



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



Physical Education

Guidance and Procedures



At Our Lady and
St. Hubert's, home,
school and parish
work together,
knowing that God is
with us in all we do.

Intent

It is our intention at Our Lady & St. Hubert's (OLSH) to build a Physical Education (PE) curriculum that enables children to develop knowledge, fundamental movement skills and vocabulary while participating in a broad range of sporting activities. PE is an integral part of our curriculum that is inclusive and engaging for pupils of all abilities, in a challenging yet supportive environment. We aim to provide our children with a broad range of opportunities to acquire, develop and refine their understanding of physical movements and techniques; to further their knowledge and understanding of physical concepts and principles. PE at OLSH should be fun, engaging and challenging so that all children are provided with the opportunity to enjoy, excel in, and learn about a broad range of sports and physical activities.

Our PE curriculum has been carefully mapped out so that children are given opportunities to develop their understanding of the human body and the physical movements required for a range of skills and physical activities. The progressive curriculum begins with the Early Learning Goals which are assessed during Reception, this assessment data then forms the basis for the Physical Education throughout KS1 and beyond. Furthermore, children are provided with a multitude of opportunities to participate in competitive sports, both inside and outside of school. As a result of this carefully mapped out curriculum children are given plenty of opportunities to build upon prior knowledge which allows them to build on past learning, thus allowing them to know and remember more.

The intention of PE at OLSH is to offer a wide range of physical activities which enables our children to develop both physically and mentally while also enjoying their learning. These physical and mental values are explicitly taught during PE lessons which allows the children to develop vital, transferable life skills referred to as the 6C's (See Fig. 2). We believe that by teaching children to enjoy all areas of PE we are also providing them with the foundations required to develop a love of sport, thus encouraging our children to make informed and appropriate lifestyle choices.

Aims of PE at OLSH:

- Foster a love for and enjoyment of being physically active.
- Develop 'fitness for life' through promoting health benefits of regular exercise and healthy eating.
- Identify talents and provide opportunities for children to showcase these.
- Develop self-esteem, confidence and social skills.
- Contribute to the physical development of every child.
- Give children a way of expressing themselves and an opportunity to be creative.
- Develop a range of skills that can be applied in other contexts.
- Give children the opportunity to try out activities that they would not otherwise have access to.

Implementation

At OLSH we have used the best research to create a well sequenced and progressive PE curriculum which allows the children to build on their previous knowledge. To further aid our teachers in this process we follow the lessons plans of the PE Hub; a resource that follows the National Curriculum objectives. The PE

Hub scheme of work has been carefully mapped out so that each unit of work is progressive and age appropriate. However, teachers are able to adjust and change lessons to suit the needs of their classes where needed or even reteach aspects of specific lessons so that children are given appropriate time to practise skills in a variety of ways, allowing them time to embed.

Throughout the course of the year, children participate in two one-hour lessons per week and each term one year group will attend swimming in place of one of their PE lessons. Pupils at OLSH are assessed across the three strands of PE in 6 (Key Stage 1) or 7 (Key Stage 2) sports activities throughout the year. Teachers at OLSH assess children through three strands of head, heart and hands (Fig. 3) with the use of the knowledge organisers which allows teachers to make informed summative assessment judgments while also providing children with opportunities to peer and self-assess throughout units of work.

Each half term, children will complete two sports activities which means throughout the year, children will participate in a minimum of 12 sports activities including invasions games, dance and gymnastics. Furthermore, the school offer a wide range of afterschool clubs which provide the children with even more opportunities to participate in sporting activities. Finally, a range of inter and intra-school events are run throughout the school year, giving children opportunities to take part in competitive sports both within school and against other schools through the Sandwell Primary School Games.

Impact

At OLSH, we ensure that our PE curriculum is inclusive and progressive so that children are provided with the opportunity to develop fundamental understanding, knowledge, techniques and skills associated with PE. We aim to ensure that all PE lessons are fun yet challenging for all pupils so that all children continue to grow a love of PE while providing a platform for them to achieve in a safe and encouraging environment. We aim to ensure that all children continue to develop a love of sport and physical education so that we can embed a deep-rooted knowledge and understanding of the importance of leading a healthy and physically active lifestyle.

To ensure that the impact of our curriculum is relevant, regular pupil voice surveys are carried out which allows the children to share their opinions of PE while also providing them with opportunities to suggest future afterschool clubs so that the provision provided is relevant to their interests. Therefore, as a school we are able to ensure that as many children as possible are eager to attend competitive sports events and even the least confident children are keen to attend.

See Appendix A – Progression Map

Role of the Subject Leader

- To attend CPD courses and share knowledge learnt with teaching staff
- To arrange staff meetings/informal meetings to develop subject knowledge of the curriculum and the teaching of Physical Education
- To carry out termly audits of the school's PE resources, and operate an efficient storage system for these resources to ensure that our children can learn effectively in and through PE
- To monitor the learning and teaching in P.E and provide support for staff when necessary
- To take a lead role in organising P.E events in school
- To involve parents/carers in their children's learning in and through P.E
- To review changes to the National Curriculum requirements and advise on their implementation
- One of the main jobs of a subject leader is to monitor teachers' understanding, implementation and assessment of the National Curriculum.

