



School Motto

God shines within our hearts.
Jesus walks by our side.
The Holy Spirit gives us strength.

St Mary's PE Policy

Vision

This policy is embedded in our school's mission statement and distinctive Catholic vision. Our school is a welcoming and caring family where everyone is valued and supported so that they can flourish. We aim to instil a lifelong love of learning and nurture everyone's gifts and talents. We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and social emotional development and health. Our physical education curriculum, planned physical activity and school sport programme, along with the Get Set 4 PE schemes of work aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aim to cater for individual pupil's needs and abilities. The Get Set 4 PE schemes/units of work are based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The schemes/units of work aim to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques. All pupils are taught the Heads, Hearts and Hands approach for assessment for learning where we break down our learning into Heads (the thinking skills) Hearts (the social and emotional skills) and Hands (the physical skill).

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives
- Swim 25 meters.

Ethos

The ethos and climate for learning underpins the agreed aims of the school. Throughout the course of the daily PE lesson the PE practitioners will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models ie school sports leaders; school team members
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community; sign posting to local clubs and pathways
- valuing and celebrating pupils' success and achievements; school assemblies, school newsletters, class dojo
- reviewing personal and professional development in order to ensure a high level of professional expertise.



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- Promoting our core values of: Service and Stewardship, Togetherness, Mission, Awe and Wonder, Reconciliation and Forgiveness, Yes! Spirituality

Curriculum Planning

EYFS

We encourage the physical development of our children in the Reception classes, as an integral part of their work. As the Reception classes are part of the Foundation Stage of the National Curriculum, 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 of age. Physical development within the Early Years Foundation Stage framework is one of three prime areas for learning. The two related Early Learning Goals are: Expected Moving and handling – Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care – Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Exceeding Moving and handling – Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size. Health and self-care – Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces. 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. In Reception, the children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have two weekly PE lessons.

KS1

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 cooperative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns
- Develop floor skills through the teaching of gymnastics
- Develop throw and jumps through the teaching of athletics .

KS2

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. 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. Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and



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defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils at St Mary's start school swimming lessons in year 3. Pupils should be taught to: • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations This is provided to children in Year 3, 4 for 1 term and year 5/6 for 2 terms. To show progression we follow the ASA star/Level scheme.

Differentiation (including more able/SEND)

Differentiation in Physical Education is achieved through differentiated learning situations. Units of work and flexible lesson planning cater for pupils at St Mary's, who are at different stages of development. Our PE specialist teachers concentrate on a variety of teaching styles to develop learning experiences, and equipment and resources are used to provide opportunities for the pupils to progress at their own level. When planning the PE Specialist teachers will modify, as necessary, the National Curriculum programmes of study, Get Set 4 PE Resources to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils

We challenge our more able pupils at St Mary's through a variety of different ways e.g.: • Schemes of work encourage the use of differentiated tasks and provide some lesson ideas • Open ended tasks allowing more advanced skills / tactics to be developed • Greater pressure placed on the individual pupil in practice and games situations, e.g. 3v1, skills to be performed at a quicker pace or in a more confined area • Pupils encouraged to play a leadership / coaching role in decision making, team organisation, planning tactics and strategies, evaluating strengths and weaknesses, conducting sport warm ups and cool downs • Pupils encouraged to take on an officiating role either within the game or in the practices. This should be taken on in activities of the students choosing or in areas in which they feel comfortable. • Pupil encouraged to attend extra-curricular clubs, team practices, out of school clubs etc.

Assessment and recording

Get Set 4 PE schemes of work have identified the key composite and component knowledge required for all units of work across all year groups. In this way, skills, knowledge, understanding and application build cumulatively. We use the Get Set 4 PE Assessment Framework and Trust Assessment Framework to make termly judgements on pupils' progress using the 1-4 scale to show how much of the learned is understood and remembered. Assessment for learning is an ongoing strategy used in every lesson to understand where pupils are in their learning so that the next step can be planned and implemented. The lesson plans are constantly monitored and developed by the PE Subject Leader and PE team to stay up to date and relevant. The PE subject leader monitors standards of the children's skills and quality of teaching and conducts regular lesson observations. Children's photographs/videos of skill progression and successes are shared on Class Dojo. The PE subject leader supports the PE Specialist teachers and



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together they give the Headteacher an annual action plan in which he/she evaluates improvement plans and indicates areas for further improvements. Cross-Curricular PE has extensive links to most areas of the curriculum allowing for cross curricular teaching.

Below are some examples:

Maths: • Counting and using the four rules when scoring games. • Recording time using stopwatches when running over variable distances, or time keeping games. • Measuring distances when throwing and jumping. • Degrees of release in throws and bowling.

English • Communicating with others. • Providing structured feedback. • Learning of key vocabulary.

Science • The effects of exercise on the body. • Developing an understanding of momentum and how it helps to build force and enable rolls. • Learning the names of muscles in body tension exercises. •

Exploring weight transfer for jumping and throwing for distance.

Geography • Reading maps to navigate around a course. • Learning how to orientate a map.

Music • Expressing an understanding of rhythm through movement. • Counting music to create movement. • Counting to stay in time with music and a group.

PSHE • Developing leadership skills when coaching others. • Developing relationships through partner and group work. • Understanding the need to follow rules and play fairly. • Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion.

Computing • Children use capturing and recording equipment (cameras and videos and laptop computers) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

Health and safety in P.E

The PE team has due regard for the current Association for Physical Education (AfPE) PE guidance when preparing and delivering PE lessons:

- All areas within the school that are used for PESSPA are risk assessed annually. Visual checks are undertaken every time each space is used.
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all PE staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a PE teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, ensuring children are not running on an over turned bench etc.).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.

Review date – December 2026



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- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. Children unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection.
- Pupils wear suitable footwear for physical activity.

Healthy Choices at St Mary's

We recognise that physical activity is just one element of healthy lifestyles and actively promote healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through DT (food) sessions with all age groups. Our wrap around club promotes Healthy Eating at snack time and our Health Champions from Year 5 are tasked with sharing new ideas, initiatives to promote Healthy Lifestyles within our school community.

The academic year starts with an Active Minutes Challenge where the children focus on ensuring they are active at home for at least 30 minutes every day. Active sessions are timetabled for all year groups in the first term to ensure that all pupils are active for at least 1 hour every day. We kick start the Active Challenge with a drop-down day, and assembly. We end our 'Active Minutes Challenge' with rewards for those who have completed the challenge.

St Mary's are also an Active Travel school promoting active ways to get to and from school every day. In 2023 St Mary's achieved Silver Award for Mode Shift Stars supporting cycling, walking and other forms of sustainable and active travel.



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NOTTINGHAM

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