

# St John Vianney Catholic Primary School, West Denton



*Through following Jesus, we aim to be a caring, happy school, where everyone is valued and appreciated and can reach their true potential. We hope to act justly, love tenderly, and walk humbly with our God*

## PE Policy 2023-2025

Date reviewed: November 2023

Date of next review: November 2025



## Our whole school curriculum vision

### Vision

At St John Vianney Catholic Primary School, we endeavor to provide a broad and balanced curriculum which inspires and provides opportunities for success for all of our learners. Through our curriculum, we strive to create independent, curious, creative and critical thinkers, problem solvers and innovators. We aim to provide engaging learning opportunities that encourage our pupils to develop and fulfil their potential academically, socially, emotionally and spiritually. We strive to provide a range of activities and opportunities through a carefully sequenced and progressive curriculum in all subject disciplines, which fosters a passion for learning, stretching beyond the confines of primary school and creates lifelong learners. Our vision is that our curriculum will ignite passion, expand horizons and raise aspirations for all of our learners. We aim to equip our pupils with the knowledge and skills that will prepare them for the world of work in an ever-evolving landscape, and with the confidence, resilience and tolerance to live harmoniously with others.

### Intent

Through our curriculum we aim to:

- be inclusive to all learners and provide opportunities for all learners to succeed, regardless of their individual starting points;
- foster a lifelong love of learning;
- develop a rich subject knowledge, including substantive and disciplinary knowledge, conceptual and procedural knowledge;
- make meaningful links between topics within a subject, between different disciplines and across year groups;
- make links to the world in which we live, which goes beyond the white western experience, thereby instilling a positive attitude of respect and tolerance of other societies, cultures and religions;
- raise the self-esteem of children as capable and resourceful learners;
- develop children's ability to think creatively, solve problems and innovate;
- develop children's capacity and confidence working independently and collaboratively;
- to understand the purpose and value of their learning and how it is placed on a timeline of the past, present and future.

We believe that all learners should experience success across the curriculum and be allowed to develop their own interests and passions within the curriculum. Therefore, our curriculum is delivered with the understanding that all of God's children are blessed with different talents and skills, and the knowledge that there is 'something for everyone' within both core and foundation subjects. For this reason, we ensure that the same value and high standards of learning and teaching are upheld in all subjects across the curriculum. In ensuring success for all children across the curriculum, we aim that this will create confident, resilient and impassioned children who have high self-esteem as learners.

Alongside academic success, the emotional, spiritual and physical wellbeing of children is of high priority, and as such, regular and meaningful opportunities for personal development are integrated throughout the curriculum. We believe that it is our duty to educate and develop the whole child. Our PSHE and RSE curriculum has been refined to ensure that pupils build positive relationships with others, feel valued and those who are most vulnerable are identified and supported. Our curriculum has the flexibility to respond to the needs and priorities of our children and of the local area.

It is our aim that all children develop a knowledge and understanding of and take pride in the British Values of our rich and diverse society and its history. Throughout the curriculum, we present children with the experiences of a diverse range of people, through texts, key figures in different disciplines and exploring the history through a lens that is not always that of the white western experience.

We believe that successful learners are aware of the key skills and strategies of that help them to 'know more and remember more' and make progress. We developed a toolkit of fundamental characteristics of effective learning – LEARNER. These principles are explored with children and modelled within lessons by teachers, creating an ethos of 'lifelong learning' within St John Vianney Catholic Primary School.

At St John Vianney Catholic Primary School we aim for all pupils to receive a broad experience in PE.

### **Intent of PE**

At St John Vianney Primary school, we aim to develop the knowledge, fundamental movement skills and capabilities necessary for mental, emotional and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. Children are active throughout each PE lesson and can differentiate an activity to add challenge or to simplify, using S.T.E.P. (Space, Task, Equipment, People) Children are taught life skills that will positively impact on their future. We deliver high quality teaching and learning opportunities that inspire all children to succeed in physical activities. Staff and coaches, plan and assess effectively to ensure progress for all children. Learning is differentiated to support the needs of every child. Swimming and water safety is taught in Year 5 in a two week blocked session. Extra swimming opportunities will be provided when necessary to improve 25m swimming percentage. Sports Premium Funding is spent effectively to develop a lasting legacy for PE & School Sport at school. Children will learn how to cooperate and work with others as part of a team, understand fairness and equity of play to embed lifelong values.

Our aims:

- Develop cross curricular links and strengthen further links with the local and wider community and global world.
- Deepen children's knowledge and understanding through PE lessons and extracurricular activities.
- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to foster positive attitudes to participation in physical activity, fitness, health and hygiene;

- to encourage children to work and play with others in a range of group situations;
- to develop the way children, perform skills and apply rules and conventions for different activities;
- to increase children’s ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children’s enjoyment of physical activity through creativity and imagination;
- to foster and develop children’s self-esteem within a safe environment;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

Through PE lessons we hope for all children to:

- enjoy PE and sport.
- show resilience and be positive within PE and sports.
- fulfil their potential.
- participate fully in sessions.
- perform with increased confidence.
- try a variety of different sporting activities.
- aim high and challenge themselves.
- learn lifelong skills and develop a love of PE and sport.

