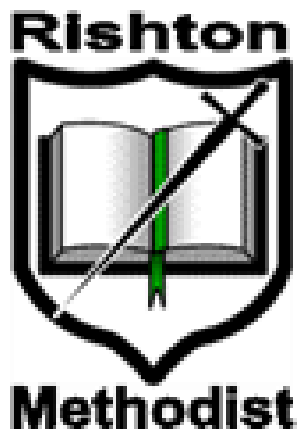


Rishton Methodist Primary School

Physical Education (P.E.) Policy

2024 - 2025



Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it' (Ezra 10:4).

Agreed by Governing Board on January 2025

Policy will be reviewed by January 2025

Created by Jayne Chambers Subject leader

POLICY PRINCIPLES

P.E. gives children skills and opportunities to work together with respect, create a sense of self and team belonging and compete to better understand resilience and celebrate achievements and successes.

Through effective teaching in P.E. children in Key stage 1, 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. In Key Stage 2, pupils 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 will enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Additionally, in Year 3 children attend taught swimming lessons to support them to learn to swim and in Year 6 'top up' sessions are taught to ensure all children are able to swim 25 meters before leaving primary school.

Curriculum Design and Delivery

P.E. is taught by class teachers, twice weekly for 1 hour, following the Key P.E. scheme of work, which has been mapped out across the school to meet the needs of the National Curriculum and our children.

In Key Stage 1 pupils are 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

In Key Stage 2, pupils should be taught to:

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

In swimming, children are 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

Each lesson is structured progressively to develop knowledge, culminating in a competitive element at the end of the session. Learning intentions are set at the start of the lesson and regular feedback opportunities throughout the lesson are built in. Teachers are encouraged to record these on a whiteboard under the headings of head (knowledge), heart (how they feel) and hand (skills they have learnt). Vocabulary is added to the board and regularly referred to as well as a discussion at the end of the lesson. This feedback is used as formative assessment for teachers and provide opportunities for retrieval practice for children to support metacognition.

In addition to taught lessons, we have a sports coach delivering lunchtime, after school and a before school clubs to children, some of which is funded through the sports premium grant and some through a pupil premium funding. As a school we are part of the School Sports Partnership for Hyndburn and each half term we attend inter school competitions to provide enhancements and opportunities to our children outside of their taught lessons. We offer a 'Bikeability' programme to children in Year 5 and 6. Additionally, teachers in EYFS are trained to deliver Tots-to-Tyres. Some of our Year 5 children are trained as 'Well being Warriors' and 'Play Leaders' and we have a strong partnership with the local Accrington Stanley Football Club, who deliver 'Move to Learn' workshops annually in school as well as offering visits to the club for classes.

All these opportunities contribute towards our Christian Vision, to build resilience and offer experiences in the community outside of our school. We have built strong links with local schools and are working hard to recognise our sporting achievements and successes.

Assessment

P.E is assessed formatively each lesson using the whiteboard and 'Head, Heart, Hand' symbols. Key vocabulary and mini plenaries support metacognition. Teachers take photographs of lessons and upload these weekly to Class Dojo, as well as communicating via our whole school dojo and website, our sporting competition results. Each half term, teachers will assess the outcome of their children and upload data to Sonar Tracker. Children are supported to achieve their year group expectations and are given opportunities to further develop these skills if needed. In swimming and cycling, children in Year 6 are given additional sessions, through top ups, to ensure that they are given the best chance at success.

Monitoring and Reporting

Staff are requested to photograph lessons weekly and upload these to their Class Dojo pages, so that parents are kept up to date. Each lesson, teachers will assess formatively and record learning intentions and outcomes on the whiteboard, this information will be used to formatively assess children and each term, summatively assess using Sonar Tracker statements. The subject leader will perform lesson walk throughs and take feedback informally from children across all years to gather monitoring information. Annually the subject leader, together with the Headteacher will complete the evaluation document for spending of the Sports Premium Grant. Schools are accountable for how they use the PE and sport premium funding allocated to them. The school's senior leadership team should make sure that the funding is spent for the purpose it has been provided: to make additional and sustainable improvements to the PE, sport and physical activity offered.

As part of their role and governors should monitor how the funding is being spent and determine how it fits into school improvement plans and assess the impact it is having on pupils. To assist with this, in conjunction with the National Governance Association (NGA) and the Local Government Association (LGA) a [monitoring tool](#) has been devised, that can be used for this purpose.

Schools must spend the PE and sport premium funding in full within the academic year it has been allocated for. As funding is provided for all pupils in years 1 to 6, it should not be allocated to only benefit a certain year group. Schools cannot roll over any unused funding into the following academic year. They must spend the funding before 31 July 2025 so it can be accounted for in the PE and sport premium digital reporting form.