



SAINT JAMES'
Church of England School

St James' CE Primary School

PE Policy



Everyone at St James' CE Primary is dedicated to:

Developing the highest standards of learning and teaching

Enabling every pupil to achieve their full potential

Enabling every pupil to become a responsible member of society at St James'.

School Aims

Our **BELONG** curriculum ensures that our children are successful in learning and in life, no matter what their starting points and barriers to learning may be by:



what is PE

Introduction

At St James' Church of England Primary School, we regard sport as a vital component of our pupils' holistic development. Participation in physical education fosters essential life skills such as teamwork, resilience, and perseverance. We are proud of our longstanding partnership—spanning over 15 years—with Wigan Warriors Rugby Club, which plays a significant role in enriching our PE curriculum.

As part of this collaboration, a dedicated sports coach from Wigan Warriors works alongside our teaching staff during PE sessions. This joint approach enables targeted support for pupils across the ability spectrum, from those demonstrating advanced proficiency to those requiring additional assistance in acquiring new skills.

Throughout the academic year, our pupils actively participate in a range of Wigan West Sport competitions, which include activities such as cricket, orienteering, tag rugby, and football. In addition, our school maintains well-established football and netball teams that regularly engage in inter-school matches. We are proud to have the Gold Award in School Games and continue to develop this.

Our annual Sports Day, delivered in partnership with Wigan Warriors, serves as a celebration of the physical skills and knowledge acquired by pupils throughout the year. We are fortunate to have an all-weather running track on our school field, providing all children with the opportunity to complete the Daily Mile if they wish to.

Furthermore, our lunchtimes are structured to include a variety of organised sporting activities, ensuring that pupils have regular opportunities to engage in physical activity in a positive and inclusive environment.

Merton Scheme of Work

Our Key Stage 1 and 2 Schemes of Work will support primary school teachers to plan and deliver a range of progressive and active PE lessons which inspire and engage all of their students. Each Unit of Work provides six example session plans which link clearly to the learning objectives across the unit and to our holistic assessment matrix. For each of the six sessions, teaching points, differentiation, vocabulary and questions are included to bring out the learning and to progress students within the session. The Games Appendices and Glossaries help to explain the games and terminology used in each Scheme of Work. In some Schemes, additional resources are provided such as music, videos and photographs to support the teacher further.

For Early Years teachers we have produced a separate Scheme of Work which has 32 Activity Cards to support Physical Development as well as guidance on the 'Early Learning Goals' linked to Physical Activity

Swimming Provision at St James

Swimming at St James is currently provided for our Year 3 pupils. The Sports Coach and PE Lead attend the swimming sessions and enter the pool to provide support and encouragement to the children.

We believe it is particularly important for our Year 3 pupils to develop swimming and water-safety skills at an early age. Given the amount of water in the local area surrounding the school, ensuring that children are confident and safe around water is an important aspect of their physical education and personal safety.

During the summer term, pupils in Year 6 who have not yet met the required swimming standard will have the opportunity to attend additional swimming sessions. This ensures that they have the opportunity to develop the necessary skills and confidence before they leave St James and transition to their secondary school setting.

Intent

PE has always been held in high regard at St James'. Topics are informed by the National Curriculum and are sensitive to the children's interests. The curriculum at St James' has been carefully planned and structured to ensure that current learning is linked to previous learning, building upon existing skills covered in previous years in more depth, and that the school's approaches are informed by current pedagogy. With God at the centre of our school, every child is valued. We prepare them to be a member of a class, school, and local community and also for their future role in modern Britain and as a global citizen.

The curriculum ensures academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development. Wellbeing and emotional health are key elements that support the development of the whole child and promote a positive attitude to learning.

Our aims in teaching PE:

- **Structured Curriculum:**

Schemes of work provide a clear roadmap for teaching, ensuring that all topics and skills are covered in a logical sequence.

- **Teacher Support:**

Guidance and resources for subject leaders and non-specialists, making it easier to implement the curriculum.

- **Curriculum Coverage:**

Assurance that the curriculum is well-covered and that students have a strong understanding of key concepts and skills.

- **Progression:**

Schemes of work are designed to be sequential and progressive, building upon prior knowledge and increasing the depth of understanding as students progress through the school.

- **Quality Teaching:**

Specific teaching strategies, lesson plans, and assessment ideas, which can help teachers deliver high-quality instruction.

- **Differentiation:**

Allowing teachers to meet the needs of all learners.

Implementation

By the end of year 6, children will have a sound understanding of a range of Skills needed for PE.

Planning is informed by and aligned with the national curriculum. Outcomes of skills are regularly monitored to ensure that they reflect a sound understanding of what the children have learnt. An important part of the PE curriculum is the ability to retain and re-use skills the children have acquired in a progressive way throughout the journey through school.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters' as the supporting guidance, however the Early Learning Goals are the end point for our children in EYFS. Children within the EYFS are exposed to PE through the specific area of motor skills.

Each topic has a well-planned, medium-term plan with National curriculum objectives recorded. Teachers annotate their MTPs and refer to them from lesson to lesson. Specific annotation will include personalised adaptations for all SEN, a plan for the TA and their role.

Our lessons are based around 5 sections – please see below:

RETRIEVAL: review and activate knowledge/skills/vocab from previous lesson

HOOK: set the scene, provide the 'big picture', share learning objectives

EXPLICIT TEACHING & MODELLING: pupils receive new information:
instruction/exposition (teaching) breaking down learning into small
steps/modelling/scaffolding/sharing success criteria

INDEPENDENT PRACTICE & APPLY: pupils make sense of information, processing,
understanding (learning)

PLENARY review information/learning

depending upon each individual lesson, these will be implemented in a variety of orders.