Curriculum planning

At Our Lady and St Hubert's, we follow a P.E scheme called P.E Hub. P.E hub has mapped the objectives from the National Curriculum to establish engaging and age-appropriate units with clear progression. The foundation subjects at Our Lady and St. Hubert's, are taught mainly through a thematic curriculum, so where applicable, the PE hub units have been mapped to link to a year group's theme. However, the majority of units will be taught as discreet lessons.



Each year group has two different P.E units to study each half term which will be taught twice a week., an example of this can be seen in Fig. 1.

Teaching spaces will be chosen based on the equipment, resources and weather. Teachers will mainly use the hall (timetabled), but may also teach their lessons in the playground, forest school or swimming pool.

Our Lady and St Huberts Catholic school	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception			Body Management Unit 1	Speed Agility Travel Unit 2	Cooperate & Solve Problems Unit 1	Dance Unit 2
			Speed Agility Travel Unit 1	Manipulation & Coordination Unit 2	Dance Unit 1	Gymnastics Unit 1
Year 1	Gymnastics Unit 1	Gymnastics Unit 1	Attack Defend Shoot Unit 1	Hit Catch Run Unit 1	Send & Return Unit 1	Run Jump Throw Unit 1
	Gymnastics Unit 2	Gymnastics Unit 2	Attack Defend Shoot Unit 2	Hit Catch Run Unit 2	Send & Return Unit 2	Run Jump Throw Unit 2
Year 2			Dance Unit 1	Gymnastics Unit 1	Attack Defend Shoot Unit 1	Send & Return Unit 1
			Dance Unit 2	Gymnastics Unit 2	Hit Catch Run Unit 1	Run Jump Throw Unit 1

Fig 1- Example of the P.E Hub curriculum builder

6Cs

In order to be successful in the 21st century, we believe children should be taught (and be given time to practice and develop) key behaviours, which in the past may not have been explicitly catered for under the National Curriculum. As a result, we have catered our curriculum to include opportunities for the '6Cs' to be taught and developed. PE provides a wide breadth of opportunities for this to be done.

 <h2 style="text-align: center;">The 6Cs and PE</h2>		
How our 6Cs will be evident through our PE curriculum		
 Character	 Citizenship	 Communication
<p>Children will build on their 'character' in most PE lessons. They will learn new skills that require practice to master – this could take weeks or months or persevering and pushing themselves. Through PE, children will reinforce skills such as turn taking and patience, as well as how to lose without getting cross. They will learn how to balance their competitive spirit with support for their friends.</p>	<p>Children will learn about games and dances from different countries and what they mean to the people who live there. They will develop their awareness and appreciation of a variety of cultures within our school and around the world.</p>	<p>Through PE children will learn about many ways to communicate; through movement to convey an emotion/message or during team games to communicate with their team members. They will learn about how to support their peers, whilst still developing a competitive spirit.</p>
 Collaboration	 Creativity	 Critical thinking
<p>Children will have many opportunities to collaborate during PE lessons, through a variety of games, sports, and activities. Using their communication and character skills, they will realise that working well as a team will achieve the most success.</p>	<p>In PE children will work together to try creative ways to solve problems. This could be during team games or during team building activities.</p>	<p>Children will learn that some sports take strength and fitness, while others rely on honed skills, strategy, and tactics. Children will be able to make decisions about which skills will be the most suited to different activities.</p>

Fig. 2 shows how the 6Cs have been linked to PE teaching:

Assessment

Assessment of PE at OLSH is done through a variety of formative assessment within lessons but we also appreciate the power of pupil voice and self-assessment. For each sport/activity which is covered the teachers and the children will have a knowledge organiser. These knowledge organisers allow the children see exactly what it is their teachers will be assessing them on which helps children understand that the assessment of PE is much more than simply performance based. The knowledge organisers will actively be used by both pupils and teachers throughout a unit of work where children are regularly provided with opportunities to assess their own learning. Over the course of the year the children are given a summative assessment grade where teachers which is reported via our school reporting system.

Monitoring and Reports

The P.E subject leader will also conduct a termly monitoring through pupil voice, staff voice and evidence audits to ensure that children are engaged, staff are confident and that all objectives are covered. Assessments will be interpreted and explored, in order for the subject leader to offer further support where appropriate. Attainment in P.E is reported to parents through parents' evenings and end of term/year reports.

SEND, Pupil Premium and Inclusion for all

All physical activity opportunities offered at St Hubert's are designed to be inclusive, and cater for different ability levels. All children will be given the opportunity to participate in a range of physical activities regardless of gender, ethnicity or ability.

When planning work, teachers should be aware of the school ethos of inclusion and reflect this in terms of curriculum provision, range and content. This will include differentiation within lessons: some children will be physically talented and will need extension work, others may need longer to complete a task or to work with more limited boundaries or with more support.

Competition - Pupils take place in a range of intra-school and inter-school competitions some of which are organised through the local School Sports Partnership and local mini leagues. Others are organised internally.

Children are reminded of the need for Catholic values and fair play in all competitive sport they take part in. Unfair play will not be tolerated.

Health and Safety

Children should be taught the correct and safe use of equipment and apparatus. Teachers are required to check equipment prior to the lesson and report any damage to the P.E coordinator.

See Appendix C – Risk assessment Playground

See Appendix D – Risk Assessment Hall

See Appendix E – Risk Assessment Trim trails

Reviewed – January 2023 – Joe Jay (Subject Lead)

Date of next Review – January 2024

