

PE, School Sport and Physical Activity Policy



Intent

At St Thomas', we deliver a rigorous, progressive and balanced P.E. curriculum based on conceptual knowledge and key skills that aims to challenge and inspire our children to lead a lifelong healthy and active lifestyle. Our carefully sequenced P.E. curriculum, with foundations skills at its core, is organised coherently ensuring children revisit and build upon their knowledge and skills taught in Reception to Year 6. Each unit has been carefully selected to allow pupils to apply their growing skills, knowledge and understanding in a range of contexts. Our curriculum extends beyond our PE lessons; the daily mile, extra-curricular clubs and sporting competitions are all vital parts of our 'PE, School Sport and Physical Activity' provision. We ensure that all pupils have a chance to compete regularly as part of their curriculum through consistent monitoring and tracking of attendance. Alongside physical development, our school Sporting Values of 'Respect, Friendship, Courage and Excellence' are consistently taught through our curriculum.

Excellence

Excellence permeates in our P.E. curriculum through the high standards of teaching and learning from Reception to Year 6. Teachers receive regular CPD as well as an abundance of pedagogical resources via the Primary PE Passport App to enable them to teach quality P.E. lessons with confidence. In addition, we carefully monitor, organise and upkeep physical resources such as rackets and inflated balls. All of this ensures that within our lessons, competitions and clubs, our pupils can effectively develop a broad range of knowledge skills which enables them to become competent and enthused performers. Our pupils are taught to self-assess their skills and knowledge against the lesson goals, enabling them to identify strengths and work on targets.

Through intra and inter-school competition, we offer **all** our children valuable opportunities to engage and excel in competitive sport. At St Thomas', we promote excellent outcomes for all. We take great pride in our gymnastics and swimming success, both of which are at the heart of our curriculum. All KS2 children swimming for a term each academic year. All Year groups participate in a gymnastics unit annually. This priority is vindicated by our success at local and county-wide levels. In addition to providing elite performers opportunities to thrive, we carefully track assessment data to ensure that every pupil meets the 'Swimming and Water Safety' standards by Year 6; extended provision is targeted to those who need further support to achieve these.

'Let your Light Shine' Matthew 5:16

Experiences and Life Skills

Through our curriculum, we aim to broaden horizons delving into a range of sports to allow children to experience life in all its fullness. This includes our diverse curriculum which encompasses all the key area of P.E. such as games, dance, gymnastics and athletics.

Our ultimate aim is to inspire our children to lead healthy, active lifestyles. We purposefully introduce pupils to a range of sports in order to develop their cultural capital. We believe exposing children to a variety of sports will give them the confidence and inclination to try new sporting activities beyond school. We focus on the social and emotional aspects of Physical Education to encourage and motivate pupils to enjoy lifelong physical activity.

We want our children to understand the positive impact physical activity can have on our mental health. We explain the purpose and value of the daily mile upon their physical and mental health and ensure that this is prioritised in our school day.

Celebrate Diversity

Our school is split into four teams to encourage frequent inter-school sporting competition. Each of our teams are named after one of our school sporting values. These include the Olympic values of Excellence, Friendship and Respect (which are also part of our whole school Lighthouse Curriculum) and one of the Paralympic values, Courage. We frequently refer to these in lessons, and they are included in every knowledge organiser.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect which enable our pupils to celebrate diversity. Each year group is assigned a sporting icon to study. The list of people has been chosen carefully in order to celebrate diversity and inspire all of our pupils. Our curriculum is inclusive, with provisions and resources available for all.

Christian Values

Our vision, “Let your Light Shine,” is rooted in the words of Jesus in Matthew 5:16 and reflects our belief that every child is uniquely created and deeply valued. The lighthouse symbol, central to our identity, reminds us that Christ is a constant light and guide. Through our Lighthouse curriculum, we nurture, support and inspire each pupil so they can discover their God-given uniqueness, find their path and shine brightly through their learning, actions and relationships. These values are reflected in our sporting life, where half of our school Sporting Values focus on our Christian values of friendship and respect. Within PE and sporting activities, we actively encourage these values through both competition and collaboration, while also promoting responsibility through participation in team sports and integrity through fair play. Year 6 pupils are given the opportunity to become Sports Leaders, allowing them to take on an important role within our PE programme by helping to maintain equipment, supporting activities and representing their house teams, developing leadership, service and pride within our school community.

Reading and Vocabulary

We explicitly teach subject-specific vocabulary for children to learn and apply during our lessons. These are referred to throughout lessons and have been planned to ensure progression throughout the school. Retrieval tasks are carefully designed to recap vocabulary taught in previous lessons.

Our pupils will read biographies (about their class sporting icon) and sport related non-fiction texts in guided reading sessions. We recognise this is a purposeful opportunity to further inspire our pupils, and make links between curriculum areas.



