



Physical Education

PE at St Paul's creates a culture that aims to inspire an active generation to enjoy PE, encourage each other and achieve.



Our Vision for PE

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

At St Paul's, 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.

We offer a dynamic, varied and stimulating program of activity to ensure that **all** children progress physically through an inspirational, unique and fully inclusive PE curriculum (GetSet4PE). We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and using the medium of sport, increase their self-esteem. We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience.

Rationale – Why we do what we do..

The aim of Physical Education at St Paul's is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Thus embedding life-long values such as co-operation, collaboration and equity of play.

Our PE Curriculum, along with PSHE and science, teaches children about the importance of healthy living and learning about the need for good nutrition. At St Paul's we aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being.

After completing a PE audit with pupils and staff we found that children wanted a more varied curriculum and more extra-curricular activities. As a result, we are now offering an array of different extra-curricular activities and we have changed the PPA PE timetable to offer a wider range of sports.

How do we enable children to learn more and retain more?

Timings and timetable:

At St Paul's, our PE curriculum is varied and long-term plans ensure that we meet the requirements of the National Curriculum. All pupils receive at least two hours of high quality PE using the vast outside space or school hall. All children have a twice weekly PE lessons with their class teacher or PPA lead.

We provide opportunities for children to learn how to stay safe by starting swimming lessons in Reception and continuing until children have become confident in the water, knowing how to keep safe and also meet the National Curriculum requirements of swimming 25m by the end of Year 6.

PE– An Overview

Our PE curriculum is sequenced precisely through Get Set 4 PE to ensure progression of knowledge and skills throughout a child's primary education, thus enabling children to build upon prior experiences and apply these fluently, with confidence. Children also have the opportunity to further these skills at after school sports clubs thus making club links within the community and development officers for specific sports. At St Paul's we endeavour to provide a broad range of activities based on children's interests and new initiatives.

Inter and intra sports competitions are a valued and important part of school life. Although we enjoy the competitive nature of sport, we also appreciate and encourage the importance of children 'having a go' and promote positive experiences of being physically active and not always participate to win. We have an inclusive approach and value the importance of physical and mental well-being. Activities are modified to ensure that every pupil can participate and we follow the acronym 'STEP' to ensure success:

Space (increase or decrease action zone)

Task (change rules)

Equipment (different sizes/shapes/levels/arrangements)

People (number of participants and roles)

Children take part in a range of invasion, striking & fielding or net & wall games, we promote imagination and creativity in gymnastics and dance as well as provide opportunities for athletics using both indoor and outdoor environments plus outdoor and adventurous activities. Pupils are encouraged to take part in after school clubs and have the opportunity to compete against other schools. In KS2, children go on a residential course for outdoor activities. Children have swimming lessons from their very first year of school and continue every year up to Year 6.

Physical Education is fundamental in developing healthy lifestyles in young people and at St Paul's we provide a wide array of opportunities to develop this and sporting skills outside of the normal curriculum time. Regular extra-curricular clubs are very popular and offer a wide variety of sports, such as: Multi Skills, Girls and Boys Football, Fencing, Netball, Dance, Cricket, Rounders, Yoga and Hockey.

Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have well-staffed and equipped playgrounds, a sports field, two adventure playgrounds (one for KS1 and one for KS2), skipping ropes and an Outdoor Area specifically for the EYFS children. Also within our EYFS area we have a trim trail which was designed to provide opportunities for children to develop and improve fundamental skills using various body parts.

To develop leadership and communication skills, children can apply to become a Young Sports Leader which is a responsible role in encouraging younger children to learn how to play collaborative games, respecting rules and to be as active as possible during playtimes. Children selected are positive role-models for younger members of the school, organising lunchtime games and assisting with annual sports days.

Assessing Outcomes in PE

Throughout their education at St Paul's, our pupils should develop fundamental movement skills in a broad range of physical activities and be inspired to lead an active lifestyle throughout their childhood and beyond.

Our children should be encouraged to engage in competitive and co-operative physical activities within a range of challenging situations where they develop resilience and a positive growth mind-set.

Pupils should leave our school equipped with the core movement skills so they continue to be physically confident in a way which supports their health and fitness as well as develop a genuine love of being physically active.

The GetSet4PE scheme provides comprehensive guidance and support to assess the outcomes and progress of pupils within the PE curriculum, helping the better inform planning.

Assessing outcomes in PE is rigorous and focused. Teachers regularly review learning and knowledge within and after lessons and adapt their teaching as a result.

In Reception, all children have a personalised 'Learning Journey' using Tapestry which is used to record learning from all areas of learning across the year. Teachers use this evidence to ensure that all children are making progress and attaining well. Where children are not meeting expected standards, teachers provide additional support where appropriate.

Children continue to discover and develop their physical literacy in Y1 and beyond. See-Saw is used by all staff to observe, monitor and evaluate pupil's movements and skills. These images and videos are shared with children to help pupils to improve upon their personal targets. Using See-Saw is a valuable tool to track individual progress, set next steps and identify children who may require support and extension.

Class teachers monitor pupils progress in PE alongside their continuous tracking of cross-curricular skills for life: team work and collaboration, resilience, healthy life and healthy mind. If a child or group of children are perceived to require support in the fundamental movement or life skills, subsequent sessions will be adapted to ensure that the content focuses on developing and improving their ability to make unique progress. A whole school tracking system has been developed to identify inactive children both in school and out of school. Data is evaluated and specific clubs or activities are engineered to facilitate high levels of engagement and increased levels of activity.

The PE subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, monitoring see-saw and matching actual outcomes to intended outcomes as identified in the PE 'National Curriculum– Knowledge, Skills and Vocabulary document'. From this monitoring cycle, key actions are given to the teacher and are re-visited frequently.

The PE subject leader then has a formal meeting with senior leaders to discuss outcomes and next steps.

Enrichment

Enrichment opportunities within and across all areas of the curriculum are important to St Paul's to help develop the children's skills for life. Our research shows that although lots of children are involved in clubs out of school, not all have access to these opportunities. Therefore, we designed a broad and varied out of hours extra-curricular program which are relevant, age appropriate and inclusive to all.

Environmental Link

PE – Opportunities for children to make a positive difference to the environment.

WHOLE SCHOOL - Sustrans – walk/scoot/cycle to school week.

HEALTHY LIVING WEEK – place fruit cores/peelings in the compost bin.

Year Groups	Topic	Making A Positive Difference
Rec	Re-cycling	Re-cycle wellingtons, old PE equipment as planters and for containers in our mud kitchen. Old PE mats are used when learning outside.
1	Re-cycling	When a tree was cut down, the chippings were re-cycled to provide a soft base layer for the KS1 Adventure Playground
2	Re-cycling	When a tree was cut down, the chippings were re-cycled to provide a soft base layer for the KS1 Adventure Playground
3	Caring for our environment	Year 3 choreographed a dance performance based on pollution and how to care for our environment.
4	Pollution	St Paul's organised to share transport with Hampton Dene, thus reducing diesel emissions.
5	Reduce electricity use	Sports Leaders use hand pumps rather than an electric device to inflate balls for PE and playtime.
6	Conservation	Task cards are laminated to prevent extra photocopying as these can be reused rather than re-made.

