



*'Growing, loving and learning in the arms of Mary'*

# Physical Education Policy

**Physical Education Policy**

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## **P.E Intent**

At St Mary's Primary School, we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development. Our curriculum is designed to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides 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 PE 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

Our four curriculum drivers are:

- \*Belief
- \*Rights
- \*Environment
- \*Wellbeing

Planning ensures that these drivers run coherently across the school and through every subject.

## **Aims:**

Our aims are to:

- Provide children with 2 hours of physical activity every week within curriculum time.
- Provide children with opportunities for up to 1 hour of extra-curricular activity every day.
- Engage children in well-structured and differentiated P.E. lessons that correlate strongly with National Curriculum guidelines.
- Improve and develop children's skills in Gymnastics, Dance, Ball Games, Athletics and Outdoor Adventure Activities in all year groups.
- Monitor progress and use assessment criteria to give meaningful feedback to children.
- Encourage children to participate competitively but respectfully in intra-school competitions, promoting good sportsmanship as an integral part of any sport.
- Give opportunities for every child to represent the school in a sporting competition throughout the year.

To do this, teachers will:

- Utilise and adapt schemes of work that were designed for use with the National Curriculum.
- Liaise regularly with P.E. Co-ordinator to inform of progress and any requirements to aid in delivery of high quality P.E. lessons.
- Attend CPD to develop skills in all areas of the P.E. curriculum.
- Run lunchtime clubs to provide children with support, encouragement and specialist teaching to aid development in a specific sport.
- Use P.E. Assessment Criteria (Appendix 1) to monitor student progress on the toolkit.

## Appendix 1 – P.E. Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Daily access to outdoor continuous provision. Mark making opportunities indoor and out. Managing own personal hygiene. Dressing and Undressing/ suits/ coats/ shoes. Flipper flappers for gross motor. Wheeled Vehicles Mops/ brushes/ rollers – upper body strength	Forest School Daily access to outdoor continuous provision. Mark making opportunities indoor and out. Managing own personal hygiene. Dressing and Undressing/ suits/ coats/ shoes. Flipper flappers for gross motor. Wheeled Vehicles Mops/ brushes/ rollers – upper body strength Playdough disco to encourage fine motor	Forest School. Use of large climbing frame. Daily access to outdoor continuous provision. Mark making opportunities indoor and out. Managing own personal hygiene. Dressing and Undressing/ suits/ coats/ shoes. Flipper flappers for gross motor. Wheeled Vehicles Mops/ brushes/ rollers – upper body strength Playdough disco to encourage fine motor			
<b>Reception</b>	<b>Introduction to P.E</b> They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.	<b>Ball Skills</b> Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.		<b>Games</b> Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.		
	Managing own personal hygiene. Dressing and undressing/ suits/ coats and shoes. Importance of stretching. Forest School. Balance bikes/ 3-wheel scooters. Taking risks safely	Managing own personal hygiene. Dressing and undressing/ suits/ coats and shoes. Riding a bike. Physical activities outdoor. Forest School. Taking risks safely	Managing own personal hygiene. Dressing and undressing/ suits/ coats and shoes. Riding a bike. E-wheel scooters. Large Climbing Frame. Introduction to KS1 playing yard. Physical activities outdoor. Forest School. Taking risks safely			
<b>Year 1</b>	<b>Ball Games</b> Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	<b>Gymnastics</b> Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	<b>Dance</b> Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	<b>Hit, Catch and Run</b> Pupils develop their basic understanding of striking and fielding games. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one-against-one, one against two, and one against three. There will be a focus on communication skills.	<b>Attacking and Defending (invasion games)</b> Pupils develop the basic skills required in invasion games such as sending, receiving and being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponent.	<b>Athletics</b> Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently
	<b>Attacking and Defending (invasion games)</b> Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	<b>Gymnastics</b> Pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.	<b>Dance</b> Pupils will explore space and how their body can move to express and ideas, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform.	<b>Hit, Catch, Run.</b> Pupils to put into practice their skills. They will learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.	<b>Sending and Receiving</b> Pupils will begin to develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	<b>Athletics</b> Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.
<b>Year 2</b>	<b>Dodgeball (invasion games)</b> Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	<b>Gymnastics</b> Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	<b>Dance</b> Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	<b>Tennis</b> Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	<b>Hockey</b> Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	<b>Athletics</b> Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.
<b>Year 3</b>						