### **Implementation**

- Design and construct a varied and engaging long term plan that is ambitious and ensures the projects are linked to the National Curriculum but are also linked to the interests of the children in school.
- Pupils take part in twice weekly high quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others’ strengths and weaknesses. Staff receive regular PE CPD opportunities and liaise with coaches weekly.
- Children are assessed in Fundamental Movement and at the end of each topic. We provide opportunities for all children to engage in extra-curricular clubs after school, in addition to competitive events and whole class festivals. This is an inclusive approach which endeavours to encourage not only physical development but also well – being.
- Sports Premium Funding is used to increase physical competency of staff and children and also provides resources and high quality equipment.
- Children are provided with their full entitlement to Physical Education. Regular action plans, governor reports and pupil voice continue to drive and enhance Physical Education.

### **PE Content**

#### **Early Years Foundation Stage**

We teach PE in Nursery and Reception classes as an integral part of the Physical Development area of learning, covered during the year. As the Nursery and Reception classes are part of the Early Years Foundation Stage, we relate the physical development of the children to the objectives set out in the Early Years Foundation Stage curriculum, which underpin the

curriculum planning for children aged three to five. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

### **Key Stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.

### **Key Stage 2**

Pupils should continue to apply 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 improve in different physical activities and sports and learn how to evaluate and recognize their own success.

### **Planning**

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each project. Planning ensures progression throughout the scheme of work so that the children are increasingly challenged as they move up through the school. Skills are revisited in different year groups. Long term planning is compiled across a whole school basis, which is determined by the requirements of the 2014 National Curriculum and the EYFS Curriculum. Planning is monitored by the Senior Team and the PE Champion.

### **Impact**

- Children are engaged and motivated to learn developing their understanding further.
- Cross curricular links are made and this, therefore, deepens the children's knowledge.
- Children understand that the presentation and quality of work is essential in all areas.

Our PE curriculum improves the wellbeing and fitness of all children at St John Vianney, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Progress is recorded through assessments and data analysis. Verbal feedback is given in all lessons to ensure children know how to improve skills and knowledge. Children understand the impact of Physical activity on their own body. (Science links)

Children develop a wider range of subject specific vocabulary.

Staff record the measurable impact of swimming and there is evidence of increased competitive success at sporting competitions.

## **Pupils with SEN**

Teachers make appropriate adaptations to the curriculum and their teaching style. This ensures that all pupils regardless of need, are able to access the curriculum and succeed across the curriculum. Additional adult support is provided when required.

## **Metacognition in PE**

Within all subjects at St John Vianney, teachers employ metacognitive strategies in lessons, which are based upon EEF research and guidance. In PE, these strategies are evident within lessons, through:

- activating relevant prior knowledge from previous lessons within a PE topic, across previous PE topics and previous year group PE topics (vertical curriculum links);
- activating relevant prior knowledge from other curriculum areas within the current year group (horizontal curriculum links);
- activating relevant prior knowledge from other curriculum areas and year groups (diagonal curriculum links);
- explicit instruction of strategies, knowledge and skills in PE;
- teacher modelling of strategies, knowledge and skills, and effective learning behaviours in PE;
- memorisation and fluency of strategies, knowledge and skills in PE;
- guided practice of tasks in PE;
- independent practice of tasks in PE;
- structured reflection upon understanding and learning behaviours, which is seen in PE namely through end of lesson discussion and feedback and verbal self-assessment.

Metacognition is also promoted across whole topics of work, such as through class discussions of previously taught skills and techniques, which encourages children's retention of knowledge by drawing prior learning back into the working memory, building upon it and creating schemas in the long-term memory – the principle behind this being to ensure that learning is not forgotten. Children are encouraged to use 'STEP' to adapt tasks to their own ability in PE. This affords children an opportunity to monitor their own learning, which is important in fostering self-regulated learners.

## **Assessment**

Pupils are assessed as WTS or EXP+ three times a year and reported to parents.

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. Once the children complete a unit of work, we make a summary judgement of the work of each pupil. Newcastle local authority make annual PE assessments of Fundamental skills, which inform teachers planning of children's next steps.

Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

## **Resources**

There is a wide range of resources to support the teaching of PE across the school. The hall and shed contain a range of resources, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. Small equipment is also located in the hall and is clearly labelled for easy access. The children use the school field for games and athletics activities and will be using Gosforth pool for swimming lessons temporarily until West Denton pool is rebuilt.

### **Monitoring**

The PE subject champion is responsible for monitoring the standard of the children's work and the quality of teaching in PE. The PE subject champion is also responsible for supporting colleagues in the teaching of PE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The PE subject champion gives the headteacher an annual audit in which she/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate specific time for the vital task of talking to the children about PE and for visiting lessons to observe teaching in the subject (scheduled spring 2024) These tasks are carried out three times a year, with staff being given dedicated time out of class to support this.

### **Equal Opportunities**

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, in line with the School Policy for Equal Opportunities.

### **Supporting Documents**

This policy is to be read in conjunction with and used alongside the subject 3I statement and where appropriate the End of Year expectation document.

### **Health and Safety**

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. We expect them and teaching staff / coaches to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that **no jewellery** is to be worn for any physical activity. A copy of the 'Safe Practice in Physical Education and Sport' handbook, which outlines safety procedures, is located in the subject leaders' classroom (KS2 corridor)

In accordance with guidelines from 'Safe Practice in Physical Education and Sport' handbook – all adults other than teachers working with children must:-

- \* hold a current police disclosure certificate
- \* be over the age of eighteen
- \* be aware of safe practice issues relating to child protection, supervision, physical contact, progression and emergency procedures.

Adults working with children in school must be aware of who the Designated Safeguarding Leads are.

Headteacher's signature \_\_\_\_\_

PE Lead's signature \_\_\_\_\_

Chair of Governor's signature \_\_\_\_\_

Date: Governor approval 30<sup>th</sup> November 2023

Renewal time frame: Revisited every two years