Support for SEND

Weekly PE lessons are inclusive to pupils with special educational needs and disabilities. Within the weekly PE lesson, teachers have a responsibility to not only provide support for children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Where appropriate, support and challenge can be given in a variety of ways specific to PE. It is the teachers' responsibility to tailor resources to the needs of their children.

Children who have been identified as having gaps or misconceptions in their learning, may be subject to additional intervention to bridge gaps.

Supporting SEND areas of need in Physical Education

Cognition and Learning	Communication and Interaction
• Instructions are short and precise • Modelling is used to demonstrate what is expected • Mixed ability groupings • Clarify understanding of activity discretely • Positive reinforcement • Key vocabulary displayed and referred to	• Simple 1 step instructions used • Key vocabulary displayed and referred to • Visual modelling/demonstration of activities • Mixed ability pairings • Child's name used to gain attention before speaking to them
Social, Emotional and Mental Health (SEMH)	Physical and Sensory
• Positive reinforcement used during the lesson • Class communicated to in a calm, clear manner • Support given to assist communication with peers • Access to quiet space if needed • Discussions about sportsmanship linked to emotions and responses	• Speak to children with physical/sensory needs and understand what they struggle with and how best to support them • Access to quiet space if the lesson is too noisy • Adapted resources used when necessary • Child addressed by name to gain attention before being spoken to. • Support given to children with sensory needs when getting changed, more time offered or changing for PE adapted depending upon sensory need.

Impact

The teaching of PE at St James' will enable children to have specific sporting skills for the journey onto high school. It will equip them with a knowledge of how to use these skills in specific games that they will take part in and give them the cultural capital to be confident in the wider community and beyond.

Assessment and Reporting

We assess children's work in PE by making informal judgements as we observe them during each PE lesson.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching
- Using differentiated, open-ended questions that require children to explain and unpick their understanding
- Teacher/pupil conversations about their ideas and understanding; facilitating and listening to discussions
- Providing effective feedback to engage children with their learning and to provide opportunities for self-assessment
- Analysing errors and picking up on misconceptions

At the end of the unit, the teacher and sports coach will use the assessment sheet to aid how the children have achieved throughout the topic. Gold / silver / Bronze. (Gold being GDS, Silver EXS, Bronze WTS)

Assessment*

	HEAD Creativity Understanding Decision Making	 HEART Fair Play Leadership Social	 HANDS Fitness Physical Literacy	
BRONZE	- Can recall 3 or 4 basic gymnastic actions from a sequence with some support - Can understand basic terms such as control, stillness, balance, unison - Can use equipment and space safely - Can design a movement phase with some creativity - Can observe others and identify some areas to feedback using positive communication	- Able to take turns and share space and equipment most of the time - Can work with a partner with minimal direction from an adult most of the time - Can often consider others feelings when working together or giving feedback - Understand how to manage their emotions most of the time - Begin to understand that mistakes are important and help us to learn	- Develop gymnastic actions improving their control and coordination - Link and repeat actions sometimes with help - Can feel the difference in their body when they are tense and relaxed, and stretch fingers/toes - Can transition smoothly some of the time - Can control their bodies to keep themselves and those around them safe	
SILVER	- Begin to remember and repeat 5 - 7 linked gymnastic actions - Explain and understand words such as transition, quality, counter balance, flight, spinning, tension/extension and canon - Can be creative when designing their short sequence. Can demonstrate and explain these to a partner - Can observe others and give positive and constructive feedback	- Enjoy working in pairs or small groups to complete a task cooperatively - Can cope with the emotions they feel in competitive scenarios and when receiving feedback - Begin to understand and demonstrate empathy and kindness when working with others - Can develop trust in others and be trusted by their peers, demonstrate responsible behaviour - Start to develop more resilience and understand that mistakes are a vital part of their learning	- Developing their level of control and coordination when travelling, rolling, jumping, balancing and vaulting - Identify and copy gymnastic actions with quality some of the time - Can make their body tense, relaxed and stretched - Repeat sequences with accuracy and include smooth transitions - Demonstrate an increased level of stamina, strength and speed to enhance performance	
GOLD	- Able to create and recall a creative sequence of up to 9 gymnastic actions - Describe key vocabulary such as extension, tension, flight, 'weight on' and begin to explain why they are important - Can describe their own and others techniques and provide positive constructive feedback with an understanding of how to improve.	- Work effectively in pairs or small groups to complete a task cooperatively, demonstrating leadership and empathy - Regularly apply good strategies to manage their emotions when under pressure or being critiqued - Able to trust in others and be trusted by their peers, demonstrate responsible behaviour - Demonstrate resilience most of the time and a positive mindset to developing themselves and others. Show a positive response to others' mistakes	- Perform longer movement sequences confidently with a clear beginning, middle and end - Consistently repeat sequences with accuracy and smooth transitions - Able to perform more complex gymnastic actions with good control and variety - Can often demonstrate good timing of movement when working with a partner (e.g when in unison) - Able to perform vault with minimal support - Demonstrate a good level of stamina, strength and speed to enhance performance	

*Learning Objectives and Assessment are linked to the QCA 2004 and National Curriculum 2014.

Primary Physical Education Schemes of Work.
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Assessment for SEND children is bespoke to each individual child's needs and therefore will differ from child to child.

Classroom Support

Teaching Assistants and Sports coach are used in PE to assist:

- Throughout the school by working with groups and individuals on task.
- In providing targeted and positive support to those pupils identified with difficulties.
- In providing other help, for those children who have a physical disability

Monitoring

Monitoring of PE is completed by the subject lead and Sports Coach half termly. Any feedback from monitoring is shared to staff through E mails and one to one discussions.