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**Learning in PE at St Margaret Mary’s**

**We try to follow Jesus in everything we do.**

**Why is PE important at St Margaret Mary’s?**

At St Margaret Mary’s Physical Education (PE) supports children’s all-round development. As well as developing physical skills, our PE curriculum teaches children intellectual skills, helps them navigate complex social situations, and nurtures their emotional development. An interactive and collaborative approach to PE fosters self-confidence, empathy, problem solving and creativity. These social and emotional attributes [run in parallel](https://theconversation.com/physical-education-is-just-as-important-as-any-other-school-subject-103187) and complement the physical and cognitive outputs most frequently associated with PE, such as fitness, skill development, leadership and resilience. Importantly, our learning intentions are constructed to develop the life and learning skills that children have missed out on during their social isolation over the past two years. We have Sports Ambassadors and Playground Leaders working across the school developing the key values of:

**S**upport

**P**assionate

**O**rganise

**R**espect

**T**eam

**S**hare

Our ambassadors and leaders promote physical activity at lunchtimes with the use of equipment and games, they organise intra-school competitions, support at sports day and promote sports across the school.

As a school we continue to use our Sports Premium Funding to increase and develop:

* The engagement of all pupils in regular physical activity
* The profile of PESSPA being raised across the school as a tool for whole school improvement
* Increased confidence, knowledge and skills of all staff in teaching PE and sport
* Broader experience of a range of sports and activities offered to all pupils
* Increased participation in competitive sport

**3I’s**

**Intent**

Our PE curriculum has been specifically tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and active in their learning and knowledge. To be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from PE. This will help them become faith filled and hopeful in their abilities to change and transform themselves and our society. PE enables our children to become healthy, independent and responsible members of society. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for our pupils to be creative in such areas as dance and devising their own games. There are plenty of opportunities for children to be competitive and to face up to different challenges as individuals, in groups and teams. By giving pupils the opportunities to compete in sport and other activities it enables pupils to build character and help embed values such as fairness and respect.

**Implementation**

The Foundation Stage

We encourage the physical development of our children in the nursery and reception classes as an integral part of their learning and development. We relate the physical development of the children to the objectives set out in the Early Years Foundation Stage curriculum, which underpin the curriculum planning for children aged three to five years of age. There are continual opportunities for the children to develop their fine and gross motor skills in an indoor and outdoor environment.

KS1

At St Margaret Mary’s we aim to provide KS1 children with broad learning opportunities to:

* develop fundamental movement skills (FMS)
* become increasingly competent and confident in extending their agility, balance and coordination individually and with others
* be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

KS2

In KS2 the children’s learning opportunities are applied and expanded to:

* learn how to use skills in different ways and to link them to make actions and sequences of movement
* enjoy communicating, collaborating and competing with each other
* develop an understanding of how to improve in different physical activities and sports
* learn how to evaluate and recognise their own success

**Impact**

All children make progress in each year group to have the understanding and knowledge to perform a broad range of physical activities and skills confidently and competently. They are able to engage in physical activity for sustained periods of time and compete against themselves and others. They understand the importance of leading a healthy and active life. Children enjoy being physically active and St Margaret Mary’s has instilled a lifelong habit of being physically active. Assessment, questionnaires and surveys (from teachers and children) are used to inform curriculum planning to ensure children engage with their learning and their needs are met.

**PE Long Term Plan**

Each year a whole school curriculum map is developed to ensure coverage and progression across the school. Our plan is designed to include:

|  |  |
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| **Key Stage** | **Area of learning** |
| **KS1**  12 weeks on each area | Fundamental **movement** skills ‘brilliant basics’ (balance, coordination and agility) and master basic movements (including running, jumping, throwing and catching).  \*Apply these skills in games/activities\* |
| Dance (perform dances with **simple** movement patterns) |
| Games (**team games** focusing on attacking and defending) |
| **KS2**  7 weeks on each area  Within these lessons children should be striving to meet **personal bests**  **Please Note**  **KS2 have 4 additional focuses:**  •Strength flexibility and control  •Swimming  •Outdoor adventurous activities  •Striving to achieve personal bests. | Fundamental **sports** skills (use running, jumping, throwing and catching in isolation and in combination) |
| Dance (perform dances with **a range** movement patterns developing routines and sequences) |
| Games (play **competitive games** focusing on attacking and defending – these could be badminton, tennis, rounders, netball, hockey, football, cricket, basketball) |
| Strength flexibility and control (for example gymnastics) |
| Swimming |
| Outdoor adventurous activities (including forest schools, orienteering individually and with a team) |

**What PE looks like at St Margaret Mary’s**

We are currently working alongside Little Sports Coaching to provide provision that is well paced and progressive. We also use the planning tools from the PE Hub to ensure coverage and skills progression.

