



# Much Woolton Catholic Primary School

*'With Jesus we Love, Learn and Grow'*

## School Policy for P.E.

Approved by the Governing body in October 2023

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Head teacher

To be reviewed and revised in October 2025

# MISSION STATEMENT

## With Jesus we Love, Learn and Grow

### To do this we will:

- Be a Christian community that follows Jesus in living out Gospel values. (Christ centred)
- Provide opportunities for all to grow and achieve their full potential, by igniting a desire for lifelong learning. (Education)
- Be a beacon of light that shines out to others, sharing faith, hope and love. (Community)

### Objectives:

#### (Christ Centred)

- Provide quality collective worship and enriching liturgical celebrations.
- Enable our children to acquire an excellent religious education, through a well taught and resourced Come and See programme.
- Encourage all to develop their understanding of and relationship with God, while at the same time respecting that others choose to express their faith in different ways.
- Be positive role models, who treat each other with respect and are willing to forgive and be forgiven.

#### (Education)

- Provide a stimulating curriculum, which is fun, challenging and relevant to the needs of our children.
- Value all our pupils and staff, appreciating their uniqueness and individual talents, enabling them to develop these to the full.
- Have high expectations of ourselves and each other, in all that we do.
- Ensure that all children reach their full potential through effective planning, assessment and evaluation, which will inform their next steps.

#### (Community)

- Create a positive atmosphere where all feel valued and are welcomed into our school community.
- Develop positive links between the school and parish community.
- Learn about and appreciate other faiths and cultures.
- Use our talents as responsible citizens to enrich the lives of others in our local and the global community.

P.E. in our school

P.E is the development of knowledge, skills and understanding of physical activity through a continuous process of planning, practise, exploring, performing and evaluating.

Aims and purposes of P.E.

All children should be provided with opportunities and encouraged to:

- Experience a wide range of physical activity;
- Enable children to develop and explore physical skill with increasing control and coordination.
- Develop confidence and competence in performing different skills;
- Develop positive attitudes to physical activity;
- Improve social and interpersonal skills;
- Appreciate the efforts of others, as well as their own;
- Respond positively to different challenges;
- Persevere and make sustained efforts to develop and improve their own performance;
- Pursue habits and interests that promote a healthy lifestyle;
- Become increasingly aware of how physical activity affects the body;

Planning and Teaching

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. Coaches and teachers assess children's learning in PE as they observe them during lessons. At the end of each unit of work, pupils are formally assessed by our specialist PE coach. This information is then shared with class teacher's. Gifted and Talented pupils are sign posted to the relevant bodies.

P.E is taught in line with our Teaching and Learning Policy.

-Children receive two hours of P.E. per week, one hour is taught by our Specialist Sports Coach and the other by the Class Teacher. Our playgrounds, fields and Sports Hall are used to deliver the additional hour P.E. lesson.

-Staff follow the PE Passport Scheme of Work.

-Learning may be planned to fit into a topic, but generally the P.E curriculum demands specific skills which are not easily linked with topic work.

- Provision is met by the class teacher or support teacher.

-Children are taught within their normal class as individuals, in pairs or groups as appropriate to facilitate a range of individual learning styles.

- Instantaneous assessment, in the form of verbal feedback during lessons, is an essential and integral part of P.E.

- Parents are informed of children's progress in P.E in the end of year annual reports.

-Children reflect and evaluate their own performance, with teacher support.

-In the early years, regular observations are made and recorded in the area of 'Physical Development'.

### Inclusion and Equal Opportunities

All children at Much Woolton Catholic Primary School are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion and special educational need. At Much Woolton Catholic Primary School, we feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development.

### P.E in the Foundation Stage

At Much Woolton, we believe that young children learn through using all their senses through being active and interactive. Physical Development is one of 6 areas in the Foundation Stage Curriculum. Activities provide children with opportunities to achieve nine early learning goals. Activities are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence. Children are given time to explore, experiment and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination. Staff provide children with a balance of opportunities for all round physical development. This is achieved through

use of in and outdoor play, use of the school hall, playground and field. A range of equipment, apparatus and stimuli is employed to encourage the development of specific skills.

### P.E in Key Stage 1

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment and continue to develop gross motor skills and hand-eye coordination. They learn to refine skills in throwing, catching and kicking balls and working cooperatively. They continue to develop coordination, balance and achieve greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance. Children will take part in competitive experiences and develop greater awareness over the importance of their efforts as well as winning.

### P.E in Key Stage 2

Children build on their previous experiences through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness over the importance of their efforts as well as winning. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

### Resources

- Children have access to a wide range of well-organised resources to develop the ability to select the appropriate equipment for a task.
- Teachers will ensure that resources are available when they are needed.
- Everyday resources will be stored and available from the P.E. store cupboard and returned after. Children are not allowed to put items away unsupervised.
- Teachers will notify the P.E. Co-ordinator of damaged resources or if resources are running low.
- Children should be taught to use resources/equipment appropriately and independently.

- Teachers to use a diverse range of resource material to cater for all the needs of the children

### Appropriate Dress

As noted in our prospectus, our P.E. kit consists of royal blue shorts, a royal blue t-shirt containing our school badge and trainers. Our school tracksuit consists of royal blue badged tracksuit bottoms and a royal blue badged hooded top. Pupils can wear their P.E. kits on their designated P.E. days. If children do not have a P.E. kit with them for lessons, where possible they will be offered a spare kit. Where this is not possible, parents will be telephoned and asked to provide one. For swimming lessons, girls are asked to wear a one-piece swimming costume and boy's swimming trunks, not shorts. Children are also asked to wear a swimming cap. We expect teachers to set a good example by wearing appropriate clothing when teaching P.E. In line with school policy, jewellery is not permitted and watches must be removed before lessons. Children will not be selected to represent the school at sporting competitions unless they possess the correct school kit.