



# SAINT JAMES'

Church of England School  
Nursery & Pre School



## Physical Education Policy

This policy has been adopted by the governing body of  
St James' CofE Primary School.  
It will be reviewed annually or as required.

Date written September 2020

Signed: Mrs J Moore/ Headteacher

Signed: Mr S Rusling / Chair of Governors

### Vision Statement

Walking hand in hand with  
Jesus, fulfilling the potential  
God has given us

St James'  
CofE Primary School

### Mission Statement

Through him we learn to live  
abundant lives, especially treasuring  
the values of **friendship**, **trust**,  
**thankfulness**, **respect**, **forgiveness**,  
**hope** and **courage**.

St James'  
CofE Primary School

### Mission Aim

At St James' CofE Primary School, the  
Christian (and indeed inclusive human)  
values "**friendship**, **trust**, **thankfulness**,  
**respect**, **forgiveness**, **hope** and **courage**"  
inform our whole life together.

They were chosen in dialogue with the local  
community which identified them as  
exceptionally meaningful and valuable.  
Therefore, as a school community, we are  
committed to living these out and modelling  
them every day in each and every activity.

St James'  
CofE Primary School

## PE Policy

- **The PE curriculum aims to achieve:**

The PE lead has worked in partnership with the SLT to construct a long term art curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. We aim for all pupils to be excited by sport and sports people that they research, to know more, remember more and do more because of their engagement in exciting, hands on active sessions. Ultimately, we want pupils to be successful in sports and successful in their healthy lifestyle. We want them to be inspired in their sport sessions and appreciate the experiences of their achievements. We give our children the tools, knowledge and experiences they need in order to be independent with sporting success of their own choices and prepared and well equipped to study art beyond the primary curriculum by the time they leave year 6.

### **Links to St James' whole school curriculum intent:**

#### Whole school Curriculum intent

The four key principles that underpin our curriculum intent are:

- Educating for **hope** and **aspiration**.
- Educating for **community** and **living well together**.
- Educating for **dignity** and **respect**.
- Educating for **wisdom**, **knowledge** and **skills**.

The PE curriculum intent emphasises the aim for all pupils to develop their knowledge, skills and abilities. Through a wider knowledge of the world and world events pupils will become more aware of community - Wigan football, Wigan Warriors. Looking around our local, national regions and also the wider world, it allows our children the gain awe and wonder in the sports that they see around them.

#### PE Intent

**Hope and aspiration** – To inspire pupils to aspire to success in having a healthy lifestyle and being successful in a sport that they feel confident in. To learn more about the skills they need for sport. To visit the sporting events and take part in activities that link with sport and healthy lifestyles – The DW stadium, Abraham Guest Academy for tournaments, Ashton swimming baths, Scotsman's Flash, Low Bank Ground. To give the pupils hope for the future – to see the differences in different sports including those of different cultures. WE have had Jennie Downing sports person in to demonstrate roller blades, we have had Paul Sturgess sports person in to demonstrate skills in basket ball and give children the hope and aspirations to move forward in sports. We have successfully won the gold sports award which shows that the staff and children have a great love and passion for sports within our school environment.

**Community and Living well together** - To visit local places that have Sporting activities – our local high schools that continue to have tournaments, the DW Stadium, Robin Park arena, Ashton Swimming baths. We sign post children to out of school activities such as gymnastics, canoeing, football, rugby and boxing. We use our parent's passion of sport to help out and train themselves to move on in in sport as after school club assistants. Wigan Warriors Foundation staff work in partnership with us producing three after school clubs Rugby, Football and circuit training.

**Dignity and respect** – Respecting our community and ensuring that any tournaments we go on we respect the area that we are in and respect the staff working with us. We take into account all different cultures of sports people and respect their heritage and religion.

**Knowledge, wisdom, skills** - PE is about the gaining of knowledge of the sports and healthy lifestyle that the children should have, thinking about their own fitness and diets. Following the needs of our pupils we focus on learning subject specific vocabulary in context, the use of Knowledge Based Organisers have helped our children and parents use subject specific knowledge in our sessions., these are on display in the hall and are used within the sessions that the children participate in. Wisdom can also be gained for the future – Physical Education is an important factor of pupils' lives – they must understand how to keep fit, they must learn new skills and also must be resilient and never give up!