**What a PE lesson looks like at our school:**

**Planning and Teaching:**

Alongside the whole school long term plan we have half termly medium term plans plus individual lesson plans per session. Our teaching and learning has:

•Clear **learning objectives** and **success criteria.**•Lessons that focus on **skills development** rather than games (balance, coordination, agility, attacking, defending, developing and mastering basic movements).  
  
•May incorporate pupils’ interests as a ‘hook’.   
  
•**Differentiation methods:** self-choice, STEPS (change the space/size, time/task, equipment, people, safety), parallel activities running.  
  
**•Questioning** related to skills and bounce to others.  
  
•Opportunities to achieve a **PB** with multiple rounds of games and opportunities **to lead.**  
  
•Children should **enjoy** communicating, collaborating and competing with each other.

**PE Lesson Structure:**

Children will get changed for PE before the beginning of the lesson.

The teacher will introduce the lesson, exploring the skills focus and learning outcomes the children should achieve in the lesson.

Teacher then walk the children sensibly to the area they are completing PE.

Children sit / stand quietly and listen to the teacher explain the warm up.

Children complete the warm up – ensuring this is done sensibly and quietly. (The warm up can link to previous learning)

Teacher then to introduce the skills they are learning, exploring why they need to know these skills. Children practice these skills independently or in groups as directed by teacher.

Main input will then be the children applying the skills they have learnt. The children will give examples of the skills.

Teacher then to tidy away any equipment with the help of children and teaching assistant.

Children walk quietly back to class, where the teacher will then recap the learning and what skills have been learnt, ensuring the children know what skills they have learnt during the lesson.

Children then to quietly get changed back into their school uniforms.

**Displays:**

We use our displays to promote and engage children’s interests in a range of sports and to celebrate our playground leaders that support interaction in games during lunch. They also explore the key values that we always use when being active in our school such as, self-belief, teamwork, determination, passion, respect and honesty.

**Assessment:**

The children are assessed throughout the lessons to inform subsequent planning. The children are stopped regularly throughout lessons to recap and reinforce learning so far and to assess their understanding of the learning intention being explored.

Half-termly assessments are made with input from both class teachers and LSC Coaching staff. This uses a holistic approach that incorporates assessing the children in three aspects of PE; Cognitive (key knowledge and concepts), Affective (key physical literate skills) and Psycomotor (key PE attitudes and behaviours). Children are then assessed as working at a basic level, developing level of working at greater depth in each of these three areas.

**Inclusion:**

PE is planned for according to the individual needs of the children – in line with the whole school policy surrounding equal opportunities and based upon our school aim to recognise that each child is unique. There are many ways in which SEND children can access the PE curriculum including:

* Ensuring familiarity with equipment
* The use of small steps during practical tasks
* Differentiated tasks that are adapted to meet the needs of pupils
* Additional adult support to ensure the development of skills
* Suitable resources that support learning and allow full participation
* Objectives that are different from those of the rest of the group

These incorporate the STEP (space, task, equipment, people) process of modifying and adapting the PE curriculum.

Staff and coaches use the inclusion spectrum to respond to pupils’ diverse learning needs. This provides five different, but complementary ways of including disabled pupils. Teachers will provide inclusive, adapted, modified or separate activities or approaches to learning.

* Open activity
* Modified activity
* Parallel activity
* Disability sports activity
* Separate activity

**Monitoring:**

Both the subject coordinator and head teacher carry out regular monitoring in PE via observations and discussions with coaches and class teachers.

**Parents:**

Parents are regularly informed of PE days and appropriate PE kit via the school newsletter. Content of PE sessions is also shared with parents on the school Twitter page.

**How do we know our children have made progress?**

Our PE planning is developed and focused around skills progression both within a lesson and across year groups and key stages.