Year 4	<p><b>Handball</b></p> <p>Pupils will improve on key skills used in handball such as throwing, catching and moving into space. Through this topic children will use a variety of skills such as balance, agility and coordination. They will learn how to find open space, whilst always being ready to catch the ball. Children will be given the opportunity to play mini games where children will have to score points and officiate their own games. Children will then get an opportunity to reflect on their performance.</p>	<p><b>Gymnastics</b></p> <p>Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p><b>Dance</b></p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><b>Tennis</b></p> <p>Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p><b>Netball</b></p> <p>Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>	<p><b>Hockey</b></p> <p>Pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p>	<p><b>Athletics</b></p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p>
Year 5	<p><b>Bench Ball</b></p> <p><b>Benchball</b> is a team sport played to develop children's agility, coordination and balance. Children will be taught the rules of bench ball. Children will use knowledge gained from dodgeball, netball and handball to play this game. Children will be expected to use tactics to score points. Children will be taught the key movements and skills required to be successful. Children will compete with pace in small groups.</p>	<p><b>Gymnastics/ Dance</b></p> <p>Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p><b>Cricket</b></p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p><b>Tag Rugby</b></p> <p>Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p>	<p><b>Rounders</b></p> <p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against</p>	<p><b>Athletics</b></p> <p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others</p>
Swimming			(Year 6 non swimmers included)			

Year 6	<p><b>Football</b></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p><b>Gymnastics</b></p> <p>Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p><b>Dance</b></p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>	<p><b>Tag Rugby</b></p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p><b>Rounders</b></p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p><b>Cricket</b></p> <p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p><b>Athletics</b></p> <p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p>
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## Appendix 2 – P.E. Assessment Criteria

### Example of Year 1:

Run, Jump, Throw	Can start and stop at speed, run in straight lines using a variety of speeds
	Participate as part of a team to compete in running relays
	Attempt a variety of jumps taking off and landing on different foot combinations e.g. 2 to 1, 1 to 2 etc
	Handle and throw a variety of different objects and attempt to throw for distance
	Demonstrate awareness for the need to improve and attempt to improve
	Copy and repeat basic movements for extended periods of time developing stamina
Hit, Catch, Run	Demonstrate some core strength to hold shapes and positions
	Catch a medium sized ball from a short distance
	Intercept, retrieve and stop a beanbag and a medium sized ball with some consistency
	Track balls and other equipment sent to them, moving in line with the ball to collect it
	Run between bases to score points
	Retrieve and return a ball to a base
Send & Return	Work collaboratively to restrict runs in a simple game scenario
	Able to send an object with increased confidence using hand or bat
	Move towards a moving ball to return with hand or bat
	Score points against opposition over a line/net
	Select and apply skills to win points
	Chase, stop and control balls and other objects such as beanbags and hoops
Attack, defend, compete	Identify space to send a ball
	Begin to engage in competitive activities
	Roll or slide a beanbag or ball with accuracy
	Recognise rules and apply them in competitive and cooperative games
	Work in collaboration with others to score points
	Bounce a medium sized ball to self and attempt to bounce to others
Attempt to intercept and catch a thrown ball	

### Example of Year 6:

Athletics	<b>Events Taught: Discus, triple jump, 100m sprint</b>
	Accurately and confidently judge across a range of athletics activities
	Demonstrate accuracy and good technique when throwing for distance
	Show good technique and control for jumping activities
	Demonstrate improvement when working with self and others
	Choose appropriate run up distance as an individual for athletic jumps
Striking & Fielding	Use appropriate pace for different running distances
	<b>Sports Taught: Rounders</b>
	Strike a bowled ball and attempt a small range of shots
	Demonstrate control and consistency in a range of fielding skills, e.g. <i>throwing, catching, tracking, intercepting</i>
	Work collaboratively in teams to compete against themselves and others
	Apply with consistency standard rules of (modified) games
Striking & Fielding	Use a range of tactics for attacking and defending in the role of bowler, batter and fielder
	Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas

## Appendix 3

EYFS	KS1	KS2
<p><b>Early Learning Goals:</b>            Personal, Social and Emotional Development ELG: -            Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.            -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge            -Explain the reasons for rules, know right from wrong and try to behave accordingly            -Work and play co-operatively and take turns with others.            -Show sensitivity to their own and to others' needs.</p> <p><i>Physical Development ELG:</i>            - Negotiate space and obstacles safely, with consideration for themselves and others            -Demonstrate strength, balance and coordination when playing            -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>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.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>	<p>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 recognise their own success.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>