

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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'Following in God's way, Learning day by day, Working with one another, Caring for each other'

Physical Education Policy

Date of Policy: 2025

Review Date: 2028

INTENT OF OUR PHYSICAL EDUCATION CURRICULUM

1 Aims and Objectives:

1.1 We believe that Physical Education (PE) is a key part of each child's personal development and vital in aiding the understanding of other curriculum subjects. At St. Luke's, we promote physical literacy and learning through movement across our curriculum, as well as in P.E. We intend to deliver high-quality P.E, teaching children key skills that apply not only to P.E but life in general as well. Key skills, such as; teamwork, efficient communication and leadership are ingrained in our children, producing thoughtful, caring and driven children that learn without limits and that are willing to fuel their own and others' success. We also want to inspire our children through P.E, encouraging participation and the understanding of fundamental elements; as well as promoting excellence and creating opportunities for further success. P.E is crucial to each child's safety, at St. Luke's we aim to widen our children's opportunities to learn important life skills. Life skills such as map reading, orienteering and swimming are all included in our intention to better prepare each child for their future journey. Our curriculum aims to promote a healthy physical and mental wellbeing, centred around the children. Our intention for all children is to have an understanding of wellbeing, to better look after themselves and those around them through the underpinning values and disciplines PE promotes.

1.2 The aims and intentions of our Physical Education teaching are:

- To promote physical literacy and learning through movement through-out our wider curriculum.
- To give our children more skills and opportunities that will allow them to fuel their own learning and learn without limits.
- To give children the opportunity to understand the components of wellbeing and the tools to maintain healthy physical and mental wellbeing, as well as the tools to help their own or others.
- To give each child the opportunity to gain a greater understanding of important life skills.
- To enable children to develop and explore physical skills with increasing control and co-ordination

- To develop the way children perform skills and apply rules and conventions for different activities.
- To encourage children to work and play with others in a range of group situations.
- To increase children's ability to use what they have learnt to evaluate the quality and control of their performance.
- To make children aware of how to recognise and describe how their bodies feel during exercise.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To utilise the Sports Premium funding to improve the provision and quality of PE across both Key Stages. (for more information see school website – Sports Premium)

IMPLEMENTATION OF OUR PHYSICAL EDUCATION CURRICULUM

2 Teaching and Learning Styles:

- 2.1 A variety of teaching and learning styles are used for PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and this is implemented through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to positive examples of individual performances as a model for the other children whilst encouraging the children to evaluate their own performance as well as the performance of other children. Within lessons we give children the opportunity to work co-operatively with each other as well as competing with each other. Children are often asked to devise their own small team games with boundaries, rules and time limits (Key Stage 2 only). We give the children an opportunity to use a wide range of resources.
- 2.2 We aim to provide suitable learning opportunities for all children by matching the challenge of the activity to the ability of the individual child. Every class has children with different abilities and we use a range of strategies to identify this:
- Grouping children by ability and setting tasks for each group.
 - Setting common tasks that are open ended and can have a variety of results. E.g. timed event.
 - Setting tasks of increasing difficulty, where not all children complete all tasks.
 - Providing a range of challenge through provision of different resources, e.g. different gymnastics equipment.

3 Physical Education Curriculum Planning

- 3.1 Our school uses the Val Sabin Scheme supplemented by Premier Sport, as a basis for curriculum planning in PE. We fulfil the requirements to teach dance, games, athletics and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games, gymnastics, swimming and water safety (year three only), athletics and outdoor and adventurous activities (Upper Key Stage 2 are given the opportunity to attend a one week outdoor and adventure holiday).
- 3.2 Curriculum planning is carried out in three phases (long-term, medium-term and short-term). PE activities covered in each term are mapped out by the long-term plan.

- 3.3 Our medium-term plans, which we have adopted from the Val Sabin scheme, cover the objectives for each year group as highlighted on the P.E progression map. The P.E lead discusses the objectives for each term with Premier Sport, for the classes relevant to them. Each year group teacher has access to the P.E progression map and will use the Val Sabin scheme to achieve the year group objectives when delivering P.E lessons.
- 3.4 PE activities are planned so that they build upon prior learning of the children, from their previous years in school. There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. Progression is planned within the scheme of work so that children are increasingly challenged as they move up through school. The school holds an annual School Games Sports day where children are given the opportunity to practice the specific skills they have learnt and achieve their own levels of success.

