, art, language and physical education and the use of transferrable skills is promoted.
- Pupils use the knowledge and skills learnt to meet the challenges of the next part of their educational journey and to do so with confidence and concentration.

Health and Safety

- All out of school activities comply with the guidelines in the school health and safety and educational visit guidelines.
- When engaged in visits children are expected to behave in a considerate responsible manner showing respect for other people and the environment.
- A maintenance contract is in operation and all apparatus is checked once a year. Teachers should conduct a risk assessment including apparatus and mats being placed away from walls/dangerous objects.
- All faults should be formally reported to the school office/ caretaker.
- All children should be taught the correct way to lift and move apparatus and have the opportunity to experience handling a variety of pieces of apparatus. There should be enough space surrounding a piece of apparatus for children to have easy access to it.
- Pupils should be taught to understand the need for safe practice in physical activities and how to achieve this.
- All jewellery should be removed before PE commences and placed in a safe place. Bangles of a religious nature, which cannot be removed, should be covered. Staff are expected to set a good example by always wearing appropriate clothing and removing all jewellery.

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Equal Opportunities

All pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special educational needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. At St Joseph's, we aim to create an environment in which all children learn to respect and value each other and each other's interests to **develop cultural capital**. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Recognising the dangers of stereotyping.
- Links with local sports clubs such as Aldershot Cricket Club, Aldershot Pool and Aldershot Town Football Club to provide all children to learn a variety of different sports.
- Recognising the need to extend and provide a greater challenge for more able pupils. A register of more able and talented pupils who demonstrate exceptional performance or talent in a sporting area is kept and updated each year. The more able pupils are given the opportunity to compete against others schools in inter-school tournaments in a variety of different sports.

Background Documentation

This document is a statement of the aims and strategies for teaching and learning physical education in St. Joseph's Catholic School Aldershot. It was developed by Mrs Charlene Woods in consultation with the Staff, Headteacher and Directors/Governors.

DATE OF APPROVAL:
September 2019

DATE OF REVIEW:
September 2022

Signed: Mrs D. McNeill
Headteacher

Dr Campbell McCafferty CBE
Chairman of Governors/Directors