‘Let your Light Shine’ Matthew 5:16



Knowledge Rich and Academic

With a progressive, knowledge and skills-based approach, we inspire pupils to be the very best version of themselves enabling them to assess and improve their own performance. As well as learning sport-specific knowledge (rules, tactics and techniques), children will be guided in developing their understanding of a variety of sports and physical activities which will lead to transferrable knowledge across the curriculum. Children will also be taught the importance of physiology (what happens to the body and the benefits of exercise), psychology (how we can motivate and work as part of a team) and biomechanics (the science behind how the human body moves through muscles, ligaments and our skeletal system working together) which will be referred to, explicitly and implicitly, throughout the curriculum.

Implementation

Structure of the lesson

Retrieval:

Whilst getting changed for PE, teachers will display a current or previous PE knowledge organiser (which includes our school sporting values badge). Teachers will then use this for a knowledge retrieval task linked to vocabulary. Then, as part of the warm up activity, pupils will engage in a physical skills retrieval task, such as demonstrating an effective running technique. The children may have acquired this knowledge in a previous lesson, unit of work or even a previous year group. This activity is designed to strengthen our pupils' memories of key knowledge and skills, enabling them to transfer knowledge to long-term memory and make progress across the curriculum whilst allowing the children get themselves ready for physical activity.

Vocabulary:

Children will then be introduced to key vocabulary (STAR words) linked to the lesson which will be included within the knowledge organisers; actions will be developed to match each of these words to aid the memorisation process. These will be displayed on a transportable wipe board and will include diagrams where necessary. Our pupils will be challenged to learn the meaning of these words and apply them correctly during the lesson, referring to the board where needed.

Teach:

A range of pedagogical approaches will be adopted in PE to encourage children to be active participants in their own learning. Where suitable, the teaching input will be preceded by an initial first attempt at a skill or technique. This will be followed by a carefully guided discussion to understand the skill or technique and how it can be applied. For example, after exploring different ways of throwing, the teacher might ask a child to model a good technique for a chest pass and discuss how this is beneficial for a fast and accurate pass in netball and basketball. This knowledge will be revisited and developed throughout the lesson within a variety of activities.

Talk task:

In response to a 'Talk Task' question, pupils will be given an opportunity to demonstrate their knowledge and understanding through oracy and where appropriate, a physical demonstration. They will be challenged to use the STAR words within this task.

Apply:

All pupils will be given the opportunity to apply their newly acquired knowledge and skills within an activity. This could take many forms including a competition (against themselves or others) a game, or a performance. Pupils will be encouraged to



continually self-assess their application of skills and knowledge throughout.

Extra-curricular and intra/inter school competitions

Our children will be offered a range of after-school sports clubs ran by school staff as well as third-party specialists such as football coaches. Attendance to these clubs is carefully monitored to enable us to encourage participation across the school and in particular Pupil Premium and SEN pupils. Some clubs will be scheduled to prepare for upcoming competitions to ensure pupils have the opportunity to develop their skills and strive for excellence.

As a school, we are a part of the MADCOS group. This means we are involved in all competitions organised by MADCOS that take place throughout the year. We are particularly proud of our swimming and gymnastics achievements. These competitions allow us to have a chance at competing in level-3 tournaments and beyond.

We also regularly organise in-house, intra-school competitions where children have the chance to compete against their peers. We have timetabled the daily mile within our school day to prioritise and encourage an active lifestyle.

Use of resources

The P.E. lead and Year 6 sports captains will maintain the physical resources in school, including ensuring faulty equipment is replaced and all balls are inflated. They will ensure that all equipment has a storage location and that this is clearly labelled. All teachers are required to check they have the necessary equipment prior to their lessons and return these to their correct place following the lesson. Teachers to discuss with P.E. lead if any extra resources are required.

Assessment

Assessment for learning of P.E. should be used to continuously inform teaching. Retrieval tasks should be used as a formative assessment to identify and address gaps in pupils' knowledge and skills. Teachers should assess children who are working beyond and below expectation in each lesson and keep a record of this to inform future teaching through the PE Passport App. After each unit, pupils will formally self-assess their own performance. Staff will complete a summative assessment at the end of each unit and record this so that their assessment against a range of units can be monitored. Teachers should record and save an initial video from the first lesson and a final video from the final lesson to demonstrate progress in knowledge and skills across the unit as a minimum.

Impact

By the end of Key-Stage 1 our pupils will:

- 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.
- Identify and demonstrate all 4 of St Thomas' Sporting Values
- Name 3 sporting icons

By the end of Key-Stage 2 our children will:

- 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 defending



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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.
- Explain all 4 of St Thomas' Sporting Values
- Name and explain the achievements of 7 sporting icons

Swimming and water safety

By the end of KS2 our pupils will be able 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.