- **Long term planning and curriculum design:**

The PE curriculum is coherently planned and sequenced towards clearly defined national curriculum end points. As a school we use the Merton School Sport Partnerships schemes of work. The scheme provides a structured approach to progressive PE from year 1 – 6 through a framework of learning objectives linked to a range of physical activities. Each learning objective includes activity ideas, teaching points, subject specific vocabulary, differentiation resources and potential questions alongside holistic assessment criteria.

- **How the curriculum is sequenced towards clearly identified endpoints:**

The PE lead has worked in partnership with Merton PE to ensure full coverage of the art national curriculum is taught progressively across school. All units are mapped against the national curriculum.

Focus points for all topics have been clearly identified depending on the year group they have been allocated to.

### **PE Implementation**

- **Expectations for how learning should be sequenced within a topic or unit in the medium term:**

Learning is sequenced in a way that builds upon prior learning. Each lesson begins with the focus of the skills that they need for the activity they are doing – from this the children will take part in learning these skills in variety of ways. Skills that the children will learn will be evident in their assessment at the end of the unit – the skills hopefully will be shown in the final game – demonstration at the end of the unit.

- **What a typical PE lesson looks like, including how these expectations are clear across the school:**

A typical lesson would begin by introducing the new topic for the half term , looking through the Knowledge Based Organiser and focussing on any sports people they know who compete in this type of sport, subject specific vocabulary will be introduced through the session. The children will work through the. Lessons are very visual with examples of PowerPoints to aid the teachers if needed, and practical. We feel that our children are very resilient when they learn new skills and adapt their technique to improve it if needed. The final session would be a celebration of the skills they have they have acquired throughout the unit which will be linked to the National curriculum end points.

- **How we ensure that pupils 'know more, remember more and can do more':**

Effective use of our Knowledge Based Organisers and demonstrations supports teacher's assessment of progress and enables pupils to celebrate successes. Progress is reviewed each lesson through the use of

key questioning and the assessment tool provided by Merton Scheme of work. Analysis of pupil's own self-evaluation provide teachers with impact of teaching and learning within the unit of work. Children have a yearly overview of skills as they enter each new year, prior knowledge of what children have achieved throughout previous year groups is an ongoing discussion with children throughout the unit of work.

- **How the PE curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:**

The PE curriculum has been intelligently designed to meet in the needs of all our pupils in line with the current school key priorities.

All class teachers are aware of the disadvantaged and SEND pupils and incorporate their needs into intelligent lesson design. Use of quality first teaching within all lesson design ensures learning is visual, kinaesthetic and engaging for all pupils.

We find that a high percentage of our SEND children thrive in this area of the curriculum as it is very hands on and kinaesthetic. Use of Knowledge Based Organisers support both parents and pupils in understanding subject specific vocabulary and promoting engagement.

### **PE Impact**

- **Overview of PE assessment procedures. including the expectations of teachers using both formative and summative assessment:**

Formative assessment includes – teacher questioning (open and closes questions), assessing skills in a lesson, listening to the discussions of pupils and addressing misconceptions through performances of skills that the children participate in.

Summative Assessment includes children own evaluation of the skills learnt in the session.

Merton Scheme of work have produced an assessment grid for the each of end topic which includes 3 sections:

Head – Creativity, understanding and Decision making

Heart – fair Play, Leadership, Social

Hands – Fitness, Physical literacy

Teachers will complete this assessment sheet at the end of each unit and send the information through the subject leader to analyse.

### **Monitoring arrangements, including the impact:**

- Sport action plan – impact of actions taken, reported termly to governors.
- Inclusion on MER calendar – lesson observations
- Pupil voice;
- Learning walks;
- Analysis of assessment data;
- Annual review of policy and practices.

We aim to inspire a love of sport by bringing healthy lifestyles to life through engagement with exciting and informative tournaments, lessons, lunchtime active curriculum – run by our very own sports leaders and famous sports people coming into school.

Every child can succeed in sport!