4 The Foundation Stage

- 4.1 The physical development of our children in the reception class is an integral part of their work. Within reception class we relate the physical development of the children to the objectives set out in the early learning goals, which underpin the curriculum planning for children aged three to five years old. Children at this stage are encouraged to develop their confidence and control of the way they move, and the way they handle tools and equipment. Our school gives all children the opportunity to undertake activities that offer appropriate challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

5 Contribution of Physical Education to teaching in other curriculum areas

- 5.1 The skills that our children learn in P.E are transferable in all subjects across the curriculum. This is promoted through-out the school via a active lessons, the daily mile and supermovers. Teachers provide ample opportunity to explore learning via physical activity, stimulating the mind of each child and increasing their ability to retain information.
- 5.2 English
In PE, Speaking and Listening skills are developed as children are encouraged to describe what they have done and to discuss how they might improve their performance.
- 5.3 Information and communication technology (ICT)
ICT is used within the PE lesson when appropriate. Teachers and children have access to a variety of ICT related resources (Smart boards, Digital cameras, I-pads and Video cameras), which supports and enhances teaching and learning.
- 5.4 Science
The understanding of a healthy lifestyle and the importance of exercise are continuously emphasised, including the development and growth of the human body.
- 5.5 Personal, social and health education (PHSE) and citizenship
Discussions in PHSE and citizenship lessons include the benefits of exercise and healthy eating, sportsmanship, team building and how to make informed choices about these things.
- 5.6 Spiritual, moral, social and cultural development
There are many ways to support social development of our children through PE by the way we expect them communicate and co-operate with their peers. By being grouped this allows the children to work together and gives them chance to discuss their ideas and performances. This enables the children to build a respect for each other's level of ability

while encouraging them to co-operate across a range of activities and experiences. A better understanding of themselves and others is developed through the respect gained from working with each other.

6 Physical Education and Inclusion

- 6.1 PE is taught to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities, whatever the child's needs. Teachers provide learning opportunities to extend the skills, knowledge and understanding of particularly talented children. Advice from other agencies may be sought when appropriate.
- 6.2 At St. Luke's we provide equality opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential within the Foundation stage, Key Stage 1 and Key Stage 2, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

IMPACT OF OUR PHYSICAL EDUCATION CURRICULUM

7 Assessment for Learning:

- 7.1 Teachers assess children's performance in PE by making assessments as they observe them working during lessons. Assessment is simple and straightforward based on teacher's own judgement of pupil's performance. An assessment is made at the end of each term, as each class teacher will use the P.E progression map to highlight the objectives that each child has achieved, showing their level of success and progression.
- 7.2 The teacher makes an annual assessment of progress for each child as part of the annual written report to parents.

8 Resources

- 8.1 At St Luke's there is a wide range of resources to support the teaching of PE across the school. Most of our small equipment is kept in the PE store (located in the school hall), and this is only accessible to children under adult supervision. All equipment is easily accessible and labelled. The hall contains a range of large apparatus, and children are expected to help set up and put away this equipment as part of their work. Children are taught to handle this equipment safely and correctly. The school field and the playground are used for games, athletics and outdoor activities. We use the swimming pool at Leigh Sports Village for swimming lessons.

9 Health and safety

- 9.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Children are taught the importance of warming up (prior to physical exercise) and cooling down (post physical exercise) within the PE lesson, and are taught how injury can be prevented (function of the body). Demonstration of the correct way to lift, carry and place equipment is emphasised. Teachers are expected to observe good hygiene and ensure children are correctly dressed. We expect children to change for PE into the agreed clothing for each activity area: No jewellery is to be worn and all hair must be tied back for any physical activity. Standard black pumps are allowed in the hall otherwise children perform in bare feet. Tracksuits and trainers can be worn for outdoor lessons. The boys and girls are expected to change together within the classroom environment. However, in upper Key Stage 2 the girls are given the opportunity to change in a separate facility to the boys, with

supervision. Children are expected to respond readily to instructions and signals, within an established routine, following relevant rules.

10 Monitoring and review

- 10.1 The monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader provides the headteacher with a twice-yearly report in which s/he evaluates the strength and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has some specially allocated time to undertake lesson observations of PE teaching across the school. The subject leader is responsible for the maintenance, auditing and reviewing of resources. This is carried out through the annual PESSYP survey.

11 Extra-curricular activities

- 11.1 St Luke's provides a range of PE-related activities for children at the end of the school day. Through the teaching staff, SGO (School Games Organiser), qualified coaches plus other external agencies we are able to encourage children to further develop their skills in a range of activities. Details of current club activities are sent to parents at regular intervals. Competitive fixtures are arranged against other local schools (Key Stage 2 only). The SGO partnership organises festivals, focusing on team building games (football, tag rugby, outdoor activities, netball, athletics, rounders and cricket) which are accessed by both key stages. This introduces a competitive dimension to team games and allows children to practice the skills that they have developed in their lessons. These opportunities help to foster a sense of team spirit and co-operation amongst our children.



INVESTOR IN PEOPLE